

HO CHI MINH NATIONAL ACADEMY OF POLITICS

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**CONSTRUCTING THE LIFESTYLE OF UNIVERSITY
STUDENTS IN THE MEKONG DELTA REGION TODAY
ACCORDING TO HO CHI MINH'S IDEOLOGY**

SUMMARY OF THE DOCTORAL THESIS

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INTRODUCTION

1. The urgency of the theme

Students are a large social force, receiving formal and systematic education and training in academic institutions. Together with the broader youth force, they play a vital role as the future owners of the nation and as worthy successors to the revolutionary cause of previous generations. Throughout various periods of the revolutionary struggle, students have consistently received attention, education, and guidance from President Ho Chi Minh, the Party, the State, and the broader society. As a result, many generations of Vietnamese students, after undergoing education and training in academic institutions, have demonstrated their moral qualities and talents, striving diligently and making significant contributions to the cause of national construction and defense.

Recognizing the significant role of youth - particularly students as an important subgroup - Ho Chi Minh emphasized the necessity of educating and training them to become individuals who are both "morally upright" and "professionally competent". He especially stressed the need to “fundamentally transform long-standing lifestyles, habits, mindsets, and deeply rooted prejudices that have existed for thousands of years” through appropriate measures. These efforts aim at cultivating a lifestyle grounded in ideals and ethics, harmoniously integrating traditional national values with the cultural essence of humanity.

Resolution No. 29-NQ/TW dated November 4, 2013, of the Central Executive Committee on the fundamental and comprehensive reform of education and training - aimed at meeting the demands of industrialization and modernization within a socialist-oriented market economy and in the context of international integration - explicitly identified several limitations, including the insufficient attention paid to the education of ethics, lifestyle, and working skills. In response, the Resolution set forth tasks and solutions that emphasize reforming curricula to develop learners’ competencies and qualities in a balanced manner, integrating moral, intellectual, physical, and aesthetic education; simultaneously addressing character development, literacy, and vocational training. It stresses the importance of fostering personality, ethics, lifestyle, legal knowledge, and civic awareness. The focus lies on fundamental values of culture, national traditions, moral principles, the cultural quintessence of humanity, and the core humanistic values of Marxism-Leninism and Ho Chi Minh’s ideology. The issue of building ethical standards and lifestyles for youth and students is further reinforced in Directive No. 42-CT/TW dated March 24, 2015, by the Party Secretariat on strengthening the Party’s leadership in educating

revolutionary ideals, ethics, and cultural lifestyles for the young generation during the 2015-2030 period, and in Directive No. 31/CT-TW dated December 4, 2019, by the Prime Minister on enhancing moral and lifestyle education for students and pupils.

Over nearly 40 years of renovation, students have had the opportunity to study and train in increasingly modern educational environments. However, in the context of globalization and a market-oriented economy, students are exposed to numerous temptations and negative influences, which have led to phenomena such as: living hastily and hedonistically; adopting materialistic and money-centered values; lacking ideals and becoming alienated from the nation's fine cultural traditions; showing poor discipline and responsibility in work; lacking professional ethics and integrity; demonstrating low motivation for learning and self-improvement; being irresponsible in friendships and romantic relationships; overly dependent on family support; displaying individualistic and selfish behaviors; engaging in social evils and legal violations, among others. A portion of youth and students have even been incited or manipulated by hostile forces to act against the revolutionary cause of the Party and the nation. These developments not only contribute to the moral and lifestyle degradation of society at large but also directly impact the ethics and lifestyle of students themselves.

In the Mekong Delta region, despite significant efforts to thoroughly implement the viewpoints and policies of the Party and State, and to creatively apply Ho Chi Minh's thought on lifestyle construction - thereby contributing to the formation of well-rounded learners - universities in the region still face several challenges. A portion of students remain passive in their studies and training, exhibit a lack of work ethic, and show signs of a materialistic, hedonistic lifestyle, characterized by vanity, poor cultural awareness, and distorted views on friendship and romantic relationships. Many students also display reluctance or avoidance when it comes to participating in demanding or volunteer activities for the community. These limitations are continuing to evolve in complex ways, calling for clear orientation and effective solutions from relevant stakeholders to promote positive lifestyle development among students - thereby building a generation of exemplary students who are truly the future owners of the country. The construction of a positive lifestyle for Vietnamese students in general, and particularly for students at universities in the Mekong Delta, has become both an urgent and long-term requirement for national and regional development - especially in the context of the country's transition into a new era of development.

Applying Ho Chi Minh's ideology on lifestyle construction to the development of student lifestyles at universities in the Mekong Delta region plays a vital role in shaping students' scientific worldview, revolutionary outlook on life, ethical norms, and personal conduct. It contributes to the formation of appropriate behaviors in learning, working, daily living, and interpersonal communication, while also guiding students' thinking and actions toward a more responsible and healthy lifestyle. Building student lifestyles according to Ho Chi Minh's ideology also equips students with the capacity to recognize and effectively respond to the degradation of political ideology, ethics, and lifestyle among certain officials, Party members, and segments of the population in contemporary society. This process helps students continuously improve themselves and become a pioneering force in the cause of national construction, development, and defense - working toward a prosperous and sustainable Mekong Delta. More importantly, applying Ho Chi Minh's ideology in constructing student lifestyles also contributes significantly to orienting and building the system of cultural and human values in the Mekong Delta region today. Therefore, promoting lifestyle development among university students in line with Ho Chi Minh's ideology must be regarded as an essential and urgent task for all relevant stakeholders in society.

For these reasons, the doctoral candidate has chosen the topic "*Constructing the lifestyle of university students in the Mekong Delta region today according to Ho Chi Minh's ideology*" as the subject of the doctoral thesis major Ho Chi Minh Studies.

2. Research Objectives and Tasks

2.1. Research Objectives

Based on a thorough clarification of Ho Chi Minh's ideology on lifestyle construction and the practical realities of student lifestyle development at universities in the Mekong Delta region, this thesis proposes orientations and solutions for building student lifestyles according to Ho Chi Minh's ideology.

2.2. Research Tasks

- The thesis provides an overview of existing research related to the topic, clarifies the relevant studies and identifies the key issues that require focused research.

- Develop a theoretical framework for the dissertation through the analysis and interpretation of key concepts related to the topic, and an in-depth examination of the content of Ho Chi Minh's ideology on lifestyle construction.

