

**HO CHI MINH NATIONAL ACADEMY OF POLITICS**

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**THE ROLE OF MILITARY SCHOOLS IN SHAPING  
THE POLITICAL QUALITIES OF OFFICER CADETS  
IN THE CURRENT CONTEXT**

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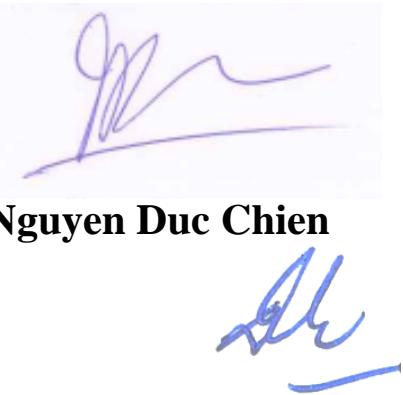
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## INTRODUCTION

### **1. Reasons for choosing the topic**

Political qualities constitute the core foundation of the personality of military officers, determining their political fortitude, ideological commitment, fighting will, and absolute loyalty to the Party, the Fatherland, and the People. In the context of globalization, international integration, and the rapid development of the Fourth Industrial Revolution-together with the multidimensional impacts of the negative side of the market economy, social media, and “peaceful evolution” activities conducted by hostile forces-the formation of political qualities among officer cadets in military Schools is facing both new opportunities and significant challenges.

Military Schools serve as the core institutions for training and developing officers of the Vietnam People’s Army, playing a particularly important role in educating, fostering, and shaping the political qualities of cadets. This is not only a central task but also a strategic responsibility that directly contributes to building a politically, ideologically, and organizationally strong military capable of meeting the requirements of national defense in the new context.

However, practical observations indicate that certain limitations persist in the organization of political education, training, and cultivation within these institutions. The content and methods of instruction remain insufficiently updated; coordination among pedagogical forces is not yet fully synchronized; and in some cases, the political-cultural environment within military Schools still exhibits formalistic tendencies. These shortcomings affect the comprehensive development of cadets in both political qualities and professional competence, particularly in the current context of increasingly multidimensional information flows and expanding social influences.

From these practical demands and theoretical requirements, the study entitled ***“The Role of Military Schools in Shaping the Political Qualities of Officer Cadets in the Current Context”*** is both necessary and of profound theoretical and practical significance.”

### **2. Research Questions and Research Hypotheses**

#### **2.1. Research Questions**

*Question 1:* What roles do military Schools perform in the process of shaping the political qualities of officer cadets? Which role contributes the most to this process?

*Question 2:* What social factors influence the performance of military Schools in shaping the political qualities of officer cadets, and to what extent do these factors affect the process?

*Question 3:* How can the effectiveness of military Schools be enhanced in shaping the political qualities of officer cadets in order to meet the requirements for building the officer corps in the current context?

## **2.2. Research Hypotheses**

*Hypothesis 1:* In the process of shaping the political qualities of officer cadets, military schools perform three core roles: providing political theory education, organizing activities for political training and cultivation, and building a military political-cultural environment. Among these, political theory education contributes the most to the formation of cadets' political qualities.

*Hypothesis 2:* National defence and security guidelines and policies; the quality of teaching staff; training objectives, curricula, and teaching methods; the educational environment; the impacts of social media and the negative aspects of the market economy; and cadets' perceptions, motivations, and willpower are key factors influencing the performance of military schools' roles. The level of influence of these factors is not equal.

*Hypothesis 3:* Enhancing the role of military schools in shaping the political qualities of officer cadets requires a combination of improving the quality of teaching staff, innovating training contents and methods, and building a healthy military political-cultural environment.

## **3. Research Objectives and Tasks**

The dissertation aims to clarify and systematically analyze the role of military schools in the formation of political qualities among officer cadets. It identifies the social factors influencing the performance of these roles and proposes scientifically grounded and feasible solutions to enhance the effectiveness of military schools in fostering the political qualities of officer cadets in the coming period.

## **4. Research Tasks**

- Systematize the theoretical foundations concerning the political qualities of military officers and the role of military schools in fostering these political qualities among officer cadets.

- Analyze the current implementation of the three core roles of military schools: (1) political theory education; (2) political qualities training and development; (3) building a military political-cultural environment in the process

of shaping cadets' political qualities, thereby identifying the level of contribution and differences among groups of respondents and military schools.

- Examine the social factors (intervening variables) that influence the implementation of these roles of military schools in the formation of political qualities among officer cadets.

- Propose a system of feasible and evidence-based solutions aimed at enhancing the role of military schools in cultivating the political qualities of officer cadets in the coming period.

## **5. Research Subject, Participants, and Scope**

### **5.1. Research Subject**

The Role of Military Schools in the Process of Developing the Political Qualities of Officer Cadets

### **5.2. Research Participants**

Staffs, lecturers, and cadets at military schools responsible for training army officers. Specifically, the participants include staffs and lecturers involved in teaching and management, as well as officer cadets who are studying and training at the Military Academy of Logistics, The Army officer College No1, and the Political Officer College.

### **5.3. Scope of the Study**

*Scope of content:* The dissertation focuses on examining the roles of military schools (as independent variables), including: the role of political theory education; the role of organizing activities for fostering and training political qualities; and the role of building a military political-cultural environment in shaping the political qualities of officer cadets. In addition, the study considers relevant social factors (intervening variables) that influence the implementation of these roles.

*Scope of space:* The research is conducted at selected representative military schools with the function of training regular officers, including: the Logistics Academy, the Political Officer College, and the Officer College No.1

*Scope of time:* The study was conducted from 2020 to 2025, with participants being officer cadets from the first to the fourth year. The primary field survey was carried out from July to August 2024.

## **6. New Contributions of the Dissertation**

The dissertation contributes to enriching and advancing the sociological foundation concerning the role of military schools as a distinctive political socialization institution. It identifies and conceptualizes a three-component model

of the core roles performed by military schools in shaping the political qualities of officer cadets, while further clarifying the contemporary connotations and structural dimensions of political qualities.

In terms of practical significance, the dissertation provides a comprehensive and objective assessment of how military schools implement their roles in political education, based on the dual perspectives of staffs, lecturers, and cadets. It identifies key social factors influencing this process and proposes a set of feasible solutions to strengthen the role of military schools in developing a corps of officers with firm political steadfastness.

Methodologically, the dissertation employs a flexible combination of qualitative and quantitative approaches, including survey questionnaires, in-depth interviews, and modern statistical techniques (such as reliability testing and linear regression). This ensures the validity and reliability of the findings and makes a methodological contribution to research in military sociology and political education within the armed forces.

