

# The Psychological Manifestations of Cultural Conflict among Adolescents: Evidence in Vietnam

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## ABSTRACT

The study has analyzed the psychological manifestations of cultural conflict among Vietnamese youth. To achieve this goal, we surveyed 739 students at 3 universities, including 2 universities in Hanoi and one university in Tuyen Quang (Vietnam). Research results have shown that differences in gender, school year and school affect the degree of cultural conflict among young people. Of these three variables, school has the most significant impact on all three psychological aspects of cultural conflict. On this basis, the study gives several recommendations to help young people deal with cultural conflicts more effectively.

**Keywords:** Situation, Psychology, Cultural conflict, Youth, Vietnam.

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## INTRODUCTION

Vietnamese culture has always been assessed as a culture with flexibility and openness because of its willingness to selectively absorb foreign cultural values. In the current integration context, the reception of foreign cultures has become popular in Vietnam. This leads to many different streams of cultural ideas coexisting in a community, in an individual. In other words, these diverse cultural values exist interwoven within a person.

When an individual or a community receives new cultural values, it easily leads to a conflict between the internal cultural values of the subject. This issue has received attention in Vietnam in recent years, but the approach from a psychology perspective is still quite modest. This study is concerned with internal psychological conflicts where individuals are confronted with different choices. Contradictions between cultural values coexisting within individuals are not uncommon among multicultural people, such as immigrants, global citizens or mobile travelers. With Vietnamese youths opening up to foreign cultural values, these cultural conflicts will soon become important issues affecting their psychological life. Through the way they respond to their cultural conflicts, research has identified the specific manifestations and levels of cultural conflict among young Vietnamese and thereby highlight the differences between Vietnamese youth and World youth.

## LITERATURE REVIEW

In the world, the culturalists believe that culture is the foundation of all social activities within a nation, a people and between nations and peoples together. Consequently, conflict between states, whether political or religious, can essentially be attributed to cultural conflict (Huntington, S. 2007). Mike Featherstone pointed out that the process of integration due to modernization and globalization has changed the culture of individuals, communities and society, including changes in customs (Mike Featherstone, 1991). According to Berry, during cultural acclimatization, cultural conflicts can occur on two levels. If the level is mild, depending on the cultural acculturation of the subject, the subject can integrate, avoid, combine or alienate both cultures to resolve cultural conflicts. However, at the moderate level, cultural conflict becomes a psychological factor that causes cultural stress (Berry, J. W., 1997). Similarly, Dominique Wolton points to a conflict between three cultural dimensions which he calls the "hot triangle: identity - culture - tradition". According

to him, when people coexisting between cultures, they face many challenges, including conflicts of cultural values in the subject (Dominique Wolton, 2006). Bernice Martin analyzed the impact of globalization, pointed out the negative effects of globalization on cultures of nations, and pointed out the conflict between indigenous cultural values and cultural values. new, exotic and traditional cultures (Bernice Martin, 1981).

Some authors such as Gil, Vega, Smokowski, Dennis, etc. argue that in order to fully reflect the level of value conflict, individual perceptions of generational conflicts must be studied (Gil, A. G., 1994). Group of authors like Rosenthal, Sung, Inman, etc. consider cultural conflict as a form of value conflict (Lee, L.S, 1985). Inman emphasizes the importance of cultural values in cultural conflict. He criticized previous studies which did not reflect the aspect of cultural value in the study of cultural acclimation in general and cultural conflict in particular, but only mentioned the external manifestations (Inman, AG, 2001). Many authors have given evidence of the existence of multiple egos in an individual, and these egos can contradict each other (Singelis, T.M., 1994).

In Vietnam, cultural conflict is often manifested in the form of conflict between the culture of the majority group and subculture. Subcultures are systems of expressing meanings, forms of expression, and lifestyles created by disadvantaged groups to deal with systems that occupy the leading role in society (Pham Hong Tung, 2008). According to the author Vu Dung, the process of cultural reception and integration took place quite strongly between the culture of the Kinh people and the indigenous culture. This makes people seem not to recognize conflicts between the cultural values of the Kinh and ethnic minorities (Vu Dung, 2009). Similarly, adopting new values will lose traditional values if we do not pay attention to conservation (Duong Phu Hiep, 2011).

