

TEACHING STUDENT'S LIFESTYLE, EMPHASIZING HO CHI MINH'S  
THOUGHTS TO INCREASE SOCIAL RESPONSIBILITY

*ENSINO DO ESTILO DE VIDA DOS ESTUDANTES, COM ÊNFASE NO  
PENSAMENTO DE HO CHI MINH PARA AUMENTAR A RESPONSABILIDADE  
SOCIAL*

*ENSEÑANZA DEL ESTILO DE VIDA DE LOS ESTUDIANTES, CON ÉNFASIS EN EL  
PENSAMIENTO DE HO CHI MINH PARA AUMENTAR LA RESPONSABILIDAD  
SOCIAL*



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**ABSTRACT:** This study examines the role of Ho Chi Minh's ideology in educating students' lifestyles and enhancing social responsibility. The research employs a combination of qualitative and quantitative approaches, supported by methods such as analysis and synthesis, logical and historical inquiry, and comparative techniques. The findings indicate that Ho Chi Minh's ideology plays a significant role in shaping moral values, character formation, and responsible behavior among Vietnamese youth. It provides guidance for adjusting lifestyles in accordance with national development conditions. The study also highlights the urgent need to raise awareness and innovate educational methods to improve the effectiveness of lifestyle and social responsibility education. Schools, teachers, students, and families are identified as key actors in this process. Effective implementation requires coordinated efforts among educational institutions, families, and society, along with appropriate management measures and institutional guidelines to fully integrate Ho Chi Minh's ideas into the education system.

**KEYWORDS:** Education. Lifestyle. Students. Social responsibility. Ho Chi Minh.

**RESUMO:** Este estudo examina o papel da ideologia de Ho Chi Minh na educação do estilo de vida dos estudantes e no fortalecimento da responsabilidade social. A pesquisa utiliza uma abordagem combinada qualitativa e quantitativa, apoiada por métodos como análise e síntese, investigação lógico-histórica e técnicas comparativas. Os resultados indicam que a ideologia de Ho Chi Minh desempenha um papel significativo na formação de valores morais, na constituição do caráter e no desenvolvimento de comportamentos responsáveis entre os jovens vietnamitas, além de orientar a adequação dos estilos de vida às condições de desenvolvimento nacional. O estudo também evidencia a necessidade urgente de ampliar a conscientização e inovar os métodos educacionais para aprimorar a eficácia da educação para o estilo de vida e a responsabilidade social. Escolas, professores, estudantes e famílias são identificados como atores-chave nesse processo.

**PALAVRAS-CHAVE:** Educação. Estilo de vida. Estudantes. Responsabilidade social. Ho Chi Minh.

**RESUMEN:** Este estudio examina el papel de la ideología de Ho Chi Minh en la educación del estilo de vida de los estudiantes y en el fortalecimiento de la responsabilidad social. La investigación emplea un enfoque combinado cualitativo y cuantitativo, apoyado en métodos como análisis y síntesis, investigación lógico-histórica y técnicas comparativas. Los resultados indican que la ideología de Ho Chi Minh desempeña un papel significativo en la formación de valores morales, la construcción del carácter y el desarrollo de comportamientos responsables entre los jóvenes vietnamitas, además de orientar la adecuación de los estilos de vida a las condiciones del desarrollo nacional. El estudio también destaca la necesidad urgente de aumentar la conciencia e innovar los métodos educativos para mejorar la eficacia de la educación en estilo de vida y responsabilidad social. Escuelas, docentes, estudiantes y familias son identificados como actores clave en este proceso.

**PALABRAS CLAVE:** Educación. Estilo de vida. Estudiantes. Responsabilidad social. Ho Chi Minh.

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## INTRODUCTION

Lifestyle is not only a manifestation of personal habits and behaviors but also reflects the level of civilization of society, contributing to shaping human personality and determining the quality of national human resources. For students—the young intellectual force playing an important role in the cause of building and developing the country, lifestyle is of particular importance in forming thinking, moral qualities and attitudes towards society. In the context of increasingly deep international integration and the strong development of information technology, the lifestyle of Vietnamese students is being affected from many sides, bringing both opportunities and challenges. On the one hand, students have favorable conditions to access modern knowledge, broaden their vision, enhance their creativity and integrate with the world. On the other hand, they also have to face negative impacts such as the introduction of a pragmatic lifestyle, individualism, foreign-worship mentality and a decline in awareness of national cultural traditions. In particular, access to huge sources of information from the internet and social networks has made them susceptible to being influenced by deviant values, affecting their thinking, behavior and conduct in daily life. In this situation, orienting students to a healthy and positive lifestyle has become an urgent task, requiring close coordination between families, schools and the whole society. In particular, Ho Chi Minh's ideology with its profound views on ethics, lifestyle and civic responsibility is an important guideline to help Vietnamese students build their character, train their qualities and develop comprehensively to become useful citizens in the new era.