## **7. Structure of the Dissertation**

In addition to the Introduction, Conclusion, Recommendations, List of the Author's Published Scientific Works related to the dissertation, References, and Appendices, the main content of the dissertation consists of four chapters:

*Chapter 1: Overview of Related Studies*

*Chapter 2: Theoretical Framework, Research Sites, and Research Methods*

*Chapter 3: Current Situation of the Role of Military Schools in Shaping the Political Qualities of Officer Cadets*

*Chapter 4: Factors Influencing and Solutions to Enhancing the Role of Military Schools in the Process of Forming the Political Qualities of Officer Cadets*

## Chapter 1

### OVERVIEW OF RELATED STUDIES

#### **1.1. Studies Related to the Roles and Functions of Military Schools**

Both domestic and international studies consistently affirm that schools, as a distinctive social institution, play a central role in transmitting knowledge, shaping personal qualities, fostering moral values, and promoting the comprehensive development of individuals. In this context, military schools are regarded as a special educational environment that simultaneously undertakes the tasks of academic instruction, military skill training, and the formation of political qualities among cadets. Research by Hargreaves, Verhoeven, Venelin Terziev, as well as Vietnamese scholars such as Bùi Văn Mạnh, Nguyễn Văn Oanh, and Trần Thị Minh Thu, underscores that military schools hold a pivotal role in political and ideological education, strengthening political steadfastness, and cultivating revolutionary ideals for officer trainees. However, existing studies also reveal several limitations in promoting this role, particularly due to curricula that remain heavily theoretical, teaching methods that are slow to innovate, and inadequate linkage between political theory and practical military activities. Moreover, factors such as the cultural-social environment, globalization, technological development, national defense and security policies, the quality of teaching staff, and the psychological characteristics of cadets exert significant influence on the effectiveness of military schools in fulfilling this mission. Building on previous research, this dissertation identifies a systematic set of influencing factors and proposes solutions to enhance the role of military schools in shaping the political qualities of officer cadets in the current context.

#### **1.2. Studies Related to Political Qualities and the Process of Political Quality Formation**

Studies on the political qualities of military personnel in the Vietnam People's Army have approached the issue from multiple theoretical and empirical perspectives, thereby contributing to clarifying the concept, structure, manifestations, influencing factors, and measures for fostering political qualities. Scholars such as Hoàng Phúc Lâm, Ngọ Thị Vân, Trần Việt Quang, and Phạm Văn Thuận argue that political quality constitutes the fundamental core shaping political fortitude, expressed through absolute loyalty to the Party, the Fatherland, and the people; steadfast fighting will; a strong sense of responsibility; and exemplary political conduct. Existing research identifies various factors influencing the formation of political qualities, including the cultural-military environment, the competence of instructors, training curricula, practical activities, and individual factors such as awareness, motivation, and willpower for self-cultivation. In terms of solutions, studies emphasize the need to innovate the content and methods of political education, strengthen the exemplary role of officers, and build a healthy political-cultural environment within military units. However, most of these works remain primarily qualitative, lacking quantitative measurement tools, and no study has yet

provided a systematic and comprehensive assessment of the role of military schools in the process of shaping the political qualities of officer cadets in the current context.

### **1.3. Theoretical and Methodological Approaches to the Role of Schools and Military Schools**

Research on the role of schools in general and military schools in particular has developed along several theoretical and methodological directions, reflecting a systematic approach that integrates conceptual foundations with research design. These directions provide the scientific basis for framing and implementing the dissertation.

Theoretically, existing studies reveal two major lines of inquiry: role theory and socialization theory. Role theory offers a framework for explaining the behavior and functions of social actors within institutional contexts, viewing schools -especially military schools - as intermediary institutions responsible for socializing individuals, standardizing behavior, inculcating values, and maintaining social order. Socialization theory emphasizes the process through which individuals internalize societal values and norms via interactions within key institutions such as the family, school, and the military. Taken together, these theories complement each other by elucidating the mechanisms through which military schools shape the political qualities of officer cadets.

Methodologically, previous research demonstrates a combined use of qualitative, quantitative, and integrative analytical approaches. Qualitative methods have been employed to generalize theoretical perspectives and interpret social phenomena, while quantitative methods allow for measuring the degree of influence among variables, enhancing objectivity and empirical validity. The integration of these approaches provides a robust methodological foundation for analyzing the role of military schools in the current context.

### **1.4. Research Gaps and Key Issues Addressed in the Dissertation**

This dissertation identifies the existing research gaps and specifies the core issues requiring in-depth examination to ensure scholarly originality and scientific contribution. Current studies on political education within military schools predominantly adopt political science or pedagogical perspectives, whereas interdisciplinary approaches-particularly from the standpoint of sociology-remain limited. Many prior works are descriptive in nature, lacking empirical validation and failing to comprehensively analyze the influence of social, political, technological, and national defence-security contexts on the formation of political qualities among officer cadets. Based on these limitations, the dissertation aims to construct a theoretical framework and develop an interdisciplinary system of indicators for measuring political qualities, integrating both qualitative and advanced quantitative methods. The study focuses on assessing the role of military schools through three key dimensions: political theory education; activities for fostering and training political qualities; and the development of a military-political cultural environment. It further examines the influencing factors using modern statistical techniques. This comprehensive and interdisciplinary approach

allows the dissertation to fill existing theoretical and empirical gaps, thereby contributing to strengthening the scientific foundation for political education in the contemporary military context.

## Chapter 2

### THEORETICAL FOUNDATIONS, RESEARCH SITE, AND RESEARCH METHODS

#### **2.1. Theoretical foundations for studying the role of military schools in the formation of political qualities among officer cadets**

##### ***2.1.1. Key conceptual definitions in the study***

###### ***\* Concept of Social Role***

A social role is understood as the totality of normative behaviors, authorities, and responsibilities/obligations associated with a given social status, reflecting the expectations of the social system toward the actor (individual or institution) occupying that status. The performance of a role constitutes the process through which the corresponding functions are carried out in order to meet societal requirements, thereby contributing to the maintenance, reproduction, and development of social relations.

###### ***\* The concept of military officer training cadets***

Military officer training cadets are students, young citizens, or active-duty service members who meet all eligibility criteria prescribed by the Ministry of National Defence and have been admitted (or nominated) through the annual military recruitment process. They undergo systematic training and education at military institutions to become commissioned officers of the Vietnam People's Army.

###### ***\* Concept of the Role of Military schools in the Formation of Political Qualities among Officer Cadets***

The role of military schools in the process of forming political qualities of military officer trainees is all activities of education, training, fostering, training, building a military cultural environment... of the forces in Military schools aiming at forming political qualities for military officer trainees to meet the training goals of Military schools, requirements of the task of building and defending the Fatherland.