- Assess the current state of lifestyle construction among university students in the Mekong Delta region from 2013 to 2025, and identify emerging issues from the perspective of Ho Chi Minh's ideology on lifestyle development.
- Analyze the factors influencing student lifestyle construction and propose orientations and solutions for promoting lifestyle development among university students in the Mekong Delta according to Ho Chi Minh's ideology.

3. Research Scope and Subjects

3.1. Research Subject

The research object of the thesis is Ho Chi Minh's ideology on lifestyle construction and its application to the development of student lifestyles at universities in the Mekong Delta region today.

3.2. Research Scope

- Scope of content: The thesis examines the objectives, subjects, target groups, content, and methods of lifestyle construction according to Ho Chi Minh's ideology; investigates the current state of lifestyle building among university students in the Mekong Delta region; clarifies the achievements and limitations in students' work, study, daily life, and behavior based on Ho Chi Minh's ideology; and proposes orientations and solutions for constructing student lifestyles at universities in the Mekong Delta in line with Ho Chi Minh's ideology.

- Scope of space: The thesis conducts research and surveys at 9 out of 17 universities in the region, specifically: An Giang University, Kien Giang University, Can Tho University, Vo Truong Toan University, Dong Thap University, Tra Vinh University, Bac Lieu University, Cuu Long University, and Long An University of Economics and Industry.

- Scope of time: The study examines the state of student lifestyle development at universities in the Mekong Delta from 2013 to 2025. The year 2013 marks the issuance of Resolution No. 29-NQ/TW by the Central Executive Committee on November 4, 2013, regarding the fundamental and comprehensive reform of education and training to meet the demands of national industrialization and modernization. The Resolution emphasized the necessity of fostering lifestyles among students in the context of a socialist-oriented market economy and international integration. Additionally, 2013 was the beginning of the implementation of the 9th National Congress Resolution of the Vietnam National Union of Students (2013-2018 term), marking a formal phase in student lifestyle development.

4. Theoretical Basis and Research Methodology

4.1. Theoretical Basis

The thesis is grounded in the methodological foundation of dialectical materialism and historical materialism; the viewpoints and policies of the Communist Party of Vietnam; and the political science and Ho Chi Minh studies methodologies related to the construction of student lifestyles.

4.2. Research Methodology

The thesis employs a range of methods, including the logical method, the historical method, and a combination of other approaches such as statistical analysis, comparative analysis, sociological investigation, and practical generalization. These methods are applied appropriately to each specific content area of the dissertation. Specifically:

- The logical method is used to construct key concepts such as lifestyle, lifestyle construction, Ho Chi Minh's ideology on lifestyle construction, and student lifestyle building based on Ho Chi Minh's ideology.

- The logical method is also applied to clarify the content of Ho Chi Minh's ideology on lifestyle construction, generalize it into theoretical principles, interpret emerging issues, and propose solutions for building student lifestyles at universities in the Mekong Delta. The historical method is employed to examine the development of Ho Chi Minh's ideology on lifestyle construction and to assess the actual situation of student lifestyle development at universities in the Mekong Delta from 2013 to 2025. The combination of historical and logical methods is used to illuminate the essence and content of Ho Chi Minh's ideology on lifestyle construction.

- Methods of practical generalization, statistics, and comparison are used to clarify the current situation, achievements, limitations, and challenges in the construction of student lifestyles at universities in the Mekong Delta.

- The sociological investigation method is applied to collect data related to student lifestyle construction from surveyed subjects, serving the analysis of the current situation. The dissertation uses stratified random sampling across 9 out of 17 universities in the region and conducts a questionnaire survey with 1,103 students (from first to fourth year) and 121 administrators and lecturers. Additionally, in-depth interviews are conducted with six individuals: three university leaders (as stakeholders in lifestyle construction for students), and three students currently holding leadership roles in the Youth Union or Student Association at the university level - who serve as both subjects and stakeholders in lifestyle construction. Based on these data, the dissertation provides a comprehensive analysis and evaluation.

5. New Contributions of the Thesis

- The dissertation develops the concept of Ho Chi Minh's thought on building a lifestyle and on building students' lifestyles in accordance with Ho Chi Minh's thought; systematically elucidates the content of Ho Chi Minh's ideology on lifestyle construction.

- Objectively assessing the current situation lifestyle construction for university students at Mekong Delta universities during 2013-2025, identifying achievements, limitations, and underlying causes and identifying the emerging issues in building a lifestyle for university students in the Mekong Delta region.

- Based on Ho Chi Minh's thought and the practical realities of lifestyle-building for university students in the Mekong Delta, the dissertation proposes feasible directions and solutions for developing a lifestyle for university students in the Mekong Delta based on Ho Chi Minh's ideology, according to the current requirements and conditions of the country and the Mekong Delta region.

6. Theoretical and Practical Significance

6.1. Theoretical Significance

The research findings of the dissertation contribute to clarifying the content of Ho Chi Minh's ideology on lifestyle construction and its application in the context of universities in the Mekong Delta region. At the same time, the study provides a scientific foundation for developing and implementing lifestyle-building initiatives for university students in the coming period.

6.2. Practical Significance

- The results of the dissertation make a practical contribution to the current movement of studying and following Ho Chi Minh's ideology, ethics, and style.

- The research outcomes can serve as reference materials for teaching political theory subjects, especially the subject of Ho Chi Minh's ideology, in universities and colleges both within the region and nationwide.

- The research new findings from the dissertation will help enhance the effectiveness of lifestyle development among university students in the Mekong Delta. They also offer a scientific basis for the Youth Union and Student Association at universities in the region to design action plans and programs aimed at building student lifestyles in the near future.

7. Structure of the Thesis

Apart from the introduction, conclusion, list of references, and appendices, the thesis is structured into 4 chapters with a total of 9 sections.

Chapter 1

OVERVIEW OF THE RESEARCH RELATED TO THE THESIS

1.1. RESEARCH RELATED TO THE THESIS

1.1.1. Studies Related to Ho Chi Minh's Ideology on Lifestyle and Lifestyle Construction

The issues of lifestyle and lifestyle construction have attracted significant attention from numerous scholars, notably Pham Ngoc Anh, Mach Quang Thang, Tran Van Giau, Bui Dinh Phong, Vu Khieu, and Nguyen Thi Kim Dung, among others. These researchers have approached the concept of lifestyle from various perspectives. In particular, lifestyle is often considered by many authors as a mode of living or a way of life of individuals, communities, or nations, closely associated with specific historical periods. Several scholars have explored Ho Chi Minh's ideology on lifestyle construction across different dimensions, including labor, study, daily life, and social conduct. Most of the studies affirm the theoretical and practical significance of Ho Chi Minh's ideology on lifestyle construction, emphasizing the necessity of promoting a progressive and positive lifestyle for the Vietnamese people.