Recognizing the importance of lifestyle, right from the time the country gained independence, President Ho Chi Minh soon proposed a direction to build a new cultural life, emphasizing new ethics, new lifestyle and new way of life. According to Him, lifestyle education is not only the task of schools but also the responsibility of the whole society to build Vietnamese people with ideals, ethics, knowledge, health and national solidarity. Inheriting that ideology, the Party and State of Vietnam always pay attention to lifestyle education for the young generation, demonstrated through many resolutions, directives and specific action programs. However, reality shows that lifestyle education for students still has many limitations, requiring innovation in both content and teaching methods. In that context, applying Ho Chi Minh's thought in lifestyle education for Vietnamese students not only has theoretical significance but also has profound practical value. This is an important basis for orienting a healthy lifestyle, contributing to building a young generation with courage, responsibility, ready to integrate and contribute to the development of the country.

This study aims to clarify the theoretical and practical basis of applying Ho Chi Minh's ideology in lifestyle education for Vietnamese students today, focusing on the following contents: Systematizing and analyzing the content of Ho Chi Minh's ideology on lifestyle, including his core views on ethics, personal responsibility, community spirit, labor awareness and civilized lifestyle. Thereby, the study clarifies the sustainable value of Ho Chi Minh's ideology in orienting lifestyles suitable to the country's development conditions; Assessing the current lifestyle of Vietnamese students in the current context, especially the impacts of international integration and the strong development of information technology.

This analysis not only identifies positive aspects, such as dynamism, creativity and adaptability of students, but also points out negative manifestations, including the decline of moral awareness, pragmatic lifestyle, individualism and negative impacts from the social environment; Propose specific and feasible solutions to apply Ho Chi Minh's thought in lifestyle education for students. These solutions not only focus on the role of higher education institutions but also emphasize the responsibility of families, communities and the whole society in creating an environment for personality training, helping students develop comprehensively in knowledge, ethics and sense of responsibility for themselves, their families and the country. Achieving the above goals will contribute to improving the effectiveness of lifestyle education for students, aiming to build a young generation with courage, intelligence and ethics, meeting the development requirements of the country in the period of integration and sustainable development.

## **RESEARCH METHOD AND THEORETICAL BASIS**

### ***Research Methods***

The article is based on the worldview and methodology of dialectical materialism and historical materialism. The main research methods used are analysis and synthesis, logic and history, comparison and contrast, induction and deduction. To achieve the objectives of the topic, the research is conducted according to two main methods: qualitative research and quantitative research.

Qualitative research: Through collecting comments from experts, school administrators and some students. This research step has formed a model of factors affecting students' lifestyle and built a survey questionnaire. The information collected from qualitative research is the basis

for designing and adjusting the observed variables and statements in the survey questionnaire for quantitative research.

Quantitative research: Directly surveying students using a survey questionnaire. This research step aims to evaluate the scale, determine the importance of factors, analyze and measure the impact on student lifestyle and social responsibility, and test the hypotheses that have been raised.

## **THEORETICAL BASIS**

Lifestyle research (Lubowiecki-Vikuk et al., 2021; Santos, 2022; Dewar et al., 2024) suggests that lifestyle, in the most general sense, is a synthesis of basic, typical, and stable features of life activities characteristic of each ethnic group, country, geographical region, social group, and individual in specific political, economic, cultural, and social conditions (Klein, 2021; Cowan et al., 2023). It is the way of functioning and behaving of the subject (individual, collective) to meet the needs of living, eating, dressing, living, traveling, reproducing the race, studying, playing, communicating, and satisfying intellectual and aesthetic needs...; from business, political, cultural activities to organizing personal, family, and social life.

We find that researchers have defined lifestyle based on the following criteria: based on a certain way of living of people, the basic aspect of which is the mode of production; based on the dialectical relationship between people and living conditions and a relatively stable form of living activities of individuals and communities. Based on the system of social norms of a certain community that individuals must follow. Based on the above criteria, we believe that Lifestyle is the sum of stable forms of living activities of communities and individuals, operated according to certain social value standards in unity with the conditions of a certain socio-economic form.

Studies on student lifestyle (Novitasari et al., 2021; Al-Awwad et al., 2021; Maximova, 2022) suggest that it is a whole, a system of main characteristics that reflect their living conditions, activities and real relationships; these characteristics are expressed in value orientation, in activities, in social communication and behavior and in personal life. Therefore, when studying student lifestyle, it is necessary to study its manifestations in value orientation, in learning, working, cultural, sports, political - social activities, in social communication and in personal life. In this work, we determine that the study of student lifestyle needs to be approached from a complex perspective, at least from all 3 perspectives: Sociology—

Psychology—Education. That is, it is necessary to make statistics and generalize the characteristics of students' lifestyles, analyze more deeply the specificity of students' psychology in their lifestyles and propose educational methods and measures.

Research on conditions and factors affecting students' lifestyles (Ruziyev et al., 2024; Alves et al., 2023; Lesińska-Sawicka et al., 2021; Sarikhani et al., 2021) suggests that lifestyles are formed and exist in the unity of objective conditions and subjective factors of humans. Those conditions are historical, socio-economic, and political conditions. Humans are both subjects and products of history, and human lifestyles are determined by historical circumstances.