In the process of forming the political qualities of military officer training students, Military schools have many roles, including the following basic roles: 1) Role of political theory education; 2) Role of organizing activities to foster and train political qualities for students; 3) Role of building a military political and cultural environment.

##### ***2.1.2. Theories applied in research***

###### ***- Role-status theory***

Every social institution has its own position and role that is expected by society. Military schools are considered as highly organized social institutions, in which the subjects (cadres, lecturers, students, political organizations, commanders) take on certain

social roles to perform the educational function and form political qualities for students. Analyzing in this direction allows to identify the interactive relationship between the subjects (lecturers - students - organizations) and the level of implementation of the role in fostering political qualities.

- *Socialization Theory*

Military schools are considered a special secondary socialization environment, where students transform from “civilian citizens” to “revolutionary soldiers and officers”. This process takes place through education, training, discipline, collective activities and political and social practices, helping students internalize the political and ethical values of the army. Therefore, Military schools are both the subject of disseminating values and the environment for reproducing military political culture, ensuring the continuation of the revolutionary nature of the Vietnam People's Army.

**2.1.3. *Viewpoints of Marxism-Leninism, Ho Chi Minh thought and the Party and State's guidelines and policies on military building***

Marxism-Leninism affirms the decisive role of political consciousness, the class-based political steadfastness of the working class, and the leadership of the Communist Party in building a new-type revolutionary army. The army is viewed as a political instrument of the working class, placed under the absolute, direct, and comprehensive leadership of the Communist Party.

Ho Chi Minh's thought on military building emphasizes that the army must be “loyal to the Party, filial to the people, and ready to fight and sacrifice for national independence and freedom,” while upholding the principle of being both “red” and “expert.” He considered political-ideological education the fundamental basis for shaping the political qualities of soldiers, stressing that “only with firm political consciousness can the army be strong and fully accomplish its revolutionary mission.”

The guidelines and policies of the Communist Party of Vietnam, the State, and the Central Military Commission on building the Vietnam People's Army in the new era—reflected in documents such as the 13th National Party Congress Resolution, Resolution No. 847-NQ/QUTW, and Resolution No. 35-NQ/TW—clearly affirm the necessity of strengthening political, ideological, ethical, and lifestyle education; fostering a corps of officers with strong political steadfastness and absolute loyalty; and developing comprehensive competencies. Military schools and schools are identified as the central institutions responsible for fulfilling this mission.

**2.2. *Research area and research method***

**2.2.1. *Research area***

**2.2.1.1. *Overview of the area***

The dissertation was conducted through research and field surveys at three military schools responsible for training platoon- and company-level officers under the Ministry of National Defence of Vietnam, representing the three major categories of officer-training institutions within the Vietnam People's Army. These include: the

Political Officers College (representing institutions training political and leadership officers); the Army Officer College No.1 (representing institutions training command and staff officers); and the Military Academy of Logistics (representing institutions training logistics and technical support officers). All three schools are formal and professional officer-training institutions with longstanding traditions, performing the integrated functions of political education, military training, and physical conditioning for cadets.

- The Military Academy of Logistics
- The Political Officers College
- The Army Officer College No.1

#### *2.2.1.2. Characteristics of the survey sample*

The study was conducted with a survey sample of 775 respondents, including 450 officer cadets and 325 staff, lecturers at three military schools: the Logistics Academy, the Political Officer College, and the Army Officer College No. 1. The sample was selected using a convenience random sampling method, ensuring representation across training cohorts and units within each institution.

*For the officer cadets:* The distribution across training years was relatively balanced, ranging from 24.9 percent to 27.4 percent from the first to the fourth year. Cadets of Kinh ethnicity accounted for 80.4 percent, while 19.6 percent were from other ethnic groups. A total of 20.9 percent of the cadets were Communist Party members, and 79.1 percent were members of the Ho Chi Minh Communist Youth Union. Regarding academic performance, 9.4 percent achieved excellent results, 77.3 percent were rated good, and 13.7 percent were rated fairly good; 98.7 percent achieved a good conduct rating. The distribution of training specializations was also balanced, with 33.7 percent in political studies, 33.0 percent in command-staff training, and 33.3 percent in logistics-technical fields. In addition, 33.7 percent of cadets had family members who were Party members, and 22.9 percent had relatives serving in the armed forces.

*For the staffs, lecturers:* This group possessed solid qualifications and extensive professional experience, having undergone systematic training and long-term service within the military environment. The rank structure comprised 8.5 percent senior officers, 17.5 percent lieutenant colonels, 23.9 percent majors, and 49.8 percent captains and lieutenants. Approximately 10 percent held leadership or managerial positions, and more than 50 percent had over 15 years of service. In terms of educational attainment, 39.4 percent held master's degrees, 4.9 percent held doctoral degrees; 43.1 percent possessed intermediate-level political theory training, and 7.4 percent had advanced-level training.

#### **2.2.2. Research Methods**

##### *2.2.2.1. Methodological Foundation*

The dissertation is grounded in the methodological framework of Marxism-Leninism, Ho Chi Minh's Thought, and the viewpoints of the Communist Party of

Vietnam on education, military building, and the development of the officer corps in the current context.

Applying basic theories of sociology such as role-status theory and socialization theory to analyze the relationship between organizational structures in Military schools (teaching, management, environmental construction, pedagogical forces...) and the social functions they undertake in shaping political qualities for future officers.

#### *2.2.2.2. Research Methods*

##### *\* General Methods:*

The dissertation employs a combination of scientific research methods, including analysis-synthesis, statistical techniques, comparison, logical reasoning, and historical analysis.

##### *\* Specific Methods:*

###### *- Qualitative Research:*

+ Document Analysis: This method is used to examine scholarly works, official reports on education and training, Party and political work, and assessments of the political qualities of cadets at military schools (Military Academy of Logistics, Political Officers College, and Infantry Officers College No.1). The purpose is to clarify the role of military schools in the process of forming the political qualities of cadets trained to become commissioned officers.

+ In-depth Interviews: A total of 30 in-depth interviews were conducted (12 officers and 18 cadets) across the three aforementioned institutions. The sampling strategy ensures representativeness, diversity of training specializations, and increased reliability and analytical depth through cross-validation among different groups of participants.

###### *- Quantitative Research*

+ Survey Design: A structured questionnaire survey was administered to staffs, lecturers, and cadets at selected military schools.

Sampling Strategy: Among the 17 existing military schools and officer schools, the study selected three institutions representing the major training groups: (1) Military Academy of Logistics (representing support-service officers); (2) Officer Training School No.1 (representing command and staff officers); (3) Political Officer School (representing political officers).