1.1.2. Studies on Lifestyle Construction for University Students

The issue of building a lifestyle for university students has attracted the attention of both domestic and international scholars. Notable figures include Ta Ngoc Tan, Tran Kieu, Luu Minh Van, Hanaa Ghaleb Al-Amari, I. Assaf, and Joshua Ebere Chukwuere. These researchers have proposed various definitions of lifestyle and student lifestyle, as well as outlined the fundamental characteristics and core components of lifestyle construction for students. Many studies emphasize the necessity of developing and educating students' lifestyles in the context of contemporary society. In addition, several works have analyzed the impact of globalization, the market economy, mass media, the Internet, social networks, and consumer culture on students' lifestyles and health. These studies also propose directions and solutions for fostering a healthy lifestyle among students.

1.1.3. Studies on the Application of Ho Chi Minh's Ideology to Lifestyle Construction

Research on the application of Ho Chi Minh's ideology to lifestyle construction has received considerable attention from various governmental agencies, educational institutions, and numerous scholars and researchers. Notable contributions come from Doan Thi Chin, Do Quynh Hoa, Nguyen Xuan Trung, and Nguyen Thanh Trung. These studies draw from Ho Chi Minh's

ideology on lifestyle and its principles to apply in educating and developing student lifestyles within academic institutions, offering practical solutions based on his thoughts. However, no research to date has specifically addressed the application of Ho Chi Minh's ideology on lifestyle construction to the development of student lifestyles at universities in the Mekong Delta region.

1.2. RESEARCH RESULTS ACHIEVED AND ISSUES THAT THE THESIS WILL CONTINUE TO RESEARCH

1.2.1. Research Results Achieved

Through the review and assessment of studies related to the thesis topic, the main findings can be summarized as follows:

First, research from various perspectives has contributed to clarifying the position, role, content, and methods of lifestyle construction according to Ho Chi Minh's ideology. Notably, most authors agree that Ho Chi Minh laid the foundation for the development of a new lifestyle in Vietnam. His ideology on lifestyle construction has become a theoretical basis for current studies on building lifestyles in the Vietnamese context. In addition, these studies emphasize the appeal and influence of Ho Chi Minh's lifestyle, highlighting that its values not only guide the development of Vietnamese individuals to be both “morally sound” and “professionally competent,” but also resonate with progressive humanity worldwide.

Second, research on student lifestyle construction has identified core components based on the approach of life value systems and proposed practical measures for building student lifestyles. These works stress that developing a sound lifestyle among students is essential for personality development, the preservation of national cultural identity, and the formation of a high-quality human resource base to serve the country's industrialization and modernization. The studies also acknowledge that lifestyle construction is influenced by multiple factors, requiring relevant stakeholders to enhance positive impacts and mitigate negative ones.

Third, several studies have examined Ho Chi Minh's ideology on lifestyle construction and applied it to research on the realities of schools and academies, thereby proposing directions and solutions for building student lifestyles. Overall, these proposed orientations and solutions based on Ho Chi Minh's ideology are considered appropriate to the current situation in certain localities and institutions. However, no study to date has systematically, comprehensively, and profoundly examined Ho Chi Minh's ideology on lifestyle construction and applied it to the lifestyle development of university students in the Mekong Delta

region from the perspective of Ho Chi Minh Studies. Therefore, this remains a “gap” in the current body of scientific research that requires further exploration.

1.2.2. Issues the Thesis Needs to Continue Researching

Through the review and assessment of research works related to the thesis topic, the doctoral candidate has identified the following key issues to be addressed:

First, the study will focus on analyzing and clarifying several theoretical issues related to lifestyle construction (LSC) for university students based on Ho Chi Minh’s ideology. This includes core components of Ho Chi Minh’s ideology on LSC such as objectives, agents, target groups, content, and methods of lifestyle construction. This provides the theoretical basis for developing university students’ lifestyles in the Mekong Delta.

Second, grounded in the theoretical framework of Ho Chi Minh’s ideology on LSC, the dissertation will develop a set of criteria for evaluating the current status of lifestyle construction among university students in the Mekong Delta region. It will also clarify the underlying causes of achievements and limitations, and identify the pressing issues in student lifestyle construction at universities in the region during the period from 2013 to 2025, from the perspective of Ho Chi Minh’s ideology.

Third, based on Ho Chi Minh’s ideology on lifestyle construction, the current status of lifestyle development among university students in the Mekong Delta, and the forecast of influencing factors, the dissertation will propose orientations and feasible solutions for enhancing lifestyle construction for university students in the Mekong Delta region today.

Chapter 2

SOME THEORETICAL ISSUES REGARDING THE CONSTRUCTION OF STUDENT LIFESTYLES ACCORDING TO HO CHI MINH’S IDEOLOGY

2.1. SOME CONCEPTS RELATED TO THE THESIS

2.1.1. Lifestyle Construction

- *Lifestyle*

Lifestyle refers to the totality of living activities and the modes of conducting those activities that are accepted and practiced by a large segment or the entirety of a group or community within a specific socio-economic and temporal context. It manifests in fundamental aspects of human life, ranging from productive labor to political engagement, cultural and spiritual life, and

interpersonal as well as human-nature relations. Lifestyle is closely linked to modes of living, life values, and individual or collective style. Influenced by economic, cultural, natural, and social factors, lifestyle is not static but constantly in motion and transformation. These changes can evolve in both positive and negative directions.

- *Lifestyle Construction*

The construction of lifestyle is a process of purposeful influence by certain stakeholders on specific objects based on predetermined goals, content, and methods, with the aim of forming and developing a positive lifestyle consistent with the standards of social progress. At the same time, this process seeks to make such a lifestyle widely adopted and consciously practiced by individuals and communities in their daily activities and modes of living.