Through analysis of the above studies, we can see that the psychological aspects of cultural conflict that are most clearly shown are perception, emotions and behavior. These are also three aspects that the research chooses to study the psychological aspects of cultural conflict among young Vietnamese today.

## RESEARCH METHODS

### Sampling method

Quantitative survey was conducted on students at three universities, including Foreign Language University of

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Hanoi National University (ULIS) and Hanoi Pedagogical University (HNUE) and Tan Trao University (TTU). At each school, 200 coupons are distributed to students from different disciplines and academic years. The total number of votes collected is 541. We remove 2 cases (numbers 80 and 420) that do not fully answer 80% of the statements measuring the level of cultural conflict, ie the main

dependent variable of the study. Thus, the number of satisfactory votes for analysis is 539 votes. In addition, the topic also interviewed 150 people in depth from 3 universities. In which, there are 15 lecturers and 135 students (each school 5 lecturers and 35 students). The distribution of research objects in the practical survey is summarized in the following table:

**Table 1:** Total number of respondents

Object	Number of participants	Percentage %
1. Object of quantitative survey (Questionnaire)	539	72.9
2. Qualitative survey (In-depth interview)	150	20.2
3. Objects of experimental impact	50	6.9
<b>Total</b>	<b>739</b>	<b>100.0</b>

Thus, the total sample survey of the topic is 739 people, including 539 quantitative survey students; 150 lecturers, students for qualitative survey and 50 students for impact experiment.

**Table 2:** Sample structure selected for survey

Characteristics		Number (N = 739)	Percentage %
1. Gender	Male	219	29.6
	Female	520	70.4
2. School year	Year 1	300	40.5
	Year 2	219	26.9
	Year 3	220	32.6
3. School	ULIS	257	34.7
	HNUE	250	33.8
	TTU	232	31.5

(Source: The survey data of the study)

### Data collection methods

(i) In-depth interviews, 150 cases (15 lecturers and 135 students) to find out about opportunities to be integrated with Western culture and how to resolve student cultural conflicts.

(ii) Use the Likert scale to measure survey questions with conventions: (1) cultural continuity scale, (2) cultural cohesion scale, (3) cultural conflict scale, (4) personality scale, (5) family unity scale, (6) cultural acculturation pressure scale, (7) respondents' personal information. Based on actual data on cultural conflict among Vietnamese youth collected in this study, the manifestation levels of cultural conflict among young people are divided as follows: GPA from 1 to 2.26 (low); GPA from 2.26 to 3.24 (average); GPA from 3.24 to 5.0 (high). (iii) The data was entered into SPSS 20.0 software and cleaned up to ensure the accuracy of the input. The data describing the current situation is

analyzed by the statistics describing the mean, standard deviation, and frequency. Compare the variable data using ANOVA analysis and post hoc test if the F result of ANOVA is statistically significant. Evaluate the impact of the influencing factors using linear regression. Impact assessment of impact experiments using Crosstab analysis.

### RESULTS AND DISCUSSION

#### Overall assessment of psychological manifestations of cultural conflicts among young people

Cultural conflict is expressed in 3 psychological aspects: perception, emotion and behavior. The survey results of 739 students and lecturers of the three universities show the general results on the level of expression of psychological aspects of cultural conflict among young students as follows:

**Table 3:** The degree of expression of the psychological aspect of cultural conflict among Vietnamese students

No	Aspects	GPA	SD	Level
1	Perception	2,51	0,69	Medium
2	Emotion	2,66	0,77	Medium
3	Behavior	3,09	0,46	Medium
<b>The average score</b>		<b>2,75</b>	<b>0,49</b>	Medium

(Source: The survey data of the study)

The average score showing psychological aspects of cultural conflict among the young students surveyed is at the average level, with low diversity of opinions (GPA = 2.75 and SD = 0.49). This means that the students at the schools surveyed experienced moderate negative emotions (such as anxiety). The contrast between the

values and behavioral expectations that individuals learn from the original and Western cultures is also moderate.

