HO CHI MINH NATIONAL ACADEMY OF POLITICS

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THE SOCIALIZATION FUNCTION OF THE FAMILY IN THE CONTEXT OF DIGITAL TRANSFORMATION - A CASE STUDY IN HO CHI MINH CITY

SUMMARY OF THE DOCTORAL THESIS

FIELD OF SOCIOLOGY

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INTRODUCTION

1. Reasons for choosing the topic

The socialization function of the family is an extremely important function, although society and schools have provided support, this function cannot be replaced. Ancient Confucian scholars emphasized that raising without education is no different from giving birth to the offspring of animals. Mahatma Gandhi once said: *"There is no school as good as the family and no teacher as good as parents"*, affirming that parental education plays a particularly important role, school education is only a continuation of family education and absolutely cannot replace family education in building the personality of the younger generation. Thus, in all stages of the country's development, the family is the most important environment, the place where human beings are born, the first environment that nurtures and shapes the personality, morality, intellect, physical and spiritual aspects of human beings. Moreover, the family is also *the "cell of society"*, determining the existence, movement, and development of society. From traditional society to modern society, the family always holds important and irreplaceable positions and roles. Entrusting the teaching and education of children about morality, lifestyle, and behavior to others is a mistake that needs to be warned against and corrected.

Ho Chi Minh City, the largest socio-economic center, is experiencing a strong surge in the Fourth Industrial Revolution (Industry 4.9), which has had a direct and comprehensive impact on all aspects of social life, including the family. In this context, the social function of the family is facing new challenges and demands. The digital transformation process is not only changing the methods of communication, learning, and work, but also reshaping social values and norms. People in the digital age need new qualities and abilities, not only in specialized knowledge but also requiring critical thinking, problem-solving skills, creativity, adaptability, and especially digital skills to effectively utilize tools and information in cyberspace.

For children, especially those aged 11-15, who are the future generation of the country, born and raised in a context of technological

explosion with complex psychological and physiological changes and a strong need for self-affirmation, this group has the most intense interaction on social media but lacks the maturity and experience to filter diverse information, making them vulnerable to the negative impacts of the digital environment. The impact of digital transformation is profound, ranging from access to vast sources of knowledge and the development of comprehensive skills to the risk of exposure to harmful information, online bullying, and the development of dependent behaviors on technology devices, leading to neglect of studies and the adoption of violent behaviors on social media, which have inevitably resulted in regrettable consequences in recent times.

Given these multifaceted impacts, the guiding and educational role of families in general, and parents in particular, in the context of digital transformation becomes extremely important. Focusing on four core areas-morality, lifestyle, knowledge, and skills-is more crucial than ever. Morality and lifestyle are core values that help children maintain their character and behave civilly in life, while guiding them in knowledge and skills will help them develop themselves better. A lack of family guidance risks a breakdown in the character development of future generations.

A review of the literature reveals that research on the social function of the family (family education), which received considerable attention in previous decades, seems to have cooled down for a long time. There is a lack of in-depth research on the content and methods parents use to educate children in general, and children aged 11-15 in particular - the age group most strongly impacted physically and mentally in the digital age. Furthermore, existing research has not yet identified the opportunities and challenges parents face in educating their children at this age in the context of digital transformation. Therefore, in-depth research on this topic is extremely necessary, not only for its scientific significance in supplementing the theoretical framework of family sociology but also for its immense practical value in guiding and supporting families to effectively fulfill their roles, contributing to building a generation of digital citizens with the necessary qualities and capabilities for the sustainable development of society.

Given the above context and reasons, conducting research on the issue of *"The Socialization Function of the Family in the Context of Digital Transformation - A Case Study in Ho Chi Minh City"* is necessary to fill and supplement the gaps in current research on the socialization function. The research results are significant and important not only for practical issues but also contribute to the theoretical study of the family in this novel context of digital transformation.

2. Research Objectives and Tasks

2.1. Objectives

This study clarifies the current situation and factors influencing the content and methods of educating children aged 11-15 by parents in the context of digital transformation. Based on this, it proposes several recommendations to improve the quality of parental education for children in Ho Chi Minh City during this digital transformation period.

2.2. Tasks

- To clarify the current state of parental education for children aged 11-15 regarding ethics, lifestyle, knowledge, and skills, and the factors influencing parental education of ethics and lifestyle in the context of digital transformation.

- Clarify the methods parents use to educate their children and the factors influencing the use of those methods in the context of digital transformation.

- Proposing several policy recommendations to contribute to raising awareness and behavior among parents in educating children aged 11-15 in the context of digital transformation in Ho Chi Minh City.