2.1.2. Students and the Constructing of Student Lifestyle

Students constitute a specific segment of the youth population, typically aged between 18 and 25, who have completed upper secondary education and are currently enrolled in universities or colleges. They possess distinct physiological, psychological, cognitive, and social characteristics, which differentiate their lifestyle from that of other youth groups. The development of student lifestyle is essentially a means of transmitting, preserving, and fostering the noble values of the nation and the cultural quintessence of humanity within the student community. It aims to nurture students into proactive citizens who embody positive life values, thereby contributing to the diffusion of such values throughout society. Effectively developing a student lifestyle helps address existing shortcomings in students' ways of living, mitigates the negative influences of external factors, and creates favorable conditions for students to cultivate a well-rounded personality. Therefore, lifestyle development for students must be a purposeful activity implemented by educational stakeholders, to align students' overall life activities and living practices with the educational objectives of academic institutions and the moral standards set by families and society.

2.1.3. Ho Chi Minh's Ideology on Lifestyle Construction

Ho Chi Minh's ideology on lifestyle construction is a comprehensive system of viewpoints on the objectives, actors, subjects, contents, and methods involved in building a progressive and positive lifestyle for the Vietnamese people - one that enables them to become the rightful masters of the nation. At the same time, it serves as a powerful driving force for the Vietnamese revolution in both the struggle for national liberation and the path toward socialism. His ideology provides a theoretical foundation for the Communist Party of Vietnam and continues to serve as a guiding light for both the Party and the people in shaping a cultural and ethical way of life today.

2.1.4. Constructing Student Lifestyle According to Ho Chi Minh's Ideology

Constructing a student lifestyle according to Ho Chi Minh's ideology involves the use of appropriate methods by various stakeholders to systematically organize and implement activities aimed at building student lifestyles. This process is grounded in the creative application of Ho Chi Minh's ideology on lifestyle construction, to shape and nurture students' personalities in a manner consistent with family, school, and societal norms while meeting the demands of national construction and defense.

The serious and consistent application of Ho Chi Minh's ideology in lifestyle construction will help students develop self-discipline in study and work, ultimately becoming intelligent and virtuous citizens capable of contributing to the common good. In today's context of globalization, where students may be drawn into materialistic or negative lifestyles or face a lack of moral orientation, learning and practicing Ho Chi Minh's ideology on lifestyle construction becomes essential. It enables students to maintain national cultural identity, recognize and address the decline in political ideology, ethics, and lifestyle, and affirm their pioneering role in the revolutionary cause. Notably, building a student lifestyle based on Ho Chi Minh's ideology affirms the significance of his thought as a foundational and guiding principle for the development of a cultured and progressive way of life. To ensure the effectiveness of this process, it is necessary to fully understand Ho Chi Minh's perspectives on lifestyle construction and to transform them into a powerful motivational force embedded in the thoughts, emotions, and willpower of both implementers and recipients. Furthermore, the contents of Ho Chi Minh's ideology must be concretized through students' daily behaviors so that a civilized and progressive lifestyle may be formed and continually developed.

2.2. HO CHI MINH'S IDEOLOGY ON LIFESTYLE CONSTRUCTION

2.2.1. Objectives, Actors, and Target Groups in Lifestyle Construction

2.2.1.1. Objectives of Lifestyle Construction

In Ho Chi Minh's ideology, the objectives of lifestyle construction are reflected in the following key aspects:

First, to gradually eliminate outdated elements of the old lifestyle and to build a new, positive lifestyle suited to the specific conditions and circumstances of the nation.

Second, to facilitate the comprehensive development of human beings.

2.2.1.2. Subjects and Targets in the Construction of Lifestyles

The subject of lifestyle construction refers to all agencies, organizations, and individuals who hold functions and responsibilities in shaping and developing

human lifestyles. At the highest level, Ho Chi Minh emphasized the pivotal role of the Communist Party, the State, and mass organizations in the cause of national construction and defense, as well as in overcoming the obstacles to development. In the context of shaping the lifestyles of students and young learners, Ho Chi Minh particularly highlighted the importance of educational institutions and the role of teachers. According to his thought, schools are not only places for knowledge transmission but also key environments for moral and lifestyle education. Educators, therefore, bear a crucial responsibility in guiding students toward a healthy, progressive way of life.

The target groups for lifestyle construction include youth and adolescents, women, the elderly, officials, civil servants, public employees, workers, farmers, intellectuals, teachers, students, and soldiers. The implementation of a new lifestyle within these groups aims not only to create a broad cultural environment but also to mobilize internal national strength toward civilization and progress.

The success or failure, as well as the effectiveness of lifestyle development efforts, depends significantly on the awareness, sense of responsibility, initiative, and active participation of both the actors and the target groups involved.

2.2.2. Content of Lifestyle Construction

- Lifestyle construction in labor and work.
- Lifestyle construction in learning and academic pursuit.
- Lifestyle construction in daily life, including personal life, socio-political life, and cultural-spiritual life.
- Lifestyle construction in interpersonal and environmental relations, including self-conduct, relationships with others, and interactions with the natural environment.

Implementing these aspects of lifestyle development according to Ho Chi Minh's ideology aims to shape a proactive lifestyle among the population, especially the younger generation - encouraging ideals, morality, and resilience. It also seeks to harmonize traditional national values with the progressive and civilized lifestyle of humanity; promote orderliness, discipline, and legal compliance; foster honesty, responsibility, and compassion; and protect the living environment.

2.2.3. Methods of Lifestyle Construction

According to Ho Chi Minh, the methods for developing a lifestyle include:

- Organizing campaigns to communicate, explain, and exemplify ethical behavior and appropriate lifestyles.
- Promoting the role of education and training in shaping lifestyle.
- Focusing on arousing and enhancing individual consciousness in self-cultivation and self-discipline regarding ethics and lifestyle.

- Emphasizing the role of law in Lifestyle construction.
- Organizing patriotic emulation movements to foster a positive lifestyle.
- Building a healthy cultural environment.