In terms of perception, surveyed people have a moderate level of self-awareness of cultural ego and the relationship between the original culture and the foreign

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culture. Students have difficulty balancing needs and opposing constraints stemming from different cultural groups, but not too great a difficulty.

In terms of emotions, the feeling of "torn" between the traditional cultural ego and Western culture in students has not led to an impossible situation. Students still know which culture to choose to act on. In terms of behavior, students have the ability to find effective behavior to resolve conflicts to restore psychological equilibrium. Behavior that is homogeneous with Western culture and traditional cultural preservation behavior is shown quite balanced. Of the three aspects of student psychological manifestation of cultural conflict, the cognitive aspect has the lowest average score, followed by the emotional aspect and the highest aspect of behavior. This shows that cultural conflict is less obvious on a cognitive and emotional side, and more apparent from a behavioral

perspective. However, the difference between the three psychological aspects is negligible and the level of conflict in all three aspects is moderate. 4.2. Biểu hiện cụ thể các khía cạnh tâm lý của xung đột văn hoá ở thanh niên Việt Nam

### The perception aspect

According to the analysis above, cognitive aspects include awareness of one's cultural origins, awareness of unity in one's own values and behavior, and awareness of one's interactions. yourself with cultural groups. Specific scores of each perceived content are shown in Table 4.

With GPA = 2.51 and SD = 0.69 of the cognitive scale, it shows that the cultural conflict in terms of perception is at an average level. When thinking about national cultural values and Western cultural values, there is a normal contradiction among the students asked.

**Table 4:** Overall assessment of the perception aspect of cultural conflict

No	Expression	GPA	SD	Level
1	Awareness of one's cultural origins	2,17	0,89	Low
2	Awareness of unity in one's own values and behavior	2,42	1,01	Medium
3	Awareness of one's interactions	2,93	0,85	Medium
<b>The average score</b>		<b>2,51</b>	<b>0,69</b>	<b>Medium</b>

(Source: The survey data of the study)

Of the three contents, it can be seen that conflicts over perceptions of their own cultural origins have the lowest GPA. This shows that young students have little difficulty in categorizing their cultural backgrounds. In other words, they know which cultural group they belong to. Of course, this result does not imply that young people are forced to classify themselves in one of two groups (Vietnamese cultural group and Western cultural group), but that they can classify themselves in both groups without any cultural awareness conflict.

The mean of awareness of unity in one's own values and behavior is lower than the mean of awareness of one's interactions. This implies that cultural conflict is more evident when students interact with other cultural groups, such as family, friends, etc. In other words, the perception of cultural conflict becomes most evident when placed in specific situations. Thus, it can be seen that, through the three contents of the cognitive aspects of cultural conflict, the higher the cognitive depth, the

lower the conflict level. Cultural conflict is most evident through the perception of personality relations, then the awareness of one's own values, and even less when the awareness of the origin of the cultural ego. Although all three contents above describe aspects of cultural ego, it can be seen clearly that the cultural conflict among the young Vietnamese students surveyed is only clearly shown in the aspects of recognition. consciousness is close, closely linked to behavior, but has not shown depth in self-awareness.

### The emotional aspect

The emotional aspect of cultural conflict consists of three contents, corresponding to the three contents of the cognitive aspect. A sense of one's own cultural origin reflects the feelings when the individual classifies himself in one or more cultural groups. Your sense of your value system is your feeling of certainty, believing in the unity and clarity of your own cultural value system.