Based on the total population of approximately 20,000 cadets and 2,000 staffs, lecturers, the study employed statistical considerations to determine a sample size of 450 cadets and 325 staff, lecturers. The sample was proportionally distributed across the selected institutions and among the respondent groups to ensure representativeness and balance.

Data Processing Methods: Survey data were processed and analyzed using SPSS 26.0. Various statistical techniques were applied to test the research hypotheses and examine the relationships among key variables.

### Chapter 3

## THE CURRENT STATUS OF THE ROLE OF MILITARY SCHOOLS IN THE PROCESS OF FORMING POLITICAL QUALITIES OF MILITARY OFFICER TRAINING STUDENTS

### 3.1. The current status of the role of political theory education in the process of forming political qualities of military officer training students

Political theory education constitutes the foundational pillar in shaping the political qualities of officer cadets in military schools. This process equips learners with a scientific worldview, the Marxist-Leninist methodology, Ho Chi Minh Thought, the guidelines and policies of the Communist Party of Vietnam, and the core political-ethical values of the working class. Through this, cadets develop firm political faith, ideological commitment, and resilient political fortitude.

In the training curriculum, political theory education is integrated across multiple subjects with a substantial instructional duration. Specifically, the Political Officer College allocates 3,850 out of 5,000 periods (27 modules); the Infantry Officer College No.1 allocates 506 periods (14 modules); and the Military Academy of Logistics allocates 1,100 periods (14 modules, equivalent to 22 credits). In addition to formal classroom instruction, supplementary activities-such as political education sessions, internships, fieldwork, seminars, study tours, and scientific research are systematically and rigorously implemented by the schools. Survey findings indicate that these supplementary activities significantly reinforce the acquisition of political theory among cadets. Notably, 89.3 percent of staffs, lecturers and 89.2 percent of cadets assessed political education activities as “contributing greatly” to strengthening their political theory knowledge base.

The forces within the military schools consistently uphold a strong sense of responsibility in management, teaching, review, and adjustment of the training curriculum. As a result, the content and structure of the training programs are scientifically designed and aligned with the characteristics of the learners and the specific professional orientation of each institution. Survey findings indicate that more than 90 percent of staffs, lecturers, and cadets assessed the arrangement of political theory education within the curriculum as appropriate or highly appropriate.

The teaching staff have actively renewed and updated both the content and methods of instruction, thereby ensuring the overall quality of their lectures. Their teaching consistently reflects key requirements such as political orientation, scientific rigor, practical relevance, and combativeness. According to survey data, over 90 percent of respondents rated these aspects of lecturers’ instruction at a good level.

In terms of teaching methods, the faculty have employed a diverse range of active and learner-centered pedagogical approaches, combining traditional lecturing and explanation with modern instructional techniques that enhance students’ engagement throughout the learning process. The effective use of teaching aids has further improved the quality of instruction. As one student noted: “*Our instructors use a wide variety of teaching methods - lecturing, explanation, analysis, problem-*

*posing, and questioning - which help us understand and grasp the content more thoroughly. At the same time, our questions are addressed promptly during class."* The survey results show that 93.8 percent of staffs, lecturers and 83.8 percent of cadets evaluated the instructors' teaching methods as good.

Political theory education has significantly contributed to fostering absolute loyalty to the Party, the Fatherland, and the people; nurturing the spirit of readiness to fight and sacrifice for national independence and socialism; cultivating a strong sense of responsibility and willingness to undertake and accomplish all assigned tasks; and developing moral qualities, a modest lifestyle, comradeship, and exemplary military conduct characterized by strict discipline and organizational awareness. These factors form a fundamental foundation for cadets to shape and develop the political qualities required of future military officers.

However, certain limitations remain. A segment of lecturers have not sufficiently integrated theoretical content with practical military and professional realities; teaching methods in some cases remain monotonous, and the application of information technology is still limited, reducing the overall attractiveness and effectiveness of political theory instruction. Therefore, it is essential to continue renewing the content, methods, and forms of political theory education in order to enhance its effectiveness in shaping the political qualities of officer cadets in the current context.

### **3.2. The current status of the role of organizing educational activities and training political qualities**

Military schools organize a wide range of political and socio-cultural activities beyond the formal curriculum in order to foster and strengthen the political qualities of cadets. Activities such as Party meetings, unit-level political sessions, cultural and artistic events, sports, mass mobilization, fieldwork, and engagement in the struggle to defend the Party's ideological foundation are implemented regularly and systematically. These activities create a vivid practical environment that enables cadets to consolidate political will, belief, and consciousness. Survey results indicate that between 61.8 percent and 83.4 percent of staffs, lecturers, and cadets "strongly agree," 17.8 percent to 32.2 percent "agree," and only 0.2 percent to 1.1 percent "disagree" with the positive role of these activities.

Military schools also strictly maintain daily and weekly routines while frequently organizing movements such as "Excellent Academic Performance - Strict Discipline," "Youth Scientific Innovation," "House of 100 VND," and "Young Theorists." These initiatives contribute to shaping perseverance, solidarity, and the qualities associated with the "Uncle Ho's Soldiers." Annual mass-mobilization and volunteer activities, with the participation of 100 percent of cadets, serve as "practical political classrooms," enabling learners to connect political theory with real-world contexts and strengthening their belief and commitment to the principle of "serving the people." Quantitative survey data affirm that the organizational and directive roles of various forces within military

schools are highly rated, with 96.0 percent to 99.5 percent agreement across criteria such as planning, content integration, and monitoring-evaluation.

In terms of overall effectiveness, 68.6 percent of staffs, lecturers assess these activities as “highly effective,” 29.8 percent as “effective,” and fewer than 2 percent as “average.” Among all activities, the maintenance of routines, military regulations, and discipline is considered the most significant contribution (79.7 percent of staffs, lecturers and 69.7 percent of cadets rated “very high”), followed by Party activities, the command-organization system, and ideological protection (over 60 percent of staffs, lecturers and 50 percent of cadets rated “very high”).

However, between 2.2 percent and 12.8 percent of respondents still rated these activities as only “average,” indicating that certain programs remain formalistic, lack depth, and are not sufficiently aligned with the specific characteristics of cadets. In some Party organizations, leadership roles have not been fully exercised; meetings tend to focus on administrative reporting rather than substantive discussion and interaction. Inspection and supervision activities are not conducted regularly, and some cadres show signs of delegation without proper oversight, reflecting limited responsibility. In addition, coordination among organizations within the military academy is not yet synchronized, and the content of political education activities has not been sufficiently engaging, resulting in outcomes that lack sustainability in fostering political qualities among cadets.