3. Research subjects, objects, and scope

3.1. Research Subjects

The Socialization Function of the Family in the Context of Digital Transformation - A Case Study of Ho Chi Minh City

3.2. Research Subjects

This group includes parents with children aged 11-15 in certain areas of Ho Chi Minh City.

3.3. Scope of the study

- *Scope of content:* Instead of covering all aspects of the socialization function, this study will focus on the educational function of the family. Focusing on the educational function will allow for a deeper analysis of

the content and methods families use to shape children's personalities and social skills. However, to ensure accuracy... feasibility, in-depth analysis, and practical value In this dissertation, the doctoral candidate decided to limit the focus to The thesis focuses on four core areas: moral education, lifestyle, knowledge, and skills. By concentrating on these areas, the thesis will delve into the specific challenges and opportunities families face in educating their children in the current context, thereby offering highly applicable suggestions that contribute to the healthy socialization of the younger generation in the digital age.

- *Timeframe:* The research project will be conducted from June 2023 to January 2026. The field survey will take place from April to October 2024.

- *Spatial scope:*

Include: An Khánh Ward, Long Phước Ward and Can Gio Commune

4. Research question, research hypothesis

4.1. Research Question:

The entire thesis focuses on answering all of the following questions:

CH1: What is the educational content for children aged 11-15 in Ho Chi Minh City in the context of the current digital transformation?

CH2: What are the educational methods used by parents in Ho Chi Minh City for children aged 11-15 in the context of the current digital transformation?

CH3: Are there differences between fathers and mothers in educating children aged 11-15 in families in Ho Chi Minh City?

CH4: What factors influence the content and methods of educating children aged 11-15 in Ho Chi Minh City in the context of digital transformation?

4.2. Research Hypothesis

GT1: Parental education for children aged 11-15 in the context of digital transformation still focuses heavily on values related to the physical world, while educational content related to social media remains hesitant and has not received adequate attention.

GT2: Parental parenting methods in the context of digital transformation still lean towards traditional approaches such as imposing and supervising children, while methods of companionship, sharing, and

positive education, or creatively exploring and applying technology, are not yet widely adopted.

GT3: Child education within the family, both in the physical and online spaces, bears the stronger imprint of the mother than the father.

GT4: Parental demographic factors such as gender, education level, living standards, place of residence, and age significantly influence the selection of educational content and methods for children in the context of digital transformation.

5. Novel aspects of the thesis

Firstly, while previous studies often focused on a single aspect of children's education or traditional educational content, this dissertation integrates four essential pillars of education: moral education, lifestyle education, knowledge education, and skills education, in the context of digital transformation.

Secondly, the thesis focuses on the education of children aged 11-15, a "turning point" in the parenting process. The 11-15 age range is the pre-adolescent stage, the generation known as Gen Z, living in a technological environment, beginning to show a tendency towards independence, and strongly exploring the digital world.

Thirdly, many previous studies have only considered technology as an exogenous factor impacting parental education of children. However, this thesis views digital transformation as an endogenous "context", meaning that technology has penetrated the family structure, the content and methods of parental education, and even the way children learn, play, and interact.

6. Some limitations of the research sample

- The function of socialization is a very broad category. The researcher chose the topic of *"Parental role in educating children aged 11-15 in the context of digital transformation"* focusing on core areas such as moral education, lifestyle, knowledge, and skills for children.

- Children in families in Ho Chi Minh City may receive education from grandparents, siblings, relatives, neighbors, teachers, peers, social organizations, and especially from the digital environment and social platforms themselves. However, this thesis focuses only on and explores

the primary educational subjects, which are parents, and does not study the reverse: children socializing their parents.

- The thesis was conducted only in a few wards and communes in the former Ho Chi Minh City.

- The dissertation, which studies the role of parents in educating children aged 11-15 within the context of digital transformation, views "digital transformation" as a fundamental "environmental" variable rather than the primary influencing factor. This limits the dissertation's ability to analyze causal relationships.

7. Contributions of the thesis

7.1. Theoretical Contributions

This dissertation has contributed to enriching and deepening the dimensions of expression when applying socialization theory, social capital theory, and the sociology of digital technology.

The dissertation also contributes to systematizing perspectives on the issue of child education within the family in the context of digital transformation; the main forces involved in this process; and conducting in-depth research on the Party's viewpoints and the system of State policy documents related to child education.

7.2. In practice

This thesis identifies the current situation and points out the extent of influence of personal parental factors and household characteristics on child education in families in Ho Chi Minh City, thereby suggesting solutions for better child education in the context of digital transformation.