**Table 5:** Overall assessment of the emotional aspect of cultural conflict

No	Expression	GPA	SD	Level
1	Feel about your own cultural origins	2,61	1,10	Medium
2	Feel about your own value system	2,94	1,00	Medium
3	Feel about cultural interoperability	2,45	0,67	Medium
<b>The average score</b>		<b>2,66</b>	<b>0,77</b>	

(Source: The survey data of the study)

Table 5 shows the extent of these three emotional contents among young Vietnamese students. Based on the average score, it can be seen that all three of these emotional contents are at the average level (GPA = 2.66 and SD = 0.77). In other words, the level of emotional cultural conflict is not as intense among young Vietnamese. His sense of value system has the highest average of the three items, showing the highest level of conflict. Young people surveyed feel most confused and confused when they have to evaluate their cultural values. The lowest level of conflict lies in the perception of

cultural interoperability. Vietnamese students show confidence when interacting with people from different cultural groups. This we can clearly see in students studying abroad. They are confident in learning, communicating with teachers and friends in different cultures.

### The Behavioral aspect

Behavior of cultural conflict resolution, like the act of resolving any type of conflict, involves direct and indirect resolution.

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**Table 6:** Overall assessment of cultural conflict resolution behavior

No	Expression	GPA	SD	Level
1	Indirect conflict resolution behavior	3,07	0,50	Medium
2	Direct conflict resolution behavior	3,11	0,60	Medium
<b>The average score</b>		<b>3,09</b>	<b>0,46</b>	

(Source: The survey data of the study)

With GPA = 3.09 and SD = 0.46, it shows that the behavior of resolving cultural conflicts is at an average level (exactly above average). In other words, when a conflict of values arises between traditional culture and Western culture, it is imperative that students take actions to resolve this conflict. However, these conflict resolution acts are only moderately limited, although there are higher cognitive and emotional aspects. If comparing between the two forms, the direct conflict resolution behavior is higher than the indirect conflict

resolution act. However, the difference is not great. Indirect settlement of cultural conflicts is shown through: Acts to avoid conflict; behavior of finding patterns.

### **Correlation between psychological aspects of cultural conflict among adolescents**

From analyzing the current situation in the cognitive, emotional and behavioral aspects of the cultural conflict in the surveyed person, we can find a correlation between these three psychological aspects of cultural conflict.

**Table 7:** Correlation between the three psychological dimensions of cultural conflict

		Perception	Emotion	Behavior
1	Perception	1	0,75*	0,04
2	Emotion		1	0,08
3	Behavior			1

(Source: The survey data of the study)

Table 7 shows the status of the correlation between three psychological aspects of cultural conflict among young people. There is a strong correlation between the cognitive and emotional aspects of cultural conflict. This result is also reflected through analysis of each of the

cognitive and emotional contents of cultural conflict. The behavioral dimension is very low correlated with the other two. The cause may be due to the diversity of behavior in resolving cultural conflicts.

**Table 8:** Correlation between the three psychological dimensions of youth cultural conflict (by behavioral group)

	Perception	Emotion	Behavior					
			Evade	Find a pattern	Assimilation	Conservative	Integration	Tear away
Perception	1	0,75*	-0,12*	0,15*	-0,08*	0,11	0,15*	-0,08
Emotion		1	-0,12*	0,10*	-0,02	0,08	0,16*	0,01
Evade			1	-0,04	0,04	0,05	-0,01	0,09*
Find a pattern				1	0,12*	0,22*	0,37*	-0,05
Assimilation					1	0,02	0,15*	0,11*
Conservative						1	0,19*	0,13*
Integration							1	0,16*
Tear away								1

Note: \*: p < 0,05

(Source: The survey data of the study)