Besides, lifestyle also depends on production methods, only by producing material wealth can humans exist, our own existence is the premise for forming lifestyle. Political life is one of the basic conditions forming human lifestyle. The most noticeable impact is the role of the constitutional system, laws, plans, and policies of the Party and State. Policies affect the living standards, beliefs, attitudes, and reasons for living of the people. Therefore, lifestyle is divided according to political regime, status, and class.

Studies focusing on lifestyle classification (Lindell et al., 2022; Yang 2022; Darmostuk & Flakus 2024) have divided them into many different types. Based on the socio-economic form, they can be divided into feudal lifestyle, capitalist lifestyle, socialist lifestyle (Szymborska & Toporowski, 2022a; Szymborska & Toporowski, 2022b; Meng & Dai, 2023); Based on class criteria, they can be divided into slave-owning lifestyle, slave lifestyle, peasant lifestyle, worker lifestyle, and intellectual lifestyle (Masclet, 2022; Bowden, 2022; Moniz Vieira, 2022). According to the field of activity, there are agricultural lifestyles, handicraft lifestyles, industrial lifestyles; according to the territory, there are rural lifestyles, urban lifestyles, plain lifestyles, mountainous lifestyles, island lifestyles; according to age and gender, there are teenage lifestyles, youth lifestyles, student lifestyles, middle-aged lifestyles, elderly lifestyles, etc. Distinguishing lifestyles is necessary to help us identify the characteristics of each subject and each social group, thereby forming models and determining solutions to build new lifestyles in line with historical trends. In the scope of this article, the subjects are students and are determined according to age and gender criteria.

Research on the role of lifestyle in human activities (Zhou et al., 2023; Kabir et al., 2023; Folke et al., 2021; Donoso et al., 2023) suggests that lifestyle plays a very important role for humans. Lifestyle plays an important role in choosing needs, determining benefits and forming the purpose of human activities (Bagherzadeh et al., 2021; Chan et al., 2022; Veleva,

2021). Lifestyle contributes to creating the right motivation for human activities (Bonneau & Aroles, 2021; Ee et al., 2021). If people have a beautiful lifestyle, they will form positive, correct motivations that are in line with social progress standards. Lifestyle contributes to orienting and regulating human activities (Uddin & Soyly, 2021; Van Dung, 2023; Rojas-Carvajal et al., 2022). Here, lifestyle creates the basis and influences people to choose the method of activity that is suitable for the requirements of their existing lifestyle. In addition, lifestyle also plays an important role in raising human awareness, building a healthy living environment in daily life as well as in communication activities.

## RESEARCH QUESTIONS

To conduct research on the topic: “Applying Ho Chi Minh’s thought in lifestyle education and social responsibility for Vietnamese students today”, we have posed the following questions:

- Why is it necessary to apply Ho Chi Minh’s thought in lifestyle education and social responsibility for Vietnamese students in the current context?
- What are the core contents of Ho Chi Minh’s thought on lifestyle and social responsibility?
- What are the outstanding characteristics of the current lifestyle and social responsibility of Vietnamese students?
- What are the difficulties and challenges in educating students about lifestyle and social responsibility according to Ho Chi Minh’s thought?
- What solutions can be proposed to improve the effectiveness of lifestyle and social responsibility for students based on Ho Chi Minh’s thought?

## RESULTS AND DISCUSSION

### *Results*

Ho Chi Minh (1890-1969) was a hero of the Vietnamese people. He always promoted a simple, frugal and honest lifestyle, considering them important qualities of a true revolutionary (Van Dung et al., 2023). According to him, a lavish and wasteful lifestyle not only degrades moral qualities but also creates a distance between leaders and the people. On the contrary,

simplicity demonstrates a spirit of closeness to the masses, helping people maintain their character and not be influenced by material things. Throughout his life, Ho Chi Minh always lived a simple life, refusing to enjoy privileges and benefits.

He maintained a modest and sincere style, demonstrated through specific actions such as eating frugally, wearing simple clothes, and living neatly and frugally. However, he also emphasized that living simply does not mean asceticism, but living in accordance with real conditions, avoiding extravagance and waste. He affirmed that if one only has talent but not virtue, one can easily fall into the wrong path, causing harm to society. Students must have both virtue and talent, if one has talent but not virtue, it can easily lead to harm to oneself, family and society. On the contrary, if one has virtue but not talent, it will be difficult to do anything. Thus, a simple, frugal and honest lifestyle is not only a characteristic of Ho Chi Minh's life but also a moral standard that he encouraged the younger generation to follow. This is not only a lesson in personal qualities but also an important principle to build a fair society (Phuong & Dung, 2023), clean and strong.