The research findings of this thesis can serve as a reference for management agencies, policymakers, social organizations, and parents, providing them with additional knowledge to educate their children. From these research results, readers can draw many lessons or choose appropriate methods of educating children, tailored to their individual, family, and societal characteristics in the context of today's digital transformation.

8. Structure of the thesis

Besides the introduction, conclusion, list of the author's published works related to the dissertation, bibliography, and appendices, the dissertation content includes 4 chapters and 14 sections.

Chapter 1
OVERVIEW OF THE RESEARCH PROJECT

1.1. The theme of parents educating children on morality and lifestyle

Moral and lifestyle education for children has been a subject of research by many scientists both domestically and internationally, notably Lê Ngọc Văn, Lê Thi, Nguyễn Hữu Minh, Lương Thị Thu Trang, Nguyễn Thị Thọ, Phạm Thị Thuý, Takahashi, Mascheroni, O'Neill, Piaget, etc. Through their research, the authors have highlighted the important role of moral and lifestyle education for children within the family, emphasizing honesty, filial piety towards grandparents and parents, and love for others. In the context of technological development, it is essential to protect privacy, avoid spreading rumors, and respect others. All these aspects aim to perfect children's character and adapt to different contexts, enabling them to thrive at every stage of development.

1.2. The topic of parents educating children in knowledge and skills

Research on educating children in knowledge and skills is also a focus of many researchers. Parents such as Pham Thi Thuy, Le Ngoc Van, Le Vo Hong Tuyet, Nguyen Thi Thu Trang, Tran Thi Thanh Thuy, Dinh Thi Thu Thuy, Nguyen Xuan Thang, Hinduja S., & Patchin, Inglehart, Lickona, Martin… have focused on supporting their children's knowledge and skills through various forms. In particular, parents in these studies have also shown a tendency to educate their children to access knowledge on technology platforms and to use social media safely, helping them develop critical thinking and knowledge in a digital context.

1.3. Topics related to parenting methods for children

Studies worldwide show that parental methods are shifting from mere control to guidance and support, fostering independence and responsibility in children's digital environment. Parents encourage physical activities and direct interaction with others to promote healthy lifestyles.

They also proactively create dedicated family time and space free from electronic devices, setting a good example in managing screen time. In Vietnam, parents are combining close supervision with dialogue and explanations about the risks and benefits of the internet, helping children find digital learning resources and develop critical thinking skills when receiving information. This trend reflects a shift from an authoritarian to a democratic parenting style that listens to and respects children's needs.

1.4. Gaps and suggestions for further research in this dissertation

Despite the achievements, the issue of the family's social function has yet to be systematically and comprehensively studied, focusing on the content and methods of educating children in ethics, lifestyle, knowledge, and skills in the context of digital transformation. Generally, previous studies have approached the issue from individual perspectives, such as moral education, digital skills education, or educational methods. A comprehensive study integrating all four core contents (ethics, lifestyle, knowledge, and skills) and educational methods in the context of digital transformation would provide a more holistic and systematic perspective. This would help us understand not only "what parents educate" but also "how parents educate" and "what factors influence this", thereby enabling us to offer more effective educational suggestions and solutions.

Therefore, an in-depth empirical study using both qualitative and quantitative methods is needed on the topic of educating children aged 11-15 in the context of digital transformation, encompassing all four aspects: ethics, lifestyle, knowledge, and skills. In particular, it is crucial to educate children to have ethical conduct in social media use, a healthy lifestyle in the digital space, and to meet the demands of developing a generation with sufficient "physical, intellectual, emotional, and technical skills" to become digital citizens in the digital age. This is extremely necessary in a developing city like Ho Chi Minh City. This gap needs to be addressed in current research on family education.

Chapter 2
THEORETICAL FOUNDATIONS, RESEARCH AREA
AND RESEARCH METHODS

2.1. Theoretical basis

2.1.1. Some basic concepts

- *The concept of socialization:* Socialization refers to the process by which children aged 11-15 learn, absorb, and acquire social norms and values through educational content and methods from their parents, specifically education on ethics, lifestyle, knowledge, and skills to adapt to the social environment in the context of digital transformation and fulfill their corresponding social roles.

But The concept of family: A family is a group of people, related by marriage, blood, or adoptive relationships, characterized by gender through marriage, living together, and sharing a common budget. This definition reflects all the characteristics of a family and is consistent with the research sample of this dissertation.