Chapter 3

THE CURRENT SITUATION OF STUDENT LIFESTYLE CONSTRUCTION AT UNIVERSITIES IN THE MEKONG DELTA ACCORDING TO HO CHI MINH'S IDEOLOGY AND EMERGING ISSUES

3.1. THE CURRENT SITUATION OF STUDENT LIFESTYLE CONSTRUCTION AT UNIVERSITIES IN THE MEKONG DELTA ACCORDING TO HO CHI MINH'S IDEOLOGY

3.1.1. Overview of Universities and Characteristics of Student Lifestyle in the Mekong Delta

3.1.1.1. Overview of Universities

Currently, the Mekong Delta region is home to 17 universities, including 6 private institutions, which have been established and are operating. These universities can be categorized into several groups: public universities under the management of various ministries, public universities under the administration of provincial People's Committees, public universities affiliated with the Vietnam National University - Ho Chi Minh City, and private universities. These institutions offer multidisciplinary training across academic levels from undergraduate to doctoral. Regardless of whether they are public or private, universities in the Mekong Delta aim in their development strategies to meet both national and international accreditation standards and to train high-quality human resources to serve the goals of industrialization, modernization, and international integration. However, the quality of higher education in the region remains relatively low in terms of both student enrollment scale and the qualifications and quantity of academic staff. This presents significant challenges to the effective development of student lifestyles in this area.

3.1.1.2. Characteristics of Student Lifestyle in the Mekong Delta

According to the 2023 Statistical Yearbook, the number of university students in the Mekong Delta is 160,653, accounting for 8.42% of the total number of university students nationwide. Students in this region share general characteristics with Vietnamese university students while also exhibiting distinctive traits typical of the Mekong Delta populace. These include patriotism and love for their homeland; sincerity, honesty, humility, diligence; generosity, compassion, kindness, hospitality, openness, and a strong sense of community; straightforwardness and loyalty; cultural adaptability; and flexibility in

communication and living. However, there remains a segment of students whose mindsets and lifestyles are still influenced by outdated habits and attitudes. This has led to issues such as unplanned, fragmented, and short-sighted approaches to studying and working; poor adherence to university rules and regulations; carelessness, lack of discretion, impulsiveness, and pragmatism; and tendencies toward gullibility and naivety. These behavioral patterns present obstacles to cultivating a healthy, progressive lifestyle by the ideals set forth by Ho Chi Minh.

3.1.2. The Current Situation of Student Lifestyle Construction at Universities in the Region (2013-2025)

First, regarding the policies and directives of universities on student lifestyle construction: Based on the overarching guidelines of the Communist Party, as well as decisions issued by the Government, the Ministry of Education and Training, and provincial authorities, universities have formulated and implemented directives for promoting student lifestyle development. Most universities in the Mekong Delta regard this task as a critical political mission within the broader framework of education and training. Moreover, this task is closely integrated with the movement “Studying and Following Ho Chi Minh’s Ideology, Morality, and Style,” thereby contributing to the cultivation of a high-quality human resource base that meets the demands of national industrialization, modernization, and global integration.

Second, concerning the implementation of lifestyle construction initiatives for students at universities in the Mekong Delta: This dissertation has analyzed in detail the development of student lifestyle in areas such as labor, academic study, daily life, and interpersonal behavior. These aspects have been addressed through a range of action programs and movements designed and implemented to shape and nurture a healthy, positive lifestyle among students.

The policies and directives issued by the universities, together with the actual implementation of student lifestyle construction programs, have contributed to fostering among students a patriotic lifestyle characterized by active participation in labor and study for the prosperity of Vietnam. Furthermore, these efforts have helped students cultivate ideals and confidence in life, a sense of responsibility toward themselves, their communities, and the environment, as well as develop civility in behavior and respect for the rule of law. The initiatives implemented at universities have not only enhanced students’ awareness of the importance of lifestyle construction but - more importantly - have mobilized and encouraged their active engagement. Students have acted both as subjects and objects in the process of translating Ho Chi Minh’s ideology, the Party’s guidelines, and the State’s policies on lifestyle construction into practical action. Nevertheless, there remain numerous limitations that must be addressed in future efforts to promote student lifestyle development more effectively.

3.2. ACHIEVEMENTS, LIMITATIONS, AND EMERGING ISSUES IN THE CONSTRUCTION OF STUDENT LIFESTYLES FROM THE PERSPECTIVE OF HO CHI MINH'S IDEOLOGY

3.2.1. Achievements and Limitations in the Construction of Student Lifestyles at Universities in the Mekong Delta

3.2.1.1. Achievements and Reasons for Advantages

Universities in the Mekong Delta have creatively applied Ho Chi Minh's ideology on lifestyle construction in fostering the lifestyle of students and have attained the following achievements:

First, the awareness of both the stakeholders and the student body regarding the purpose of building a positive lifestyle has been significantly enhanced.

Second, the content related to the construction of student lifestyles has witnessed considerable progress.

Third, various measures implemented to develop student lifestyles have proven to be effective.

The achievements in constructing student lifestyles at universities in the Mekong Delta can be attributed to several main factors:

Firstly, the Party, the State, and relevant ministries have attached importance to the issue of building student lifestyles.

Secondly, universities in the region have consistently aimed to improve the quality of education and training toward the comprehensive development of learners.

Thirdly, Youth Union and Student Association organizations at universities have innovated in both the content and format of lifestyle education activities.

Fourthly, students themselves have nurtured a strong aspiration for self-improvement and personal development.

3.2.1.2. Limitations and Causes of Limitations

Despite significant achievements, the construction of student lifestyles at universities in the Mekong Delta still faces several limitations:

Firstly, several stakeholders and students have yet to fully and profoundly understand the purpose of building student lifestyles.

Secondly, several aspects of the content on lifestyle construction remain inadequate.

Thirdly, the measures used in promoting student lifestyles lack coherence and synchronization.

The causes of these limitations include:

First, the negative impact of globalization and the market economy.

Second, the insufficient attention to lifestyle education in some universities, along with a lack of effective coordination with families and society.

Third, the superficial and underdeveloped nature of content and methods applied in lifestyle education for students.

Fourth, a segment of the student population exhibits a lack of self-discipline in ethical cultivation and lifestyle practice.

3.2.2. Emerging Issues in Student Lifestyle Construction at Universities in the Mekong Delta from the Perspective of Ho Chi Minh's Ideology

Based on the current status of implementation, the achievements and limitations in constructing student lifestyles at universities in the Mekong Delta, and through the lens of Ho Chi Minh's ideology, several emerging issues can be identified:

Firstly, the issue of awareness and capacity among a portion of stakeholders in the construction of student lifestyles in response to new requirements for fostering positive lifestyles.

Secondly, the challenge of preserving and promoting valuable local and national lifestyle traditions amidst the shifting values and the strong penetration of negative lifestyles among students.

Thirdly, the issue of identifying appropriate content and methods for lifestyle education in the context of rapidly evolving modern lifestyle trends.