Ho Chi Minh always emphasized that each individual, especially students, needs to put the interests of the nation and people above personal interests. According to Him, a responsible lifestyle is not only expressed through words but more importantly, through specific actions and practical dedication to the common cause. A sense of responsibility not only helps each individual develop comprehensively but also makes an important contribution to the cause of building and defending the country (Van Dung & Nhat Minh, 2023). In all tasks of the country, young people in general and students in particular must always take the lead. He believes that a year begins in spring. A life begins in youth. Youth is the spring of society. He places great expectations on the young generation, considering this the force that determines the future of the nation. Students need to have a sense of responsibility, not afraid of difficulties, not afraid of hardships, ready to contribute for the benefit of the people and the country. A lifestyle for the country and the people is not only a responsibility but also a noble ideal that everyone needs to strive for. Putting the national interest first helps each individual have the motivation to rise up, and at the same time contribute to the development of the country. In the current context, the sense of responsibility becomes more important than ever. Each person, especially the young generation, needs to constantly study, practice, and work hard, contributing to making the country increasingly rich, strong, and civilized.

Ho Chi Minh especially emphasized the importance of discipline, self-awareness and continuous learning. He encouraged students to always practice ethics, not be afraid of

difficulties, and be ready to commit to improving their knowledge and perfecting themselves. Learning must go hand in hand with practice, theory must be linked to reality (Vo & Dung, 2024). He emphasized the role of self-criticism and criticism to help each other progress. According to Ho Chi Minh, students are not only the future of the country but also the vanguard of the revolution. Therefore, practicing discipline, self-awareness and continuous learning is the way to help them develop and contribute to society. He always emphasized that a true person must have unity between thoughts, ethics and actions. According to him, ethics are not just good words or ideas but must be demonstrated in daily life, work and in the way of treating others. Words must go hand in hand with actions, and one must set an example of ethics and responsibility in work. He criticized the lifestyle of “saying one thing and doing another”, considering it a manifestation of moral degradation. The unity between thoughts, ethics and actions not only helps each individual develop sustainably but also contributes to creating a clean and healthy society.

Ho Chi Minh considered revolutionary ethics the foundation for each person to practice and contribute to the country. He believed that revolutionary ethics is loyalty to ideals, the spirit of dedicated service to the people, diligence, integrity, impartiality and selflessness. People with ethics will not be timid or retreat when facing difficulties, hardships or failures. Without ethics, even when facing favorable conditions, it is easy to become arrogant and greedy. He especially condemned individualism, considering it the cause of corruption, bureaucracy (Dung et al., 2023), waste and moral degradation. According to him, individualism makes people distant from the collective, only thinking about personal interests and forgetting their responsibility to the community. Therefore, moral training is the best way to overcome individualism, towards the common interests of the nation and the people.

Ho Chi Minh always promoted the spirit of combining the good traditions of the nation with the progressive values of humanity. He realized that the lifestyle of the Vietnamese people was forged over thousands of years of history (Dung et al., 2023), expressed in the spirit of patriotism, humanity, diligence and simplicity. However, for sustainable development, it is necessary to absorb the quintessence of advanced cultures in the world. This combination helps create a progressive lifestyle, both imbued with national identity and in line with the development trends of the times, thereby contributing to building an advanced culture, imbued with national identity.

Current lifestyle of Vietnamese students. Students are the future owners of the country, so the education and training of students to develop comprehensively is the goal of universities

in Vietnam. Regarding training activities Besides the professional capacity of students is increasingly improved, in reality there are still many shortcomings that need to be overcome. One of the weaknesses of students today that do not meet the needs of society is the necessary soft skills such as: Communication skills, teamwork skills, negotiation skills, skills to solve unexpected situations in work and life. All of these weaknesses are caused by the negative impact of students' lifestyles due to the influence of globalization, international integration as well as the negative aspects of the market economy.

The current situation of Vietnamese students' lifestyles is focused on issues such as personal life, lifestyle in collective activities, lifestyle in studying and scientific research. The survey subjects are students currently studying at universities in Vietnam. The collection of information from the questionnaires is carried out on the voluntary basis of the students, the time to complete data collection and data entry is from October 1, 2024 to December 1, 2024. To achieve high reliability, the proposed sample size of 500 questionnaires was distributed for interviews to eliminate student questionnaires that did not provide enough information and the number of samples did not meet the requirements for 10 universities. After conducting the survey, the number of samples collected was 500 samples that met the requirements after excluding 10 samples that did not meet the standards because students left some questions blank or did not answer enough questions. Therefore, the number of samples collected that met the standards to run the model was 490 valid samples as the main database to test the model and measure the theoretical basis in the research topic. Accordingly, the statistical information about the research sample is as follows:

Regarding "*Gender*", after distributing the survey and running SPSS software, the results showed that out of 490 processed questionnaires, 58% were female students, 40% were male students, and 2% did not specify their gender. Regarding "*Residence factors affecting student lifestyle*", "*Student residence*", the survey results of the "*residence*" variable showed that 46% of students lived with their families, 29% lived off-campus, 17% lived in dormitories, and 6% had no opinion. The results showed that most students were local people who went to school and lived with their families, while the rest were students from other places. When asked about the "*residence*" factor affecting student lifestyle, 41% of students agreed, 20% strongly agreed, 28% answered neutral, and only 2% answered strongly disagreed. The survey results of the "*residence*" variable of students affected student lifestyle. Along with the results of the variable "*accommodation*" mentioned above, it has shown that the majority of students live

with their families, is it greatly influenced by the family's lifestyle? To answer the question, it is necessary to conduct a survey of the following variable.