- *The socialization function of the family:* The socialization function of the family encompasses many aspects and is carried out through many different stages. Within the scope of this dissertation, since it is impossible to cover all stages of a person's socialization process, the doctoral candidate has selected only some aspects of the family's socialization function, namely parents educating children aged 11-15 on certain topics such as ethics, lifestyle, knowledge, and skills in the context of digital transformation.

- *Family education:* This encompasses the entire process of educating, guiding, and shaping a child's personality within the family environment. It is the first foundation that profoundly influences an individual's development through the role of parents.

- *The concept of parental role:* a set of expectations and hopes of the family and society regarding the rights and obligations assigned to parents in educating their children at each stage of social development.

- The educational function of the family in the context of digital transformation: The educational function of the family in the context of digital transformation is expressed through the activities of parents educating their children aged 11-15, including content such as moral education, lifestyle, knowledge, and skills that are appropriate to the values, norms, and social changes in the context of digital transformation.

2.1.2. Content, methods of educating children and factors influencing the education of children aged 11-15

- Educational content: Moral education; Lifestyle education; Knowledge education; Skills education

- Educational methods: Prohibition, imposition; Collaborative and sharing approach; Setting a good example.

- Factors: Gender; Education level; Age; Living standards; Location (Urban, rural)

2.1.3. Applying some theories in researching the socialization function of the family in the context of digital transformation

- Socialization theory
- Pierre Bourdieu's Social Capital Theory
- Technology approach theory

2.1.4. The Party's viewpoint, the State's policies and laws on the role of the family in children's education

In the documents of the 6th National Congress, the strategy for building families in the period 2005-2010, the Decision approving *the Program for Moral and Historical Education in Families until 2023* signed by the Prime Minister on January 19, 2022, along with *the content of the set of behavioral criteria in families* signed by the Ministry of Culture, Sports and Tourism No. 224/QD-BVHTTDL, and Decision No. 1306/QD-UBND approving the Project "Research on building criteria for evaluating happy families in Ho Chi Minh City in the period 2021-2030"… All of these demonstrate the concern of the Party and the State for family and child education in each stage of the country's development. However, the system of documents of the Party and the State related to improving the capacity, knowledge, and skills of parents in educating children in different stages of

development is still not truly complete and effectively implemented. This also raises suggestions and concerns for the thesis regarding several issues that need attention when conducting field research.

2.2. Research Area

- A brief overview of Ho Chi Minh City

Ho Chi Minh City is located in the Southeast region of Vietnam and is part of the Southern Key Economic Zone. Following the merger, the new Ho Chi Minh City (including Ba Ria - Vung Tau and Binh Duong) will have a favorable geographical location, with its area more than tripling to 6772.59 km² and a population of 14,002,598 people, playing a leading role as the economic, cultural, educational, and science and technology center of Vietnam and the region. Ho Chi Minh City is facing a digital transformation landscape full of potential and challenges. To maximize opportunities and overcome obstacles, the city needs synchronized policies, strategic investments, and the concerted efforts of the government, businesses, and people, including family education, in this new context.

- Digital transformation and the challenges for children in Ho Chi Minh City

Digital transformation is opening up opportunities. Technology is beneficial to human life and the education of children by parents, schools, and society. However, it also poses numerous challenges and risks for children in general, and especially for children aged 11-15. These challenges include: technology addiction in children; severe impacts on children's physical and mental health; online bullying and harmful content; and a significant decline in communication and social interaction skills. These challenges highlight the need to raise parental awareness regarding child education in Ho Chi Minh City in the current context.

2.3. Research Methodology

Data collection methods

2.3.1. Analysis of available documents

2.3.2. Methods of surveying and investigating in practice

2.3.3. In-depth interview method for the survey subjects

Chapter 3
CONTENTS OF PARENTAL EDUCATION FOR CHILDREN
IN THE CONTEXT OF DIGITAL TRANSFORMATION
IN HO CHI MINH CITY

3.1. Current situation and factors influencing moral education for children aged 11-15 by parents in the context of digital transformation

3.1.1. The current situation of parents educating children aged 11-15 on ethics in the context of digital transformation

Parents in the study area, within the context of modern society, still maintain a high priority and *"very frequently"* educate children on traditional moral values such as *"respect for others"* (79.1%), "*adherence to laws and regulations*" (72.2%), and "*honesty and integrity*" (53.3%). This shows that these values are deeply ingrained in the cultural subconscious and are considered the core foundation for the formation of children's personalities. Even the virtue of *"compassion"*, although not as "*very frequently" as the first two (44.4%), has no "very infrequent"* cases (0%), confirming its unchanging importance. These traditional moral values play a crucial role in maintaining social order, stability, and community cohesion. Parents, as the primary agents of socialization, recognize the importance of transmitting these values to ensure their children can integrate into modern society while still preserving traditional family values.