### **3.3. The current status of the role of building a military political and cultural environment in the process of forming political qualities of military officer trainees**

The military - political cultural environment within military schools constitutes a distinctive educational space in which the political qualities of cadets are shaped, cultivated, and strengthened. Survey results indicate that Military schools regularly maintain activities aimed at building this environment, including grassroots-level democratic practices, the promotion of solidarity, the enhancement of relationships between staffs, lecturers and cadets, the enforcement of military discipline, and the construction of a standardized, clean, and orderly campus landscape. Approximately 60 percent of respondents rated the implementation of democratic practices and unit cohesion as “very good,” and 32 percent assessed them as “good”. Notably, 69.2 percent of staffs, lecturers and 58.7 percent of cadets evaluated the development of close and friendly relationships between staff and cadets as “very good,” reflecting a democratic, united, and open educational environment. Other components of the environment—such as a positive learning atmosphere, campus aesthetics, and strict disciplinary practices -were also rated “very good” by 57.1 to 63.1 percent of respondents, while 32 to 38 percent assessed them as “good.”

Regarding the level of influence, the majority of staffs, lecturers, and cadets assessed that the military political-cultural environment has a positive impact on the formation of political qualities. Among the specific components, the most

significant factors include the exemplary role of staffs, lecturers (58.2 percent of staffs, lecturers and 64.3 percent of cadets rated this influence as “very high”), the maintenance of strict military discipline (62.8 percent and 61.6 percent), and the creation of a positive learning and training atmosphere (54.5 percent and 56.4 percent). The overall effectiveness of this environment is evaluated at a high level: 60 percent of staffs, lecturers and 54.8 percent of cadets considered the military political-cultural environment to be “highly effective,” while approximately 38 to 40 percent rated it as “effective.” Notably, no respondents rated it as “ineffective”

However, the survey also reveals several limitations. A proportion of 0.3 to 2.7 percent of respondents rated the maintenance of cultural and disciplinary activities as “not good,” while 1.1 to 7.0 percent assessed them as “average.”. The primary causes stem from pressures associated with training and operational tasks, limited material and infrastructural conditions, formalistic implementation methods, insufficient integration between cultural-political-military activities and political-quality education, as well as the inadequate awareness among a segment of staffs, lecturers, and cadets.

The findings indicate that military schools have generally performed well across all three key roles: political theory education, the organization of activities for political-quality training and development, and the establishment of a military-political cultural environment. However, the degree of contribution of each role varies among the institutions surveyed.

At the Political Officer College, 86.2 percent of staffs, lecturers rated the role of political theory education as “very significant,” the highest among the three institutions, reflecting its specialized mission in training political officers with an intensive theoretical curriculum. In contrast, at the Infantry Officer College No.1 and the Military Academy of Logistics, more than 90 percent of respondents assessed the roles of political-quality training and the building of a political-military cultural environment at a high level. This corresponds to the practical, command-oriented nature of these institutions, which place strong emphasis on hands-on training, discipline, and unit cohesion.

Spearman correlation analysis indicates that the roles of military schools and the political qualities of cadets are positively correlated, strong in magnitude, and statistically significant ( $R > 0.6$ ;  $\text{Sig.} < 0.05$ ).

Overall, military schools have effectively exercised their three core roles - particularly the role of political-theoretical education-thereby contributing to the formation and consolidation of firm political qualities among officer cadets. Nevertheless, it remains necessary to adjust the focal emphasis in accordance with the specific functions of each type of academy, while further strengthening the practical orientation, the political-ideological combativeness, and the linkage between theoretical instruction and practical action within political education. Survey results reveal that the majority of respondents assess cadets’ political qualities at the levels of “good” and “very good” meeting the political-quality

standards defined in the training objectives and in the criteria for officers of the Vietnam People's Army. This provides a solid foundation for cadets to confidently transition into the role and status of military officers - leaders and commanders - who will continue to contribute to the cause of building the Army and safeguarding the Fatherland.

## Chapter 4

### FACTORS INFLUENCING AND SOLUTIONS TO PROMOTE THE ROLE OF MILITARY SCHOOLS IN THE FORMATION PROCESS OF POLITICAL QUALITIES OF MILITARY OFFICER TRAINING CADETS

#### 4.1. Factors affecting the implementation of the role of Military schools in the formation of political qualities of military officer training cadets

The implementation of the roles performed by military schools is influenced by multiple factors, including: the Party's guidelines and viewpoints; the State's and the Army's policies on national defense and security; the quality of staffs, lecturers; the goals, curricula, contents, and methods of political education; the educational environment within the schools; the impact of social networks and hostile forces; and the negative effects of the market economy. In addition, the perceptions, attitudes, motivations, and willpower of cadets also exert a direct influence on how these roles are fulfilled. Examining the extent to which these factors affect the performance of military schools is essential for identifying appropriate solutions to enhance their role in shaping the political qualities of officer cadets in the current context.

##### *4.1.1. Influence of the Party's, State's, and Military's Guidelines and Policies on National Defense and Security on the Performance of the Roles of Military schools*

The guidelines and policies of the Party, the State, and the Military on national defense and security exert a foundational and decisive influence on the performance of the roles of military schools, particularly in educating, fostering, and shaping the political qualities of officer cadets. These guidelines provide the theoretical and legal basis that orient the objectives, content, and training programs, as well as the construction of a disciplined and standardized educational environment, thereby contributing to the formation of political steadfastness, ethical qualities, professional conduct, and a strong sense of responsibility among cadets. In the current context, in which hostile forces are intensifying strategies of "peaceful evolution" and attempts at the "depoliticization of the military," the thorough implementation of the Party's line serves as an ideological shield that enables cadets to identify and refute distorted viewpoints and protect the Party's ideological foundation.

Survey results show that 100 percent of officers, instructors, and cadets affirmed the influence of this factor, with 93.2 percent of staffs, lecturers and 93.3 percent of cadets assessing it as having a major impact. The Kruskal-Wallis H test

indicates  $\text{Sig.} = 0.000 (< 0.001)$  across all roles and both respondent groups, demonstrating statistically significant differences between the levels of “major” and “moderate” influence. This confirms that military schools have thoroughly internalized the Party’s guidelines and proactively translated them into their educational and training processes.

Correlation analysis further reveals a positive, strong, and statistically significant relationship ( $\text{Sig} = 0.000$ ) between national defense-security guidelines and the implementation of the roles of military schools. Among staffs, lecturers, the strongest correlation is with the role of political theory education ( $R = 0.552$ ); among cadets, the strongest correlation is with the role of organizing activities for fostering and cultivating political qualities ( $R = 0.597$ ).

Overall, the Party’s, State’s, and Military’s guidelines and policies on national defense and security exert profound, comprehensive, and positive impacts on the performance of the roles of military schools, ensuring that the educational and training process consistently maintains a firm political orientation. This, in turn, contributes to the formation of a corps of officers with steadfast political qualities and unwavering loyalty to the Party, the Fatherland, and the People.