*“Living with family is a condition that determines student lifestyle”*, when asked whether living with family is a condition that determines student lifestyle or not? 33% answered that they completely agree, 31% agree and 21% disagree. The survey results reflect the reality of students, student lifestyle is greatly influenced by the environment, circumstances and educational conditions from the family. This is also a characteristic of student lifestyle, student lifestyle is greatly influenced by family education factors.

*“Living in a dormitory is an environment that forms a beautiful lifestyle”*, the survey results show that 19% disagree, 17% agree, 54% are normal, 6% completely agree. This result shows that the living and studying environment in the dormitory is not really good, the dormitory has not played a role in shaping the lifestyle of students during their living and studying time. On the other hand, it partly reflects the shortcomings that negatively affect the lifestyle of students when living in the dormitory.

*“Living off-campus has a negative impact on the student lifestyle”*, when asked if living off-campus has a negative impact on the student lifestyle? 38% of students agreed, 12% disagreed. The results reflect that students living outside the dormitory, not with their families, but living alone in rented accommodation is not a really safe and healthy environment to help students have a positive lifestyle. Students living outside always have more risk factors than in the dormitory or with their families. This is also something that the school does not want, because the physical conditions of the student accommodation have not met 100% of the students' needs.

*“The cultural environment in the classroom determines the student lifestyle”*, besides, the cultural environment in the classroom also affects the student lifestyle. When asked about the conditions and environment of the classroom? The results showed that 46% agreed, 35% strongly agreed that the classroom environment is very important, significantly affecting the lifestyle. The classroom is where students spend a lot of time interacting between students and students, students and teachers, so the classroom environment is important in the process of forming the lifestyle of today's students.

*“Students living in urban areas are greatly affected by negative lifestyles”*, when making the statement that urban students are greatly affected by negative lifestyles, 29% agreed, 27% were neutral, 18% disagreed, which shows that the above statement is not entirely correct, maybe students in other regions are also negatively affected like those in urban areas.

Previously, it was thought that urban areas have many temptations, so people are easily indulged and corrupted; but now with the development of technology and rapid urbanization, this view is no longer appropriate. Therefore, when asked “*Rural students are less affected by negative lifestyles*”, 43% of students disagreed, 28% were neutral, 15% strongly disagreed, and only 13% agreed. The survey results accurately reflect the current situation. The classification of lifestyles by region among students is no longer meaningful, there needs to be equal assessment in building lifestyles. When asked “*Mountain students are not affected by negative lifestyles*”, 54% of respondents disagreed and only 8% agreed. The results show that living in different regions is not a decisive factor in the current student lifestyle. On the other hand, it reflects that the gap in material and spiritual life between urban, rural or mountainous areas is no longer too far. Therefore, when evaluating the academic level of students admitted from different places, there is not much difference, which is also an advantage for schools in implementing teaching methods, evaluating and providing models for developing a good lifestyle for students.

When asked “*Family economic factors help students feel secure in studying*”, 46% agreed and 38% strongly agreed, which shows that most students depend on subsidies from their families, the percentage of students earning their own money to pay for living expenses and tuition is very small. In addition, when asked “*Financial factors determine student lifestyle*”, only 40% agreed, 21% disagreed. The survey figures reflect quite objectively, although most students go to school depending on family support, showing that the formation of lifestyle is not entirely from financial factors. Only 44% when asked agreed that finance has a small impact on student lifestyle, this result is directly proportional to the result of 49% of students disagreeing with the variable “finance does not affect student lifestyle”.

When asked about students' awareness and attitude towards subjects in the social sciences and humanities, 27% completely agreed, 44% agreed that studying social sciences and humanities subjects is necessary. Students see the role of teachers teaching social sciences not only teaching words but also teaching students how to be human. Assessing students' self-study awareness and passion for reading, “*Most students spend a lot of time reading books*”, 9% completely agree, 14% agree.

The Internet plays a decisive role in students' lifestyle: the survey results show that 35% completely agree, 46% agree, this result shows that the majority appreciate the influence of the Internet on students' lifestyle. This objectively reflects the process of globalization and international integration, in which the Internet is considered the fastest connection tool of all time. Social networks negatively affect students' lifestyle: when asked about this content, 26%

completely agree, 23% agree, 35% are neutral. The results show that the Internet is a tool that has a negative influence on students' lifestyle, however, it does not completely determine the negative lifestyle because students today are somewhat proactive in receiving information from social networking sites. I spend all my time at home on the Internet to study: in this statement, only 26% agree, 28% disagree, which means that most students do not have the need to study through technology, on the one hand reflecting the low self-study ability of students.