Table 8 shows that there is a low but significant correlation between the types of conflict resolution behaviors and the cognitive and emotional aspects of cultural conflict. Both perception and emotion are inversely correlated with evasive behavior, showing that the more pronounced the cognitive and emotional cultural conflict is, the more likely it is to avoid the problem. High level of conflict can confuse young people, so it is easy for them to choose to avoid the problem. However, with a moderate degree of conflict, plus a low

correlation between cognitive and emotional aspects and avoidance behavior ( $r = 0.12$ ), avoidance is not common. Meanwhile, the pattern-seeking behavior was negatively correlated with perception and emotion, showing that when the cognitive and emotional cultural conflict is high, the role-seeking behavior becomes unsuitable. Perception is inversely correlated with assimilation, but positively correlated with inclusive behavior. This shows that when the cognitive conflict increases, young people tend to choose Western culture over integration between the two cultures. Likewise, when feelings of cultural

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conflict become more pronounced, inclusive behavior is less likely to be selected. The reason is that the differences and conflicts between the two cultures make it difficult for young people to find common ground between the two cultures. At that time, Western culture, which was assigned the characteristics of science, modernity and logic, was prioritized by Vietnamese youth. However, with a moderate level of conflict like that of Vietnamese youth, cultural inclusion is still a common conflict resolution behavior

### **Compare the psychological aspects of cultural conflict according to the variables**

#### **Gender**

Gender in conflict studies so far has all pointed to diverse differences between men and women in determining situations, expressing and resolving conflicts. So, we looked for gender differences that exist in all three psychological aspects of cultural conflict.

#### *The impact of gender on cultural conflict*

Table 8 shows that in general, there is no difference between male and female births surveyed in terms of levels of cultural conflict. Women's cultural conflict score is more or less high than that of men, but this difference is not statistically significant.

**Table 8:** Level of cultural conflict among Vietnamese youth by gender

No	Aspect	Gender	
		Male	Female
1	Perception*	2,39	2,55
2	Emotion	2,59	2,69
3	Behavior	3,10	3,09
<b>The average score</b>		2,69	2,77

\* The difference between groups has  $p < 0.05$ .  
(Source: The survey data of the study)

Women have higher level of cognitive conflict than men:  $F(1.522) = 5.26$ ,  $p < 0.05$ . On the other two aspects, no gender difference is noted in the level of cultural conflict. Thus, although young women have a clearer awareness of cultural conflict than young men, this difference does not affect other psychological aspects and does not affect the level of cultural conflict in general. youth.

*The impact of gender on each aspect of cultural conflict*

The average score of women's perceptions of cultural conflict is generally higher than that of men in most of the cognitive categories. In which, there are 2 cognitive contents that this difference is statistically significant, namely awareness of one's own cultural origin and awareness of the unity in the value system and one's own behavior. , with F points of  $F(1.522) = 4.87$ ,  $p < 0.05$  and  $F(1.522) = 9.69$ ,  $p < 0.05$ .

**Table 9:** Perceptions of cultural conflicts by gender

No	Content	Male	Female
1	Awareness of one's cultural origins	2,03	2,22
2	Awareness of unity in one's own values and behavior*	2,19	2,49
3	Awareness of one's interactions*	2,96	2,93
<b>The average score</b>			2,55

\* The difference between groups has  $p < 0.05$ .  
(Source: The survey data of the study)

There is no gender difference in perception of one's interactions with cultural groups. This shows that when awareness is required at a high level, young women tend

to perceive themselves more deeply than young men, thereby becoming more aware of the level of cultural conflict.

**Table 10:** Emotions about cultural conflict by gender

No	Expression	Male	Female
1	Feel about your own cultural origins	2,54	2,63
2	Feel about your own value system	2,82	2,97
3	Feel about cultural interoperability	2,41	2,47
<b>The average score</b>		2,59	2,69

(Source: The survey data of the study)

In all three aspects of the emotional aspect, there is no clear difference between the sexes. This shows that the level of emotional tension in men and women is not much different, if not quite similar.