Fourthly, the issue of student responsibility in response to increasing demands for self-directed learning and self-discipline in maintaining a healthy lifestyle.

Chapter 4

FACTORS INFLUENCING, ORIENTATIONS, AND SOLUTIONS FOR BUILDING STUDENTS' LIFESTYLES AT UNIVERSITIES IN THE MEKONG DELTA IN THE COMING PERIOD FROM THE PERSPECTIVE OF HO CHI MINH'S IDEOLOGY

4.1. FACTORS INFLUENCING THE CONSTRUCTION OF STUDENT LIFESTYLES AT UNIVERSITIES IN THE MEKONG DELTA IN THE COMING PERIOD

The construction of student lifestyles at universities in the Mekong Delta in the coming time will be influenced by various factors, including:

- The impact of globalization and the market economy.
- The influence of digital media, social networks, and online platforms.
- The effects of national renovation processes as well as the economic, cultural, and social conditions of the Mekong Delta region.
- The influence of families, educational institutions, and the wider society.

4.2. ORIENTATIONS FOR BUILDING STUDENTS' LIFESTYLES AT UNIVERSITIES IN THE MEKONG DELTA FROM THE PERSPECTIVE OF HO CHI MINH'S IDEOLOGY

By thoroughly grasping the viewpoints and policies of the Party regarding lifestyle construction and analyzing the emerging issues based on the current status of student lifestyle development at universities in the Mekong Delta from Ho Chi Minh's ideological standpoint, the following orientations are proposed:

First, construct student lifestyles that promote and preserve the traditional cultural values of both the local region and the nation.

Second, develop student lifestyles in alignment to build a new generation of intellectuals.

Third, associate the development of student lifestyles with the creation of a civilized, healthy educational and social environment.

4.3. SOLUTIONS FOR BUILDING STUDENTS' LIFESTYLES AT UNIVERSITIES IN THE MEKONG DELTA FROM THE PERSPECTIVE OF HO CHI MINH'S IDEOLOGY

To enhance the effectiveness of constructing student lifestyles at universities in the Mekong Delta according to Ho Chi Minh's ideology, a set of comprehensive and synchronized solutions should be implemented:

4.3.1. Enhancing Awareness and Promoting the Role of Stakeholders in the Construction of Student Lifestyles

Enhancing the awareness of stakeholders about the significance of constructing student lifestyles is a crucial task, given that both society and human consciousness are constantly evolving and developing. To effectively implement this solution, it is necessary to:

Firstly, continue to strengthen the awareness of stakeholders about the importance of constructing student lifestyles.

Secondly, promote the role of political-social organizations and professional associations in shaping student lifestyles.

Thirdly, foster close coordination between families, educational institutions, and the broader society.

Fourthly, promote exemplary behavior among stakeholders and uphold models of good people and good deeds in practice.

4.3.2. Strengthening Political-Ideological, Ethical, and Legal Education for Students According to Ho Chi Minh's Ideology

The implementation of this solution aims to cultivate the ideal of national independence associated with socialism, reinforce students' confidence in the leadership of the Communist Party, and thereby prevent the erosion of ideals and the degradation of ethics and lifestyles among students. Simultaneously, it contributes to the development of a scientific worldview and revolutionary human outlook, fosters qualities such as honesty, responsibility, and compassion, instills the habit of "living and working according to the Constitution and the law," and promotes the comprehensive development of students.

To effectively realize this solution, it is necessary to: *First*, intensify the cultivation of patriotism, national pride, and the determination to strive for national independence and socialism, thereby contributing to the eradication of poverty and backwardness; strengthen the learning, application, and development

of Marxism-Leninism and Ho Chi Minh's ideology to build a scientific worldview, revolutionary human outlook, firm political stance, and resilience among students; proactively combat distorted arguments and wrongful views propagated by hostile forces; promote traditional cultural values of the nation and local communities in the context of integration and cultural exchange, thereby fostering a student identity rooted in national character while expressing regional uniqueness; effectively monitor social sentiments and integrate political-ideological and moral education through specific, politically oriented activities; rigorously implement the campaign "Studying and Following Ho Chi Minh's Ideology, Ethics, and Style" within educational institutions.

Second, building a civilized lifestyle for students - a lifestyle grounded in respect for the Constitution and the law - is essential. To establish a law-abiding lifestyle among students, universities must: regularly organize legal dissemination and education activities; rigorously implement the "General Law" course across all student cohorts, delivered by professionally trained legal educators; publish legal materials, textbooks, and multimedia content (e.g., videos, lectures). Facilitate interactions and exchanges between students and legal professionals or legal support centers, creating opportunities to deepen legal understanding and promote compliance; enhance the professional capacity and pedagogical skills of faculty, legal lecturers, and legal education communicators. Strengthen the proactive role of Youth Union and Student Association organizations in legal education. Cultivate proper attitudes and internal motivations among staff, lecturers, and students to consciously observe the law.

4.3.3. Building a Clean and Healthy Pedagogical and Socioeconomic Environment According to Ho Chi Minh's Ideology

Effectively implementing this solution aims to transform universities into centers for nurturing personality, ethics, and lifestyle. This enables students in the Mekong Delta to absorb the noble values of the nation and Ho Chi Minh's ideology, while also equipping them with a kind of "immunity" against social evils, outdated customs, and harmful temptations from the external environment.

The construction of a pedagogical environment for lifestyle education in the Mekong Delta plays a critical role in preserving and promoting the cultural value system of the provinces and cities in this region. Therefore, not only educational institutions but also families and local communities must become cultural environments. Within this system, the university plays a central role in educating and shaping progressive lifestyle values for students.

Moreover, lifestyle formation and development are inherently based on a specific socioeconomic foundation. The inherent goodness of individuals can only be fully expressed and developed in a healthy social environment. As such,

a vibrant and healthy socioeconomic environment serves as the essential foundation upon which positive lifestyles can emerge and grow.