I spend a lot of time using social networks (facebook, zalo, ...): However, when asked about this issue, 24% completely agreed, 36% agreed, meaning that students today spend their time on the Internet to access social networks such as facebook, zalo, games, ... for entertainment, not for studying. This is an alarming situation that needs effective solutions to overcome.

Social networks create a virtual lifestyle in students, 12% completely agree, 49% agree, think that social networks are creating a virtual lifestyle in students, this is also the common situation in students today. What causes the virtual lifestyle, there are many causes, but the main cause is still the school's learning environment. Creating a positive learning environment, useful playgrounds of the school is not strong enough to attract students to participate, students still have too much free time, so the solution to overcome this situation is very urgent.

Students are often passive, confused by online information: 9% completely agree, 41% agree, the number shows that most students lack the skills to process online information, passivity and disorientation because there is too much information is a reality that has been and is happening to students. Therefore, the role of the school in educating students is extremely necessary, especially the role of lecturers of the Faculty of Social Sciences and Humanities in educating students about the worldview and revolutionary outlook of Marxism-Leninism.

The market mechanism has a positive impact on students' lifestyle: 34% agreed, 9% disagreed, the data shows that the majority of students perceive the impact of the market mechanism from a negative perspective. When asked "*The market mechanism has a negative impact on students' lifestyle*", 42% agreed. Thus, it can be seen that the proportion of students who perceive the positive and negative impacts of the market mechanism on lifestyle is 50:50. When asked "*The market mechanism forms a pragmatic, individualistic, and insensitive lifestyle in students*", 42% agreed, 29% were neutral, 18% disagreed; When asked "Do you support "*living together*" before marriage", 34% agreed, 21% strongly disagreed, 34% were neutral. The above results reflect the fact that living together has become popular among

students, and students do not pay much attention to this issue, which shows that the concept of love and premarital sex is quite open and free.

However, besides the negative impacts, the market mechanism has brought certain positive values. When asked "*The market economic mechanism helps students to be more active and have more business ideas*", 54% agreed, 15% strongly agreed, so students are very sensitive in approaching positive factors of the market, the market mechanism is a useful playground for students to assert themselves.

When asked about dreams and future plans, students feel very excited. When asked "*Most students want to become successful entrepreneurs after graduation*", 38% agreed, 24% strongly agreed. The results show that students today really like to be in charge of their own careers, students are more confident in orienting their own careers. When asked "*Most students want to be senior officials in state agencies*", only 33% agreed, 41% were normal, it reflects that students' awareness of careers in state agencies is no longer as popular as before. But the majority chose "*Most students like to start a business, be in charge of their own careers*", accounting for 50% agreeing, 24% strongly agreeing. Showing the independent, dynamic, adventurous views of today's youth. However, when asked "*Most students want to become scientists who contribute to the country*", 53% showed no interest, 15% disagreed, partly reflecting the selfish attitude of students today. On the other hand, it reflects the weak state of students' learning and scientific research capacity, students do not feel confident or passionate about scientific research.

Solutions to apply Ho Chi Minh's thought in lifestyle education for Vietnamese students. In the context of increasingly deep international integration, Vietnamese students not only need knowledge but also need to build a positive, healthy lifestyle that is suitable for the development trend of the country. Ho Chi Minh's thought on lifestyle is a guideline for educating ethics, personality and sense of responsibility of the young generation. Applying his thought to lifestyle education for students not only helps guide behavior but also contributes to protecting the Party's ideological foundation and maintaining national identity in the process of global integration. Lifestyle education for students according to Ho Chi Minh's thought needs to start with raising awareness and responsibility of the subjects participating in this process. Schools, lecturers, students and families all play an important role in orienting, training and maintaining a positive lifestyle in the face of the impacts of international integration. It is necessary to clearly define the goal of building a lifestyle for students as helping them develop comprehensively in terms of morality, intelligence and political capacity. Each student needs to

be equipped with proactive and creative thinking, the ability to handle complex situations, as well as the skills to analyze and respond to false and distorted information. This is not only an urgent requirement for students to adapt to the global environment but also an important task to protect their ideology and political stance against negative external influences.

To effectively educate students on lifestyle, educational institutions need to have appropriate management and operational measures. Schools need to issue guidelines, directives and resolutions to thoroughly understand Ho Chi Minh's ideology on lifestyle throughout the entire training system. At the same time, each unit in the school, from specialized faculties to departments, needs to specify this content according to the specific characteristics of the profession to ensure practicality and feasibility. The Board of Directors plays an important role in defining the general content, assigning tasks and supervising the implementation process. Units such as the Training Department, the Testing—Education Quality Assessment Department, the Student Political Affairs Department and the Faculty of Social Sciences and Humanities need to coordinate closely to develop training programs, integrating lifestyle education into specialized subjects. Lecturers not only impart knowledge but also combine teaching with moral education, helping students understand the value of a healthy lifestyle, being responsible for themselves, their families and society.