**Table 11:** Behavior of cultural conflict resolution by gender

No	Content	Male	Female
1	Evasive behavior *	3,82	3,58
2	Behavior of pattern finding	2,48	2,50

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3	Behavior of assimilation	3,53	3,47
4	Conservative behavior*	2,93	3,19
5	Acts of reconciliation	2,69	2,60
6	Exclusion	3,13	3,20
<b>The average score</b>		3,10	3,09

\* The difference between groups has  $p < 0.05$ .  
(Source: The survey data of the study)

In terms of behavior, the diversity of conflict resolution behaviors leads to frequency of using behaviors in opposite directions by gender. Out of the 6 types of behaviors listed, evasive behavior and conservative behavior were two of the behaviors that noted more differences between the male and female students surveyed. When faced with cultural conflicts, female students often avoid the problem more than male students:  $F(1,522) = 11.72$ ,  $p < 0.05$ . This gender difference can be explained based on the negative correlation between cognitive aspects and avoidant behavior. Because the perception of cultural conflict among women is more pronounced than that of men, the frequency of avoiding the conflict in order to reduce the unpleasant feeling of inhibition caused by the conflict is also higher. However, male students tend to perform more conservative behaviors than female students:  $F(1,517) = 7.97$ ,  $p = 0.05$ . In other words, young men resolve cultural conflicts in Vietnamese style more often than young men.

In general, there is not much difference between men and women in the expression levels of the psychological shallow aspects of cultural conflict. Female students

experience higher levels of cognitive conflict than male students, of which the most obvious are conflicts that require a high level of thinking, including conflict of cultural origin and unity in values and behavior. The perceived gender difference of cultural conflict leads to female students often resolving conflicts with evasive behaviors. In contrast to female students, male students with lower levels of cognitive conflict tend to use conservative behavior. Thus, through the comparison of cultural conflict by gender, the relationship between cognitive aspects and behavior is reaffirmed.

### School year

The school year is included as a variable to evaluate age differences, and more importantly, differences in cognitive development levels among young students at different university grades. While the age difference between first, second- and third-year students may not be high, the degree of experience, breadth and depth of knowledge, and degree of cognitive development and The thinking of students in different disciplines can be very different. We examine how these differences affect the extent to which young people experience cultural conflict, especially the perceived aspect of cultural conflict.

**Table 12:** Level of cultural conflict among Vietnamese youth by School year

No	Aspect	Year 1	Year 2	Year 3
1	Perception	2,44	2,35	2,56
2	Emotion	2,47	2,64	2,79
3	Behavior	3,07	3,08	3,11
	GPA for the years *	2,66	2,69	2,82
<b>The average score</b>		2.72		

\* The difference between groups has  $p < 0.05$ .  
(Source: The survey data of the study)

There are differences in the degree of cultural conflict by different school years:  $F(2,355) = 3.81$ ,  $p < 0.05$ . Among them, the difference was statistically significant between 3rd year students and first year students and 2nd year students. 3rd year students had higher cultural conflict scores than their first year and 2nd year, but there is no

difference between first year and 2nd year student. This shows that 3rd year students have achieved a certain level of development in thinking and emotions to realize the conflict between different cultures, thereby experiencing higher cultural conflict than students in lower grades.

**Table 13:** Perceptions about cultural conflicts (by school year)

No	Content	Year 1	Year 2	Year 3
1	Awareness of one's cultural origins	2,16	1,97	2,28
2	Awareness of unity in one's own values and behavior*	2,29	2,26	2,47
3	Awareness of one's interactions*	2,86	2,81	2,95
	GPA for the years *	2,44	2,35	2,56
<b>The average score</b>		2.45		

\* The difference between groups has  $p < 0.05$ .  
(Source: The survey data of the study)

Among the three contents of awareness, only the perceptual content of one's own cultural origin has a significant difference between grades:  $F(2,355) = 3.44$ ,  $p < 0.05$ . Among them, a significant difference lies between Year 2 and Year 3. While the cognitive scores of first- and

second-year students are similar, third year students exhibit a lack of clarity. clearly in the awareness of their own cultural origin. Thus, the school year affects students' perception of cultural conflict, that is, on the choice of cultural values, as well as the student's cultural

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ego. However, this effect just stopped at an average level with GPA = 2.45. In terms of emotions, there is a difference between the blocks of feelings about their own value system:  $F(2, 355) = 3.33, p < 0.05$  and about the perception of literary interoperability. Chemical:  $F(2,$

$355) = 8.44, p < 0.05$ . In both of these areas of emotion, 3rd year students' grades are higher than Year 1 and 2nd year students. This reflects the high level of emotional conflict among 3rd year students compared to students in the lower grades.