When shifting to content related to online behavior, the frequency of education decreased significantly, while in some aspects, the frequency of "*very infrequent" education* increased. For example, "*accessing healthy content on social media*" only reached 19.1% "*very frequently''*, and *"sharing examples of good deeds on social media"* was even lower with 18.4% *"very frequently"* and 6.2% *"very infrequently"* - the highest among all indicators. Content aimed at preventing negative behavior, such as *"not spreading rumors*" (35.8%) and *"not participating in bullying" (37.1%),*

had higher "very frequently" rates. Overall, while parents continue to educate their children about online behavior, it still falls short of the moral values parents teach their children in daily life. This shows that traditional values are still deeply ingrained in the perceptions and actions of parents in the process of raising their children.

3.1.2. Factors influencing the content of parental education for children aged 11-15

Quantitative and qualitative data analysis reveals that geographical location, age, gender, educational level, and living standards of parents all influence moral education for their children. However, some groups of parents in rural areas, with lower educational levels and living standards, need to be equipped with the awareness and skills to contribute to building a generation of responsible and safe digital citizens.

3.2. Current situation and factors influencing parents' lifestyle education for children aged 11-15 in the context of digital transformation

3.2.1. The current situation of parents educating children aged 11-15 on lifestyle in the context of digital transformation

Research results show that in lifestyle education for children aged 11-15, two distinct groups are currently emerging. One group focuses on practical lifestyle education, which is firmly established and regularly implemented. However, this group still faces many challenges regarding lifestyle education on social media. This stems from difficulties parents encounter due to not keeping up with trends, differing viewpoints with their children, and a lack of knowledge, experience, and time to better educate their children in the current context.

3.2.2. Factors influencing the content of lifestyle education for children aged 11-15 in the context of digital transformation

In the context of lifestyle education for children aged 11-15, the synthesis of factors from two multivariate regression models reveals a clear differentiation in their effects. Factors such as high educational

attainment and affluent living standards of parents consistently demonstrate strong impacts, contributing positively to all aspects of lifestyle education. However, to optimize educational effectiveness, special attention should be paid to characteristics that cause undesirable impacts. Specifically, the age of parents (50 years and older) is a significant factor influencing lifestyle education on social media, due to the generation gap and limitations in adapting to new technological tools. Given these influencing factors, current lifestyle education trends need to focus on equipping parents, especially those in older age groups and living in suburban areas, with the necessary skills to bridge the generation gap, enhance their ability to use technology to access information and modern educational methods, and proactively integrate and maintain traditional cultural values in contemporary living environments, in order to create a generation of young people who develop harmoniously between tradition and integration in the context of digital transformation.

3.3. Current situation and factors influencing parental education of children aged 11-15 in the context of digital transformation

3.3.1. The current situation of parents educating children aged 11-15 in the context of digital transformation

EFA analysis aimed to explore the internal structures of parental data supporting the education of children's knowledge. The results showed that within the direct knowledge group, activities supporting sexual education had an average score (ranging from 3.75 to 3.82) and a relatively limited frequency of implementation (only about 60% of parents performed them regularly). In particular, teaching children about love and friendship with the opposite sex had a rate of 66.3 %, despite the fact that in section 3.3.1, parents' desire was still for their children to have the most knowledge about sexual health care.

In addition to direct academic support, in the context of digital transformation, parents are showing interest in supporting their children's education through social media. Specifically, the most frequently performed activity is *"registering children for online courses"* (average

4.01, frequency 68.2%), while more proactive activities such as *"introducing effective learning tools"* have the lowest average score in the group (3.68). This shows a shift in awareness but not a significant change in parental actions. The reason for this stems from many parents' concerns about the effectiveness of online learning, fear that their children will not pay attention, and worry that excessive exposure to technology will lead to gaming addiction, social media addiction, and other risks when they themselves cannot supervise and monitor their children.

The current state of intellectual education for children aged 11-15 in the research area reveals a clear picture of parents' priorities in their children's intellectual education. They still focus on values within the traditional education system, while emerging areas such as knowledge on social media or sensitive topics like gender on social media are still relatively new. Therefore, supporting children's education remains challenging and requires more support from social organizations and schools to make digital transformation in schools and leveraging digital platforms to develop knowledge for children and parents in the new context more effective.