#### ***4.1.2. Influence of the Quality of staffs, Lecturers on the Performance of the Military schools Role in Shaping the Political Qualities of Officer Cadets***

The quality of staffs, lecturers plays a pivotal role and exerts a direct influence on the effectiveness of education and training as well as on the performance of the Military schools functions. Within military schools, staffs, lecturers are not only transmitters of knowledge but also key agents of political and ideological education, exemplary models of political steadfastness, revolutionary ethics, and military professionalism. Their exemplary conduct generates a positive ripple effect, contributing to the formation of cadets’ political qualities, strengthening their conviction, and motivating their efforts toward personal and professional development. Furthermore, cadres and lecturers act as the core force in maintaining a healthy political-cultural environment, shaping institutional cultural norms, and constructing a firm ideological “defense wall” against negative or non-military influences.

Survey findings indicate that 100 percent of staffs, lecturers, and cadets agreed that this factor influences the Military schools role performance, with more than 96 percent rating the influence as “significant.” The Kruskal-Wallis H test shows a significance value of  $\text{Sig} = 0.000 (< 0.05)$  across all role dimensions and across both respondent groups, confirming statistically significant differences between the categories “significant influence” and “normal influence.” The higher mean rank recorded for the “significant influence” category further highlights the prominent importance of staff and lecturer quality in fulfilling the school’s roles related to political education, political qualities training, and the construction of a military political-cultural environment.

Correlation analysis demonstrates a positive and statistically significant relationship ( $\text{Sig} = 0.000$ ) between the quality of staffs, lecturers and the

performance of the military schools roles. Among staffs, lecturers, the strongest correlation is observed with the role of building the political-cultural environment ( $R = 0.424$ ), while among cadets, the strongest correlation relates to the role of political qualities training ( $R = 0.512$ ). The correlation coefficients ( $R = 0.36-0.51$ ) indicate moderate-level associations, suggesting that although the quality of staffs, lecturers has a direct and positive impact, it operates alongside other influential factors such as the training environment, management mechanisms, and cadets' learning motivations.

#### ***4.1.3. The Influence of Educational Objectives, Curriculum, Content, and Methods on the Implementation of the Military schools Role in Shaping the Political Qualities of Officer Cadets***

Educational objectives, curriculum, content, and teaching methods constitute core and systemic components that directly determine the effectiveness of Military schools in performing their roles in educating and shaping the political qualities of officer cadets. Survey results indicate that 100 percent of respondents affirmed the influence of this factor on the implementation of the Military schools roles, with approximately 97 percent rating it as having a "strong influence." The Kruskal-Wallis H test shows a significance value of  $Sig = 0.000 (< 0.05)$  across all roles, demonstrating statistically significant differences among respondent groups and confirming the strong impact of objectives, content, curriculum, and methods on the performance outcomes of Military schools.

Correlation analysis further reinforces this finding, revealing a positive and statistically significant relationship ( $Sig = 0.000$ ) between these factors and the execution of the Military schools roles. Among staffs, lecturers, the highest correlation coefficient is associated with the role of building a military-political cultural environment ( $R = 0.398$ ). Among cadets, the strongest correlation is with the role of fostering and training political qualities ( $R = 0.466$ ). Correlation coefficients ranging from 0.37 to 0.47 reflect moderate relationships, indicating positive - yet not absolute - effects of these factors, and suggesting the necessity for continued comprehensive reform of educational objectives, content, curriculum, and methods in accordance with Resolution No. 29-NQ/TW and Resolution No. 1657-NQ/QUTW (December 20, 2022) of the Central Military Commission.

These analyses demonstrate that educational objectives, curriculum, content, and teaching methods exert a strong and comprehensive influence on the implementation of the roles of Military schools, thereby contributing significantly to the formation and development of political qualities among future military officers.

#### ***4.1.4. The Influence of the Educational Environment in Military schools on the Performance of Their Roles in Shaping the Political Qualities of Officer Cadets***

The educational environment in military schools exerts a profound and comprehensive impact on the fulfillment of institutional roles, particularly in the political education and training of officer cadets. Survey findings indicate that

more than 93 percent of staffs, lecturers, and cadets assess the educational environment as having a significant influence on the implementation of the schools' roles. The Kruskal-Wallis H test (Sig = 0.000) further confirms statistically significant differences, demonstrating that the educational environment strongly affects the effectiveness of role performance within military schools. Notably, cadets report higher levels of influence compared to staffs, lecturers, reflecting their direct and immediate experience of the learning, living, and training conditions within the military setting.

Correlation analysis reveals a positive and statistically significant relationship (Sig = 0.000) between the educational environment and the performance of institutional roles in both respondent groups. Among staffs, lecturers, the strongest correlation is observed with the role of political quality training ( $R = 0.556$ ), followed by political theory education ( $R = 0.519$ ). A similar pattern appears among cadets, with correlation coefficients of 0.606, 0.555, and 0.363, respectively, indicating that the educational environment most strongly influences political quality training, followed by political theory education and the construction of a military political-cultural environment.

These findings demonstrate that the educational environment serves as a foundational and decisive factor enabling military schools to effectively perform their roles in shaping the political qualities of officer cadets. Therefore, it is essential to continue fostering a healthy, standardized, disciplined, and democratic educational environment, consistent with the Party's directive in the 13th National Congress to "build a healthy educational environment, overcome achievement-driven tendencies, and prevent negative practices in education and training."

#### ***4.1.5. Impacts of Social Media, Hostile Forces, and the Negative Aspects of the Market Economy on the Implementation of the Military schools Role in Shaping the Political Qualities of Officer Cadets***

Social media, hostile forces' subversive activities, and the adverse effects of the market economy are negative exogenous factors that exert multidimensional influences on the implementation of the Military schools roles in shaping the political qualities of officer cadets. These factors create a "distorted information environment" that undermines the effectiveness of political theory education while simultaneously disseminating deviant values such as individualism, materialism, and hedonism - values fundamentally incompatible with the qualities of the "Uncle Ho's Soldiers." The negative sides of the market economy also affect discipline, collective cohesion, and team spirit, thereby posing significant challenges for Military schools in organizing activities to foster and cultivate political qualities.

Survey results indicate that approximately 90 percent of staffs, lecturers, and cadets assess these factors as having a "major influence" on the performance of the Military schools roles. The Kruskal-Wallis H test (Sig = 0.000) confirms statistically significant differences, indicating substantial impacts of these external factors, particularly on the roles of political theory education and political

cultivation and training, while the influence on building a military-political cultural environment is comparatively lower.