**Table 14:** Emotions about cultural conflicts (by school year)

No	Expression	Year 1	Year 2	Year 3
1	Feel about your own cultural origins	2,42	2,56	2,74
2	Feel about your own value system	2,71	2,93	3,03
3	Feel about cultural interoperability	2,29	2,43	2,62
	GPA for the years *	<b>2,47</b>	<b>2,64</b>	<b>2,79</b>
	<b>The average score</b>	<b>2.63</b>		

\* The difference between groups has  $p < 0.05$ .  
(Source: The survey data of the study)

The above results show that the school year variable affects the student's feelings in the survey. That means it influences their torn emotions when choosing between

traditional cultural values and Western culture, between their national cultural ego and their Western cultural ego.

**Table 15:** Cultural conflict resolution behaviors (by school year)

No	Content	Year 1	Year 2	Year 3
1	Evasive behavior *	3,85	3,67	3,66
2	Behavior of pattern finding	2,40	2,38	2,46
3	Behavior of assimilation	3,52	3,63	3,58
4	Conservative behavior	3,07	2,90	3,00
5	Acts of reconciliation	2,59	2,57	2,67
6	Exclusion*	2,98	3,35	3,27
	GPA for the years *	<b>3,07</b>	<b>3,08</b>	<b>3,11</b>
	<b>The average score</b>	<b>3.08</b>		

\* The difference between groups has  $p < 0.05$ .  
(Source: The survey data of the study)

In terms of behavior, first year students are less elusive than 2nd and 3rd year students:  $F(2,355) = 3.22, p < 0.05$ . The reason may be that the higher level of cultural conflict among 3rd year students has prompted them to regularly use conflict avoidance behaviors. In addition, there is also a difference in the frequency of alienating acts between school years:  $F(2,354) = 3.94, p < 0.05$ , in which 2nd and 3rd year students are less real. current behaviors more alienated than 1st year students.

Thus, as in the cognitive and emotional aspects, the school year variables have an influence on the students' behavior in resolving cultural conflicts. In other words, students of different academic years have behaviors to resolve conflicts of cultural values between national cultures and Western cultures, as well as between their cultural ego choices. different. The influence of the school year variable on cultural conflict resolution behavior is medium (high average with GPA = 3.08). The influence of this variable on the 3rd year students is higher than the first- and second-year students.

The above results show that there is year variability in student cultural conflicts. 3rd year students have more cultural conflicts than the lower courses. The influence of the school year variable on the student's cultural conflict is shown in all 3 aspects (perception, attitude, behavior).

Year 3 students experience conflict of cultural origin more clearly than Year 1 and Year 2 students, leading to higher levels of conflict about their own sense of values. Besides, the tendency to use evasive behaviors to resolve conflicts is also significantly higher. In comparing aspects of cultural conflict according to school year variables, the relationship between the psychological aspects of cultural conflict is shown closely.

### **School**

School has been included as a variable to indirectly represent the regional impact on youth cultural conflict. Despite the fact that young people come from many different localities, the learning environment in their youth has an important influence on the youth's cultural exposure, and from that, their ability to experience cultural conflict. In this thesis, we survey students in 3 major universities, including 2 universities in Hanoi representing the urban area (Foreign Language University of Hanoi National University (ULIS) and Hanoi Pedagogical University (HNUE)) and 1 university in Tuyen Quang represents the mountainous area (Tan Trao University TTU). How we look for differences in all 3 aspects of cultural conflict between students from different universities.