3.3.2. Factors influencing the content of parental education for children aged 11-15

The results of the T-Test, ANOVA, and linear regression model show that the group of parents influencing their children's intellectual support, especially in social media, in the current period within the study area is the older group (50 years and older). This group has a generational gap in technology and often faces more difficulties in keeping up with digital trends. Parents living in suburban areas and those with lower educational levels need support in both technological knowledge and access to digital infrastructure to be able to accompany their children in online learning. These groups often have a lower starting point in accessing information and technology, requiring basic support to develop their digital skills to help them be more confident and effective in their role as educational partners for their children in the digital age.

3.4. Current situation and factors influencing parental skills education for children aged 11-15 in the context of digital transformation

3.4.1. The current situation of parents educating children aged 11-15 in skills in the context of digital transformation

The quantitative and qualitative survey results show a superior level of priority from parents in educating their children in basic skills (communication skills, teamwork skills; presentation skills; critical thinking skills, etc.), with an average score of 4.26 and a very high percentage of 78.5% expressing " *frequently* ". The standard deviation of only 0.86 confirms the high and relatively consistent consensus among parents regarding the undeniable importance of this group of skills. The underlying reason for this priority lies in the perception that these skills are the core foundation for human development and adaptability in all contexts.

In contrast to teaching basic skills, teaching social media skills to children aged 11-15 shows a significantly lower priority level, with an average score of 3.83 and a *"frequent* " rate of only 63.6%. Notably, the higher standard deviation (1.07) indicates a large disparity in parental awareness, with a significant portion still not fully prioritizing or experiencing difficulties in teaching this group of skills. This disparity can be explained by the complexity, novelty, and specific challenges of the digital environment. The main reasons for the lower priority level are the digital generation gap and the lack of digital literacy among parents.

The disparity in priority levels between the two skill sets reflects a complex reality in skills education for children aged 11-15. While basic communication, collaboration, and thinking skills are perceived as a solid foundation and highly prioritized due to their universality and familiarity, digital skills and information security, although increasingly important in the digital age, still face barriers related to parental capacity, the rapid pace of technological change, and a lack of appropriate educational systems. To ensure the holistic development of children, bridging the gap

in digital skills education is an urgent requirement, demanding close collaboration between families, schools, and national education policies.

3.4.2. Factors influencing the content of parental skills education for children aged 11-15

The results of the T-test, ANOVA, and regression model show that parental demographic factors have a significant impact on children's intellectual education. In particular, regarding skills education, especially social media skills, attention should be paid to parents with low education levels (secondary school or below) and parents aged 50 and above. Identifying these groups in need of support is key for education policymakers and community organizations to develop effective intervention programs tailored to specific demographic characteristics, aiming to enhance parents' skills education capabilities and ensure the holistic development of the younger generation in the new era.

Summary of Chapter 3

In the context of digital transformation, moral and lifestyle education for children aged 11-15 faces the intersection of traditional and modern elements, between the real-world environment in the context of technological development and the social media environment. Particularly in the digital age, there is a need to focus on improving awareness and moral education skills regarding social media and lifestyle choices for children. This includes older parents with lower levels of education living in suburban areas. Additionally, it promotes the support and involvement of fathers in their children's education, although the general trend today is towards equality, openness, and less rigid adherence to gender stereotypes inherent in traditional society.

Currently, parents prioritize traditional educational content, focusing on reinforcing direct academic knowledge and basic skills, while also recognizing the importance of sex education. Regarding digital knowledge and skills, while there is some interest, parental support remains largely passive and lacks depth. There is a certain reluctance to encourage children to interact more deeply with technology, stemming from concerns about

potential risks such as social media or gaming addiction. This reveals a conflict between the desire for children to access technology for development and the fear of its negative aspects, leading parents to often choose controlling activities rather than encouraging autonomy and creativity in the digital environment.

Parental demographic factors have a significant and cumulative impact on the overall education of children, encompassing both knowledge and skills (basic and digital). Higher levels of education, a comfortable economic standard of living, and urban residence are often associated with a greater ability to provide comprehensive and advanced educational support for their children, particularly in the digital realm. This reflects better access to information, resources, and awareness of the importance of skills in the modern era. Conversely, parents with lower levels of education, limited living standards, and those living in suburban areas tend to face more barriers in providing a comprehensive educational environment, especially in the digital field. This trend is also seen in older parents, who may have more difficulty adapting to modern educational trends.