4.3.4. Constructing Lifestyle Standards for University Students in the Mekong Delta According to Ho Chi Minh's Ideology

Based on an in-depth study of Ho Chi Minh's ideology regarding lifestyle construction and the actual state of student lifestyles at universities in the Mekong Delta; drawing from the traditional lifestyle values of the Vietnamese nation; guided by the orientations of the Party and the State on ethical and lifestyle education; and taking into account the influencing factors in student lifestyle development - this research identifies a set of lifestyle standards for students in the Mekong Delta region. These standards encompass four key areas: labor, study, daily living, and social behavior. The proposed standards reflect both the universal values expected of all students and the specific cultural and social characteristics of students in the Mekong Delta. These standards were empirically tested for their relevance and appropriateness through surveys conducted with university staff, lecturers, and students. The results indicated that over 90% of participants agreed or strongly agreed with the majority of the proposed standards. Only a few indicators received slightly lower agreement levels, but still no less than 86%. Accordingly, these standards should be institutionalized as official criteria for student evaluation and moral education in universities. They should also be incorporated into student movements and campaigns to actualize a new lifestyle paradigm within the student community. Furthermore, the standards must be regularly reviewed and updated to align with students' psychological characteristics and the evolving dynamics of society.

Based on these proposed lifestyle standards rooted in Ho Chi Minh's ideology, universities in the Mekong Delta should intensify efforts to orient student lifestyle development through both formal education and extracurricular, experiential activities. In terms of formal education, universities must fully leverage the pedagogical functions of academic subjects to serve the purpose of lifestyle formation. Lecturers must be thoroughly aware of their dual role in both "imparting knowledge" and "teaching professional skills" in service of "educating the whole person." Lifestyle orientation for students should be systematically integrated into key subjects such as political theory, general law, cultural studies, ethics, and professional ethics. Particular attention should be paid to renewing the content and teaching methods of political theory courses, especially the subject of Ho Chi Minh's ideology. Additionally, it is essential to invest in the training and professional development of faculty and lecturers, ensuring that they meet high standards of both moral integrity and pedagogical competence. Regarding extracurricular and experiential activities, universities in the Mekong Delta should study and apply successful extracurricular models

implemented in other institutions across the country. These models aim to instill positive habits and promote moral lifestyle behaviors among students. Notably, effective programs that should be actively promoted include: “Five-Good Student” movement; “Volunteering Students for Community Service”; “One Good News per Day - One Beautiful Story per Week”; “Ho Chi Minh Bookcase”; “Diary of Following Uncle Ho’s Teachings”; “One Saying of Uncle Ho Each Day”; “Uncle Ho in My Heart”; “Youth Union Branch with No Members Violating Discipline”; “Model Classroom Hour”; “Students Living a Beautiful Life”... These initiatives serve not only as practical tools to instill lifestyle standards but also as meaningful avenues for students to engage with the moral legacy of Ho Chi Minh’s ideology in their daily lives and personal development.

4.3.5. Promoting the Role of Mass Media, Cultural-Arts Activities, and Sports in Shaping Student Lifestyles According to Ho Chi Minh’s Ideology

Given the unique characteristics of the Mekong Delta region, educational stakeholders must *leverage the role of mass media - particularly social networks and digital platforms* - to disseminate meaningful content and shape positive lifestyles among students. These platforms offer a modern, effective channel to engage the student demographic. Stakeholders should develop and manage extensive Big Data repositories containing rich, engaging, age-appropriate, and trend-aligned content that provides accurate information on national, regional, and local economic, political, cultural, and social issues, as well as school-specific matters. Simultaneously, students should be guided in identifying and embracing positive trends and equipped with the skills to critically evaluate and select values that align with both personal development and communal well-being. Regulatory bodies must monitor online content to foster a healthy, progressive media environment - one that amplifies positive lifestyle values and encourages societal and student consensus around these values, thereby orienting broader cultural and ethical standards.

Promoting the role of cultural and artistic activities is also essential. These activities enhance students’ aesthetic competence and enrich their spiritual lives, contributing to a higher quality of life. Given this significance, universities should effectively utilize culture and the arts as mediums to transmit positive lifestyle values, transforming abstract societal ideals into meaningful personal choices for students.

Sports and physical activities are closely linked to lifestyle development. Regular participation in sports creates physical foundations for productive labor attitudes and healthy lifestyles. Therefore, it is crucial for educators to recognize the formative role of physical activity in lifestyle education and to promote a

culture of exercise and sports throughout faculty, staff, and student communities. This will help maintain physical well-being and foster healthy, active lifestyles.

4.3.6. Encouraging Student Proactiveness in Building Lifestyles According to Ho Chi Minh's Ideology

This solution seeks to awaken and promote student autonomy, initiative, and creativity in the formation and development of a healthy, positive, and appropriate lifestyle. In doing so, it helps cultivate political will, ethics, admirable lifestyle habits, and aspirational ideals - qualities that are essential for sustainable development in the Mekong Delta and for contributing to the national renaissance of Vietnam. To achieve this, the process of shaping student lifestyles must integrate three interrelated dimensions: education, self-education, and re-education. Within self-education, students must be conscious of the need to build a healthy lifestyle by inheriting the nation's traditional values while adopting progressive global trends. They should actively learn from exemplary individuals - especially Ho Chi Minh's model of moral living - and avoid negative, outdated behaviors. Self-monitoring of personal awareness and conduct must be frequent and accompanied by a determined effort to overcome shortcomings, thus fostering continual personal improvement.

In addition, stakeholders must focus on modernizing campus libraries, establishing academic and interest-based clubs, and expanding sports and recreational spaces. Regional and inter-institutional linkages should be fostered to create an extensive environment for students' intellectual, moral, and lifestyle development. Simultaneously, attention must be given to building smaller, well-organized communities such as class units, youth union chapters, and student associations. These groups should be guided toward self-governance and encouraged to nurture democratic values, solidarity, tolerance, honesty, and healthy competition - thus enabling both individuals and the collective to grow and thrive.

To encourage student dynamism and creativity, universities should continuously innovate in evaluating students' competencies and personal attributes. In addition, behavioral reinforcement through timely recognition and reward systems should be practiced. This helps nurture progressive values and behaviors while discouraging backward, harmful tendencies - ultimately contributing to a clean and healthy living and learning environment.

The proposed solutions for building student lifestyles in universities in the Mekong Delta by Ho Chi Minh's ideology are deeply interrelated. Each solution plays an integral role in ensuring the overall effectiveness of the lifestyle education process. To verify the feasibility of these proposals, the researcher surveyed faculty and staff. Results showed that 80.2% to 89.3% of respondents agreed with the proposed measures. The flexible, coordinated implementation of

these solutions will significantly contribute to the formation of a student generation that is “strong in identity, rich in aspiration, capable of creating the future, and dedicated to national development,” thereby effectively meeting the demands of Vietnam’s industrialization and modernization in the 21st century.