Pearson correlation analysis further verifies a positive and statistically significant relationship ( $\text{Sig} = 0.000$ , 99 percent confidence level), with correlation coefficients ( $R$ ) ranging from 0.38 to 0.60, reflecting a moderate to strong linkage between these exogenous factors and the effectiveness of the Military schools role implementation. Specifically, among staffs, lecturers, the strongest correlations are found with political cultivation and training ( $R = 0.540$ ) and political theory education ( $R = 0.521$ ). Among cadets, the corresponding values are 0.604 and 0.525, demonstrating that cadets are more strongly affected. These findings affirm that external factors are generating considerable challenges for Military schools, requiring strengthened political theory education, enhanced ideological steadfastness and “political immunity,” together with the construction of a healthy military-political cultural environment to proactively prevent and neutralize negative external influences.

#### ***4.1.6. The Influence of Cadets’ Perception, Attitude, Willpower, Determination, and Motivation on the Performance of Military schools Roles in the Formation of Political Qualities among Officer Cadets***

Cadets’ perception, attitude, willpower, determination, and motivation constitute decisive subjective factors that create an “internal driving force” directly shaping the effectiveness of Military schools in performing their roles in political education and training. Survey results show that more than 90 percent of staffs, lecturers, and cadets assessed this factor as having a “significant influence” on the realization of these roles. The results of the Kruskal-Wallis H test indicate that all  $\text{Sig}$  values = 0.000 ( $<0.05$ ), confirming statistically significant differences between the groups rating “significant influence” and “normal influence,” with the mean ranks of the “significant influence” group being markedly higher.

Correlation analysis reveals that all  $\text{Sig}$  values = 0, with positive correlation coefficients ( $R$ ) ranging from 0.361 to 0.577, demonstrating medium to strong positive correlations between this factor and the performance of the roles of Military schools. The strongest correlations were found with the roles of political theory education and political quality training ( $R > 0.5$ ). These findings affirm that cadets’ internal attributes are decisive factors directly influencing the effectiveness of political education and training, and constitute essential conditions for Military schools to successfully fulfill their functions in forming the political qualities of officer cadets.

This also demonstrates that cadets’ perception, attitude, willpower, determination, and motivation exert profound and direct impacts on the effectiveness of Military schools roles, particularly in political theory education and political quality development. The results further underscore that enhancing the military schools effectiveness requires stimulating and promoting cadets’ self-discipline, initiative, and active engagement - transforming them from passive recipients into active subjects of the political - ideological education process.

Overall, the regression model indicates that the quality of staffs, lecturers, together with cadets' motivation and determination, are the two strongest and most stable determinants of the performance of Military schools roles. These two factors represent both the "educational subject" and the "receiving and transformational subject," thereby clarifying the two-way interactive mechanism in the political education and training process within Military schools today.

## **4.2. Some Solutions to Enhance the Role of Military Schools in the Formation of Political Qualities among Officer Cadets**

### ***4.2.1. Strengthening Leadership and Direction to Raise Awareness among Key Actors and Forces Regarding the Role of Military Schools in the Political Education and Training of Officer Cadets***

This solution occupies a pivotal position and provides the foundational orientation for the implementation of other solutions. In the context of increasing social complexity and rapid changes in the political - ideological environment, achieving accurate and unified awareness among all relevant actors is crucial for the effectiveness of political education. It contributes directly to consolidating political confidence, strengthening political steadfastness, and safeguarding the ideological front within Military schools.

To effectively implement this solution, schools need to strengthen the unified leadership and direction of Party committees and commanders at all levels, considering this a key political task, regularly specified in resolutions and work plans, ensuring orientation, synchronization and effectiveness. At the same time, strengthen inspection, supervision, interim and final reviews of awareness raising, in order to promptly detect and adjust limitations, and at the same time draw experience and perfect leadership and management methods in accordance with current educational and training practices and national defense and security requirements.

### ***4.2.2. Developing the Faculty and Cadre System in Terms of Quantity and Quality, Ensuring Exemplary Political Qualities***

This solution plays a central and decisive role in enhancing the effectiveness of political education and the cultivation of political qualities among officer cadets. The rationale lies in the fact that faculty members and managerial cadres are not only transmitters of knowledge and ideological orientation but also serve as moral and political exemplars whose influence significantly shapes the attitudes and behaviors of cadets.

To materialize this solution, military schools need to focus on ensuring adequate, stable, and appropriately structured staffing of faculty and cadres. This requires a balanced allocation of lecturers across disciplines, academic levels, and professional fields, thereby avoiding shortages or overload and meeting the demands of educational reform. Attention should be given to improving professional competence, political knowledge, pedagogical capacity, and managerial skills, aiming to standardize the faculty in accordance with the criteria of being both "politically steadfast" and "professionally competent."

Moreover, the evaluation of faculty and cadres must be conducted rigorously, objectively, and transparently, serving as a basis for identifying, training, and appointing suitable personnel. Such assessment also fosters a culture of self-improvement and professional development. Building a politically exemplary, morally upright, disciplined, and professional educational environment within military schools is essential to enhancing the role and exemplary influence of faculty members in the formation of political qualities among cadets.

#### ***4.2.3. Improving, Updating, and Supplementing the Training Curriculum***

Improving, updating, and supplementing the training curriculum plays a central role in enhancing the quality of political education and the political qualities of cadets in military officer training institutions. A scientific, systematic, and practice-oriented curriculum not only ensures coherence in objectives, content, and methods of political education, but also directly contributes to forming a corps of officers with strong political steadfastness, capable of meeting the requirements of national defence and security tasks in the new context.

To effectively implement this solution, military schools need to prioritize the timely supplementation and updating of new political and ideological content in accordance with the Party's guidelines, resolutions, and contemporary issues related to national strategy, territorial sovereignty, and the struggle against "self-evolution" and "self-transformation." This contributes to strengthening cadets' political beliefs, ideals, and ideological steadfastness. The curriculum of social sciences and humanities, military sciences, and fundamental sciences should be reviewed and refined to ensure scientific rigor, combativeness, and the close linkage between theory and practice.

In addition, it is essential to enhance the integration of military professional knowledge with political education, thereby fostering the connection between technical-professional competencies and revolutionary ideals. This approach enables cadets to develop political qualities through academic learning, training activities, and practical experience, contributing to improving the overall effectiveness of political socialization within military schools.

#### ***4.2.4. Innovating Teaching Methods and Improving Instructional Quality***

This solution constitutes a core measure for enhancing the role of military schools in the formation of political qualities among officer cadets. In the current context, where education is shifting from a content-based to a competency-based approach, the renewal of teaching methods has become an imperative. It facilitates the transition from passive, transmission-oriented instruction to learner-centered pedagogy that integrates theoretical knowledge with practical experience, and combines political-ideological education with the development of willpower, character, and applied skills.