Chapter 4
PARENTAL METHODS OF EDUCATING CHILDREN IN THE CONTEXT OF DIGITAL TRANSFORMATION IN HO CHI MINH CITY

4.1. Current situation and factors influencing the use of parenting methods with children aged 11-15 years old

4.1.1. The current situation of parents using educational methods with children aged 11-15 in the context of digital transformation

The survey results show that parents in the study area are still using parenting methods such as "*being strict with their children*", and in social media use, they are "*controlling the time and content of internet use*" and "*establishing rules for technology use*". In addition, parents also use methods that involve sharing and support, such as "*talking with their*

children", "discussing internet usage rules", or *"chatting with their children".* Furthermore, parents also use methods of *"setting a good example in life and setting a good example in technology use".*

Thus, it can be seen that the trend among parents in the study area is still to control their children in the digital environment, rather than proactively shifting to the role of *"companion and role model"* for their children in accessing and using social media. To achieve the best results in the socialization of children aged 11-15 in the digital age, solutions are needed to enhance parents' digital social capital. They should be encouraged not only to impose their will but also to actively participate in social communities and parenting communities, learn to be role models in responsible technology use, and increase open sharing and companionship with their children. This will allow them to not only control but also guide, support, and equip their children with the necessary skills, helping them become ethical, knowledgeable, and adaptable digital citizens in modern society.

4.1.2. Factors influencing parents' use of educational methods with children aged 11-15 years old

Evidence analysis from models of parenting methods for children aged 11-15, considering factors influencing parental demographics, shows that authoritarian, supportive, sharing, and role-playing methods are frequently used by parents in the current context. The authoritarian method tends to increase among parents living in developed urban areas and those with a relatively high standard of living. Regarding the " *supportive and sharing* " method, it tends to be used more frequently by parents with higher education levels, younger ages, and a higher standard of living; its use decreases with age. Similarly, the role-playing method shows a greater influence from parents with higher education levels, a higher standard of living, and older ages. These are the findings for research proposing policy implications related to raising awareness of the role of parents in educating

their children in the context of the increasingly rapid and strong digital transformation in Ho Chi Minh City.

4.2. Some perspectives and behaviors of parents towards children aged 11-15 in the family

4.2.1. Perspectives on the necessity of physical punishment for children within the family

Views of parents in Ho Chi Minh City regarding the idea that *"Children still need physical punishment (spanking, yelling) in the education of children aged 11-15". The results show that the majority of respondents (83.1%) believe that* physical punishment is unnecessary at this age because it is ineffective in educating children. However, it is noteworthy that 16.9% of respondents believe it is necessary, reflecting the current parenting philosophy of *"spare the rod and spoil the child"*.

Overall, non-punitive education, or education without violence, has not been fully implemented in the study area. A significant percentage of parents still believe that corporal punishment is necessary in educating children aged 11-15, even those with higher education levels, occupations, and family living standards. The use of violence can lead to a lack of self-confidence and increased low self-esteem in children, and corporal punishment can result in negative consequences such as anxiety and depression.

4.2.2. Some forms of punishment/reward for children within the family by parents

+ How parents should react when their children make mistakes

Overall, these results show that in educating children, especially those aged 11-15 in Ho Chi Minh City, parents always have to use a combination of two parallel methods: analyzing right and wrong, encouraging them to admit their mistakes, but also scolding and corporal punishment, although not frequently. This combination has both traditional and modern elements, but is appropriate for the age of children today.

+ How to treat your child when they do good things and excel in school.

A survey of how parents in the research area reward their children for good deeds or academic achievements shows that each family may use and combine various reward methods. Among these, praising and encouraging children to try harder is the most common method (38.2%), while 26.1% reward them with gifts (books, stories, or buying presents). The percentage of parents who take their children out for fun or travel is 23.5%.

4.3. Advantages and disadvantages for parents in educating children aged 11-15 in the context of digital transformation

4.3.1. Advantages

The advantages from family, policy mechanisms, socio-economic development, and several other factors mentioned above play a huge role in supporting parents in educating children aged 11-15, a period of complex psychological and physiological changes. Parents need to regularly communicate, share, and coordinate with external environments in educating their children to achieve the best results, shaping future citizens who are beneficial to their families and society.

4.3.2. Difficulties

Although there have been recent advancements in content and methods of coordination between families, schools, and society in educating children, there are still limitations and inefficiencies. The education of children has not fully encompassed all children due to various reasons: children are not proactively participating in extracurricular activities; parents are busy with work; and classes and policies are ineffective in reaching parents.

The aforementioned difficulties have hindered the education of children today; however, these difficulties can be overcome if parents understand the psychology of children, understand the principles of

educating children aged 11-15, and apply them flexibly according to the child's age and family circumstances. Persistence and determination, unconditional love from parents, and cooperation between schools and society will contribute to better child education in the current context.