CONCLUSION

Based on the study entitled “Constructing the lifestyle of university students in the Mekong Delta region today according to Ho Chi Minh’s ideology”, the thesis draws several key conclusions as follows:

Ho Chi Minh’s ideology on lifestyle construction constitutes a comprehensive system of viewpoints regarding the goals, agents, subjects, content, and methods of lifestyle building. These components form a unified whole aimed at developing a positive and progressive lifestyle for the Vietnamese people. Therefore, the study of Ho Chi Minh's ideology on lifestyle construction and the application of his thought to the formation of contemporary youth lifestyles is both necessary and timely - especially in the context of universities, which are institutions responsible for training the future intellectual and professional workforce of the nation. Constructing student lifestyles according to Ho Chi Minh’s ideology is essentially a process wherein relevant stakeholders employ a combination of appropriate methods to organize and implement lifestyle education. This is done based on a full understanding and creative application of Ho Chi Minh’s ideology, with the ultimate goal of shaping and fostering in students a virtuous lifestyle that aligns with the standards and expectations of educational institutions, families, and society at large.

Ho Chi Minh’s system of views on lifestyle construction is reflected profoundly and comprehensively across various dimensions of human life and the methods by which people engage in those activities. His ideological framework on lifestyle building holds significant theoretical and practical value: it elevates the traditional Vietnamese way of life to a higher level, overcomes limitations of pre-revolutionary lifestyles, and serves as the ideological foundation and guiding compass for the Communist Party of Vietnam in leading the development of a cultural lifestyle within the country. Particularly, Ho Chi Minh’s ideology on lifestyle construction has contributed both motivationally and conceptually to the national liberation struggle and the building of socialism. It provides a vital antidote to the current moral and lifestyle degradation and acts as a key theoretical framework for researching and applying lifestyle education in Vietnam - at the national level as well as within localities, schools, and training institutions.

The actual state of student lifestyle construction in universities in the Mekong Delta from 2013 to 2025 reveals several notable trends. The Party, the State, and mass organizations both inside and outside the universities have increasingly paid attention to lifestyle education for students. The content and methods for building student lifestyles have been gradually improved and diversified, resulting in more positive attitudes and behaviors among the majority of students across areas such as labor, study, daily life, and social interaction. However, alongside these encouraging developments, a portion of students continues to display negative lifestyle tendencies, including laziness in study and work; superficial and undisciplined living; uncritical adoption of foreign cultural influences; disregard for the law; selfishness, apathy, and emotional detachment; as well as a lack of honesty and responsibility toward themselves, their families, and the broader community. These limitations stem from multiple causes: the impact of globalization and the market economy; the limited awareness and capacity of certain educational stakeholders; superficial and underdeveloped lifestyle content and methods; and students' lack of initiative and discipline in cultivating their lifestyles. This reality raises several pressing issues that need to be addressed: The limited awareness and capacity of a segment of educators and administrators in responding to the new demands of fostering positive lifestyles among students; The challenge of preserving and promoting the distinctive, valuable cultural identity of both the local and national lifestyle in the face of the strong influx of negative lifestyle trends; The need to define appropriate and effective content and methods for lifestyle construction in response to the rapid evolution of modern lifestyle movements; The an increasing necessity for students to assume greater responsibility for self-learning and self-discipline in shaping a healthy lifestyle that aligns with both personal development and social expectations.

The construction of university students' lifestyles in the Mekong Delta today according to Ho Chi Minh's ideology is a complex and multifaceted process. It is subject to the influence of a range of interrelated factors, including globalization and the market economy; digital media, social networks, and online platforms; the achievements gained from nearly four decades of national renovation; and the economic, cultural, and social conditions of the region. In addition, family, school, and society all exert significant influence. Each of these factors contributes differently to the shaping of student lifestyles - positively or negatively, as opportunities or as challenges. This complexity requires all relevant stakeholders to fully and accurately recognize the nature and impact of these factors and to cooperate closely to enhance the effectiveness of lifestyle education for students in alignment with Ho Chi Minh's ideological framework.

To ensure the successful construction of student lifestyles in this context, it is essential to adhere to several fundamental directions: First, the traditional

values of both local and national lifestyles must be closely integrated into the process of educating students; Second, lifestyle education should be connected to the broader goal of developing a new generation of intellectuals; Third, it is imperative to cultivate a civilized, healthy educational and social environment in which positive and wholesome lifestyles can be nurtured and sustained. At the same time, a comprehensive and synchronized implementation of the following solutions is required: Raising awareness and promoting the roles of key stakeholders in the process of constructing student lifestyles; Strengthening the political-ideological, ethical, and legal education of students according to Ho Chi Minh's thought; Building a clean and healthy pedagogical and socio-economic environment, inspired by Ho Chi Minh's ideology; Establishing standards of student lifestyle specific to the universities in the Mekong Delta based on Ho Chi Minh's thought; Promoting the role of mass media, cultural and artistic activities, and sports in shaping student lifestyles consistent with Ho Chi Minh's values; Encouraging student proactiveness and creativity in developing their lifestyles within the framework of Ho Chi Minh's ideology.

Constructing the lifestyle of university students according to Ho Chi Minh's ideology is not merely the responsibility of educational institutions but a significant political task that involves the entire society and, importantly, each student. Therefore, to effectively build student lifestyles in universities across the Mekong Delta in line with Ho Chi Minh's ideology, all relevant stakeholders must join forces while simultaneously fostering a deep awareness and sense of responsibility among students - grounded in a correct and profound understanding of Ho Chi Minh's ideology.

The findings of this thesis represent only an initial step for the researcher in the ongoing study of student lifestyle development in universities and colleges in the Mekong Delta region, as well as broader efforts to shape the lifestyles of youth and students in Southern Vietnam under the guidance of Ho Chi Minh's ideology in the coming period. The research findings are expected to provide valuable insights, which may serve as a useful reference for relevant governmental bodies, ministries, sectors, and mass organizations involved in the formulation and implementation of policies and educational activities aimed at fostering positive lifestyles among today's youth and students.

LIST OF PUBLISHED WORKS BY THE AUTHOR RELATED TO THE THESIS

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2. Ta Van Sang (2023), “Promoting a Positive Lifestyle for Students at Universities and Colleges in An Giang Province Today According to Ho Chi Minh's Ideology”, *Journal of Ho Chi Minh Studies*, special issue, pp.123-130.
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