One of the important factors that helps students form a positive lifestyle is the educational environment. The school needs to organize dialogue forums between students and lecturers, domestic and foreign businesses to create opportunities for students to interact, learn and exchange with international friends. Thereby, students not only cultivate knowledge but also develop behavioral skills, a spirit of cooperation and the ability to integrate. In addition, extracurricular activities, the “5 Good Students” movement, and programs to study and follow Ho Chi Minh's ideology, morality, and style need to be widely implemented. These activities not only help students raise their awareness but also create conditions for them to practice ethical values in their daily lives. In the context of globalization, expanding cooperation with domestic and foreign universities is an important solution to improve the quality of lifestyle education for students. International seminars and talks on lifestyle, morality, and Vietnamese cultural identity need to be organized regularly, helping students have the opportunity to access diverse perspectives. Students need to be encouraged to participate in writing essays and debating issues related to globalization, the 4.0 industrial revolution, and the opportunities and challenges of international integration. This is not only an opportunity for students to practice

critical thinking but also helps them affirm their position in the international academic environment.

Innovating the content, form and method of building a positive lifestyle for students in the face of the impact of globalization and international integration. Innovating the content, form and method of building a positive lifestyle for students is an objective requirement, a breakthrough, directly deciding the effectiveness of building a positive lifestyle for students. Innovating the content to improve political and ideological qualities; further enhancing the training of students in the fine traditional values of the nation. In which, strengthening the training of revolutionary ethics, comprehensive human development, solving employment, developing talents and creativity of young people. Specifically, closely following emulation movements, focusing on studying and following the moral example and style of President Ho Chi Minh for each student. Innovating the content of propaganda, educating the spirit of revolutionary vigilance, the nature, plots and sabotage tricks of hostile forces in general and in cyberspace in particular. Building a positive lifestyle for students in schools must be identified as an important task of leaders at all levels.

Educating students about lifestyle cannot rely on just one individual or one organization, but requires close coordination between family, school and society. These are three environments that have a direct impact on the process of forming students' personality, ethics and lifestyle. Only when there is a synchronous connection between these subjects, can lifestyle education be highly effective and create sustainable changes. Family is the first educational environment, having a profound influence on students' perception, behavior and attitude towards life. A family with a standard lifestyle and good ethics will help children form positive thinking, responsibility towards themselves, their family and society. Parents need to guide their children about core moral values, and at the same time set an example in lifestyle, from words to actions, helping students understand the meaning of living honestly, humanely, responsibly and disciplined. In addition, families also need to proactively coordinate with schools to monitor and support their children in the learning and training process. Regular dialogue between parents and children will help students have a clear sense of their life goals, thereby avoiding negative influences from the external environment.

The school is not only a place to impart knowledge but also an important environment for educating students in ethics and lifestyle. To fulfill this role well, schools need to actively organize extracurricular activities and emulation movements to practice ethics. These programs not only help students become more aware of their responsibilities but also create opportunities

for them to practice ethical values in their daily lives. In addition, integrating lifestyle education into the curriculum is also an important solution. Lecturers need to combine knowledge transfer with life skills education, encouraging students to think critically, handle ethical situations and behave appropriately in the context of modern society.

In addition to family and school, society plays an important role in creating a favorable environment for students to develop a positive lifestyle. Mass organizations, businesses and communities need to join hands to build a healthy society, in which students have the conditions to study, practice and develop their abilities. Local authorities and social organizations need to organize youth support programs such as community volunteering, start-up projects, environmental protection activities, etc. to help students practice responsibility and civic awareness. At the same time, the media needs to increase positive content, orient correct values, help students access useful information instead of being influenced by bad and toxic content on social networks. The coordination between family, school and society in educating students about lifestyle is a prerequisite for building a generation of young people who are ethical, responsible and ready to contribute to the country. Family plays a guiding and exemplary role, school organizes training activities, society creates a healthy environment – these three factors combined harmoniously will help students develop comprehensively, contributing to building a civilized and progressive society.

## DISCUSSION

The application of Ho Chi Minh's thought in lifestyle education for Vietnamese students is of great significance, contributing to the orientation and formation of the personality of the young generation in the context of development and international integration. This study has clarified the core contents of Ho Chi Minh's thought on lifestyle, emphasizing fundamental values such as ethics, personal responsibility, community spirit, labor awareness and civilized lifestyle. First of all, Ho Chi Minh's thought affirms the role of ethics in building people, considering ethics as the root of each individual and the foundation for social development. Students not only need to cultivate knowledge but also practice moral qualities, sense of responsibility for themselves, their families and their country. Community spirit, solidarity and awareness of serving society are also core values that Ho Chi Minh's thought promotes, helping students develop humanistic thinking, respect and support for each other. In addition, labor awareness and civilized lifestyle are important factors that help students adapt to the learning

and working environment in the new era. Ho Chi Minh emphasized that labor is not only an obligation but also a source of pride, a means for each individual to affirm their own value and contribute to society. At the same time, building a healthy, scientific, disciplined lifestyle will help students develop sustainably, ready to integrate with the world without losing their national cultural identity. Obviously, applying Ho Chi Minh's thought in lifestyle education for students not only helps to orient a lifestyle suitable to the country's development conditions but also contributes to building a young generation with courage, responsibility and capacity to integrate internationally, actively contributing to the cause of sustainable development of the nation.