Summary of Chapter 4

Regarding the authoritarian approach, it depends on the family's living environment and standard of living. Parents in urbanized/suburban areas with relatively affluent living standards tend to be more authoritarian. This may stem from societal pressure for achievement and a deep awareness of the risks of the digital environment, leading them to increase control to ensure their children meet expectations and remain safe.

For the sharing-and-accompanying approach, higher educational attainment is the most powerful positive influencing factor. Higher-educated parents tend to engage in open dialogue, listen to, and accompany their children, reflecting their adoption of modern educational methods and their ability to build social capital through effective communication. Conversely, older parents tend to use this approach less frequently, due to generational gaps and a lack of technological knowledge, making it difficult for them to connect with their children's digital world.

Regarding the role-playing method, a high level of education is also a very strong contributing factor. Well-educated parents tend to be highly aware of their role as role models in both behavior and the responsible use of technology. This is especially important in transmitting values and skills through observation and imitation, contributing to building family social capital. However, some results suggest that older parents may tend to role-play differently or less in a technological context, possibly due to their own technology usage habits or differing perceptions of their role as role models in the digital environment.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusion

Regarding educational content

Regarding moral and lifestyle education: In the context of modern society, especially the process of industrialization, modernization, and digital transformation, the role of the family is undergoing many changes. Despite this, research indicates that parents in the surveyed areas still prioritize educating their children in traditional moral values and practical lifestyles. These are fundamental values and daily routines that parents cherish and pass down through generations through the process of socialization. However, in moral and lifestyle education for children aged 11-15 in the context of digital transformation, parents are facing the intersection of traditional and modern elements, as well as between the real-world and digital environments. Despite efforts to adjust, parents are still influenced by deeply ingrained patterns and educational experiences from previous generations.

Regarding knowledge and skills education: In the current period, parents prioritize traditional educational content, focusing on reinforcing direct academic knowledge and basic skills. Research also notes that parents are aware of the importance of sex education. This educational trend reflects parents' preference for equipping their children with the necessary knowledge and skills for daily life and formal education. Although there is some interest in digital knowledge and skills, parental support remains quite passive and lacks depth. This reflects a certain hesitation in encouraging children to interact more deeply with technology, stemming from concerns about potential risks such as social media or gaming addiction. The conflict between the desire for children to access technology for development and the fear of its negative aspects leads parents to often choose controlling activities instead of encouraging autonomy and creativity in the digital environment.

Regarding educational methods

Parents' perspectives on child rearing are shifting from traditional models based on authority and imposition to modern methods of sharing,

companionship, and setting a good example. However, some parents still use forms of physical and emotional punishment, reflecting the intersection of old and new values. In the context of digital transformation, parents still tend to use more authoritarian and controlling methods related to internet use than companionship and sharing, stemming from concerns about the risks of social media. These pieces of evidence contribute to confirming the validity of the research hypothesis presented in this thesis.

To test the hypothesis regarding influencing factors, the thesis used T-tests and One-Way ANOVA to compare differences between groups, and to test the linear relationship between the independent and dependent variables, using the appropriate test depending on the scale of the independent variable. A regression model was constructed to explain the simultaneous impact between the independent and dependent variables, evaluated through the Beta coefficient to assess the degree of influence. The results show that gender, study location, educational level, age, and living standards of parents influence the content and methods of education for children aged 11-15.

2. Recommendations

First, develop and implement a comprehensive digital education program for parents, especially in suburban areas and among disadvantaged groups.

Secondly, encourage the active participation and involvement of fathers in educating their children in the digital environment.

Thirdly, we need to change the methods of educating children, especially teenagers.

Fourth, strengthen the collaboration between family, school, and society in educating children in the context of digital transformation in Ho Chi Minh City.

Fifth, enact and enforce flexible and targeted policies for managing mobile device use in schools.

Sixth, continue researching and developing the research topic.

LIST OF PUBLISHED SCIENTIFIC WORKS BY THE AUTHOR RELATED TO THE THESIS

1. Le Thi Thuy Linh (2024), "Education on morality and history of the family in the context of digital transformation in Ho Chi Minh City", Journal of *Political Theory and Communication,* special issue No. 1 (5/2024). pp.171-174.

2. Le Thi Thuy Linh (2024), "Socialization study on filial piety for children in the family - some issues raised in the current context", Journal of *Political Theory and Communication,* special issue No. 2 (11/2024). pp. 202-204.

3. Le Thi Thuy Linh (2025), "Building the Vietnamese family value system of "prosperity, happiness, progress, and civilization" in the new context", Electronic Journal *of Political Theory, April 10, 2015.*