To effectively implement this solution, military schools must regularly innovate their teaching methods in ways that promote active, independent, and creative learning among cadets, thereby strengthening their critical thinking capacity,

ability to apply theory to practice, and political resilience. At the same time, it is essential to continuously improve the professional competence, pedagogical skills, and political qualities of lecturers. Furthermore, the integration of information technology and digital learning resources should be expanded in order to create a flexible, engaging, and efficient learning environment.

#### ***4.2.5. Building a Model, United, Democratic, and Disciplined Military Schools***

Building a model military schools characterized by unity, democracy, and discipline holds particular significance for enhancing the role of military schools in shaping the political qualities of cadets in officer training programs. This environment constitutes a distinctive sphere of military-political culture, contributing to the formation of value orientations and standardized political behaviors among cadets.

Therefore, military schools should focus on developing a comprehensive model environment, encompassing material infrastructure as well as ideological, ethical, and cultural dimensions. Such an environment provides a normative educational space that enables cadets to acquire and internalize revolutionary values, thereby cultivating firm political steadfastness. Fostering unity and consensus within the school is essential, which can be achieved through strengthened political-ideological education, expanded democratic practices, transparent feedback mechanisms, alignment of individual and collective interests, and the organization of cohesive group activities.

In addition, building a democratic, disciplined environment requires strict adherence to rules, public and transparent management practices, and the effective leadership of Party committees, commanders, and mass organizations.

#### ***4.2.6. Enhancing Learners' Self-Discipline in Study and Training***

This solution plays a pivotal and decisive role in improving the effectiveness of political education and the development of political qualities within military schools. While the educational environment, curricula, and teaching methods serve as necessary conditions, it is the learners' self-discipline, proactiveness, and personal determination that fundamentally shape the outcomes of political formation.

To enhance learners' self-discipline in study and training, military schools should focus on fostering a strong sense of responsibility and cultivating appropriate learning motivations. This helps learners clearly recognize their mission and obligations toward the military and the Homeland, thereby generating intrinsic motivation to study and train earnestly while maintaining firm political convictions. Encouraging active and creative learning is essential, enabling learners not only to acquire knowledge passively but also to think critically and apply political and military knowledge to practical situations. This contributes to the development of strategic thinking and adaptability in contemporary conditions.

Furthermore, building a serious and healthy learning and training environment, which combines strict management with positive encouragement, is

crucial for maintaining discipline, cultivating a sense of responsibility, and promoting comprehensive development in terms of intellectual capacity, moral character, and political steadfastness.

## **CONCLUSION AND RECOMMENDATIONS**

### **1. Conclusion**

This dissertation employs an integrated application of sociological theories in education - including socialization theory, role-status theory, and functionalist theory - to systematically analyze and interpret the role of military schools in the process of shaping the political qualities of cadets in officer-training programs.

First, the study clarifies the theoretical and empirical foundations of the research problem, formulates and further refines the concept of the role of military schools in developing cadets' political qualities, and identifies three fundamental roles of these institutions: political theory education; organization of activities for political cultivation and training; and the development of a military-political cultural environment.

Second, findings from the survey and empirical analysis demonstrate that military schools have, in general, performed their roles relatively effectively, with the role of political theory education being the most prominent. The schools act as the decisive factor in fostering political steadfastness, loyalty, discipline, and a sense of responsibility among cadets in the contemporary context. However, certain limitations persist, including shortcomings in educational content and methods, the professional quality of staff and instructors, and the degree of self-discipline among cadets.

Third, the research identifies a range of objective and subjective factors influencing the performance of these roles. Among these, subjective factors—those related to the military schools themselves and to the cadets—exert the most direct and significant impact. Therefore, enhancing the effectiveness of the schools' roles requires the synchronous implementation of multiple solutions, supported by the coordinated involvement of actors both inside and outside the military education system.

Fourth, all research hypotheses were empirically verified. The findings confirm that military schools have effectively fulfilled their roles in educating and training the political qualities of officer cadets; the influencing factors, however, do not exert impacts at the same level. Among them, factors internal to the military schools demonstrate the strongest influence. To enhance these roles, it is essential to implement a synchronized set of solutions relating to awareness promotion, capacity building for cadres and instructors, curriculum improvement, pedagogical innovation, and the development of a conducive political-military educational environment.

Fifth, the research results affirm the relevance and explanatory value of the theoretical frameworks adopted. According to role-status theory, the military academy,

as a military educational institution, has performed its rightful functions in educating and managing cadets. From the perspective of socialization theory, the military academy constitutes a specific socialization environment that enables cadets to internalize political knowledge and values, transforming them into firm political qualities characteristic of military officers.

However, the dissertation also acknowledges several limitations. The survey scope remains limited; the theoretical discussion has not yet fully explored the mechanisms of interaction; and the research design is cross-sectional rather than longitudinal. Accordingly, future studies should broaden the empirical scope, integrate multiple theoretical approaches, and employ more advanced methodological tools to further clarify and develop the research problem.

## **2. Recommendations**

### ***For military schools in general:***

It is essential to strengthen political theory education by aligning theoretical content with the practical requirements of training, command, and combat readiness. The curricula and teaching methods should be renewed toward integration, practicality, and learner-centered approaches so as to enhance students' critical thinking and creativity. The quality of the teaching staff should be improved through comprehensive selection and evaluation based on professional competence, political qualities, pedagogical capacity, and ethical standards, while also encouraging the application of information technology in instruction. Furthermore, military schools should cultivate a healthy political-military cultural environment, maintain strict discipline, and organize diverse cultural, artistic, and sports activities to reinforce solidarity and foster students' political character and leadership qualities.

### ***For specific types of military schools:***

*For political officer training institutions:* It is necessary to expand forms of political socialization through forums, thematic clubs, and model "exemplary political-cultural environments," thereby enhancing students' political practice skills, critical capacity, and ideological struggle competence in the contemporary context.

*For command and staff officer training institutions:* Political theory education should be closely integrated with military training and command exercises. Teaching methods need to be innovated toward scenario-based, task-oriented, and critical-reflection approaches. At the same time, the political-military cultural environment must be strengthened to support the development of command confidence, disciplinary consciousness, and professional military identity.

*For logistics, technical, and support officer training institutions:* Political theory education should be linked with the specific characteristics of technical and support specialties. The political-cultural environment must be leveraged as a key space for shaping political qualities, discipline, and a sense of responsibility among students. Enhanced coordination among political officers, academic instructors, and student management cadres is required to ensure coherence in objectives, content, and methods of political education.

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