The lifestyle of Vietnamese students today is influenced by many factors, both positive and negative. On the one hand, today's students demonstrate dynamism, creativity and high adaptability to the development of science, technology and international integration. They proactively approach new knowledge, improve their skills and entrepreneurial spirit, clearly demonstrating the role of the young generation in the country's development. Besides the bright spots, there are still worrying negative manifestations. A part of students show signs of declining moral awareness, lacking a sense of responsibility for themselves and the community. Pragmatic lifestyle, chasing after material things, and promoting personal interests in an extreme way are affecting the value orientation of some students. In addition, the tendency towards individualism and indifference to social issues is also an issue that needs attention, because it can weaken the spirit of solidarity and civic responsibility of the young generation. The above phenomena not only stem from individual awareness but are also influenced by many objective factors. The family, as the first educational foundation, has a direct impact on students' perceptions and behaviors. The dormitory, classroom and social environments also contribute to shaping lifestyles, in which the explosion of information on social networks and the introduction of many new cultural trends have brought both opportunities and challenges to students. Fully identifying the current situation and factors affecting students' lifestyles will be an important basis for proposing appropriate solutions to orient, educate and build a generation of students with courage, responsibility and a healthy lifestyle, suitable for the country's development requirements in the context of international integration.

The study has proposed specific and feasible solutions to apply Ho Chi Minh's thoughts in lifestyle education for Vietnamese students. These solutions not only focus on the role of higher education institutions but also emphasize the close coordination between families, communities and the whole society in building an environment for personality training. Schools play a central role in educating lifestyles through curriculum, extracurricular activities and a

positive learning environment. Integrating Ho Chi Minh's ideology into moral, political and life skills education helps students develop a sense of responsibility towards themselves, their families and society. At the same time, launching emulation movements, volunteer activities and practicing revolutionary ethics will contribute to building a generation of students with courage, ideals and a spirit of dedication. Families play an important role in orienting lifestyles from an early age. Parents' care and education about ethics, responsibility and behavior will be the foundation for helping students develop comprehensive personalities. The social environment also needs to create favorable conditions for students to study, practice and contribute, while promptly preventing negative influences from unhealthy trends. Educating students on lifestyle according to Ho Chi Minh's ideology requires a synchronous combination between school, family and society. Only when there is close coordination between these factors can students develop comprehensively in knowledge, morality and sense of responsibility, meeting the requirements of the society.

In the future, research should focus on evaluating the practical effectiveness of the proposed solutions, in order to promptly adjust and improve the lifestyle education methods for students. Measuring the impact of these measures will help identify positive factors that need to be promoted as well as limitations that need to be overcome, thereby proposing solutions suitable for the practical context. In addition, further research on the impact of information technology and social networks on student lifestyle is an important direction. Therefore, it is necessary to have specific analyses to exploit the benefits of technology in lifestyle education, at the same time propose measures to prevent negative impacts, helping students develop awareness and behavior in accordance with traditional ethical and cultural values. Through academic exchanges, comparative research and selective application of international experiences, Vietnamese education can access modern methods, thereby building a scientific, effective and suitable lifestyle education system for the country's cultural and social characteristics.

## FINAL CONSIDERATIONS

Ho Chi Minh's ideology plays an important role in educating the lifestyle of Vietnamese youth today. His ideology is not only a guideline for building morality and personality but also helps young people orient their lifestyle in accordance with the development conditions of the country. Ho Chi Minh always emphasized that each individual, especially young people, needs

to put the interests of the nation and people above personal interests. The sense of responsibility, work awareness and civilized lifestyle are important factors to help young people develop comprehensively and be ready to integrate into the international community. 2. Applying Ho Chi Minh's ideology in educating lifestyle not only helps young people practice moral qualities but also contributes to building a young generation with courage, responsibility and capacity to contribute to the cause of sustainable development of the country.

Raising awareness and innovating educational methods are urgent requirements for effective lifestyle education for young people. Schools, lecturers, students and families all play an important role in orienting, training and maintaining a positive lifestyle. Educational institutions need to have appropriate management and operation measures, issue guidelines, directives and resolutions to thoroughly understand Ho Chi Minh's thoughts on lifestyle in the entire training system. Lifestyle education for young people cannot rely solely on an individual or an organization but requires close coordination between families, schools and society.

This research is an independent work, carried out based on an objective scientific research process, not subject to the impact or influence of any organization or individual. The entire research content is built on the basis of theoretical and practical analysis, ensuring honesty, accuracy and science. The research does not have any conflicts of interest between the author and related organizations and individuals. All views, conclusions and recommendations in the study are derived from the process of surveying, collecting and analyzing data independently, without being influenced by any external factors. The project also did not receive funding from any organization, individual or unit during the implementation process. This is to ensure transparency, objectivity and not be influenced by the financial interests or orientation of any third party.

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