**Table 16:** Level of cultural conflict among Vietnamese youth (by school)

No	Aspects	ULIS	HNUE	TTU
1	Perception*	2,62	2,38	2,51
2	Emotion*	2,75	2,43	2,77

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3	Behavior*	3,11	3,01	3,14
<b>The average score</b>		<b>2,83</b>	<b>2,61</b>	<b>2,80</b>

\* The difference between groups has  $p < 0.05$   
(Source: The survey data of the study)

Table 16 shows that there are differences among students in all three aspects of cultural conflict. In terms of perception, the difference between three-school students is significant:  $F(2,535) = 5.45$ ,  $p < 0.05$ , where ULIS students have higher cognitive conflicts than HNUE students, but there is no difference in perception between TTU students and the other two schools. In terms of emotion, the difference between students of the three schools is also statistically significant:  $F(2,535) =$

$10.07$ ,  $p < 0.05$ . In which, ULIS and TTU students have similar emotional conflict scores and both are greater than the scores of HNUE students. In terms of behavior, a statistically significant difference is between HNUE and TTU students, where HNUE students perform conflict resolution behaviors more often than TTU students. The differences in each of the specific aspects of the cultural conflict are analyzed below.

**Table 17:** Perceptions of cultural conflicts by school

No	Content	ULIS	HNUE	TTU
1	Awareness of one's cultural origins	2,22	2,11	2,17
2	Awareness of unity in one's own values and behavior*	2,58	2,23	2,42
3	Awareness of one's interactions*	3,07	2,79	2,93
<b>The average score</b>		<b>2,62</b>	<b>2,38</b>	<b>2,51</b>

\* The difference between groups has  $p < 0.05$   
(Source: The survey data of the study)

Among the three contents of perception, there are significant differences between students of schools through their perception of the unity of their values system and their own behavior:  $F(2,535) = 5.00$ ,  $p < 0.05$  and awareness of their interactions with cultural groups:  $F(2,535) = 4.63$ ,  $p < 0.05$ . In both of these cognitive

dimensions, ULIS youth had a higher level of conflict than HNUE youth, but no difference from TTU youth. Thus, school factors that make a difference in the students' perceptions of cultural conflict. In other words, the student's study environment has an impact on students' perception of cultural conflict.

**Table 18:** Emotions about cultural conflict (by school)

No	Expression	ULIS	HNUE	TTU
1	Feel about your own cultural origins*	2,71	2,36	2,71
2	Feel about your own value system*	3,06	2,66	3,04
3	Feel about cultural interoperability*	2,47	2,28	2,55
<b>The average score</b>		<b>2,75</b>	<b>2,43</b>	<b>2,77</b>

\* The difference between groups has  $p < 0.05$ .  
(Source: The survey data of the study)

All three contents of emotion recognize differences among students at schools, with F-scores of perceptual contents about cultural origin, perceptions of cultural value systems and perceptions of interoperability. The turn is:  $F(2,535) = 5.71$ ,  $p < 0.05$ ;  $F(2,535) = 8.97$ ,  $p < 0.05$

and  $F(2,535) = 7.70$ ,  $p < 0.05$ . In particular, ULIS and TTU students had higher emotional conflict scores in all three contents than HNUE students. There was no significant difference between ULIS and TTU students

**Table 19:** Behavior resolving cultural conflicts (by school)

No	Content	ULIS	HNUE	TTU
1	Evasive behavior *	3,48	3,70	3,77
2	Behavior of pattern finding*	2,67	2,43	2,40
3	Behavior of assimilation*	3,30	3,49	3,64
4	Conservative behavior*	3,38	3,09	2,93
5	Acts of reconciliation*	2,67	2,45	2,73
6	Exclusion*	3,16	2,93	3,38
<b>The average score</b>		<b>3,11</b>	<b>3,01</b>	<b>3,14</b>

\* The difference between groups has  $p < 0.05$ .  
(Source: The survey data of the study)

There were significant differences between three-school students in all of the behaviors studied. Thus, the school

variable does make a certain difference to the student's cultural conflict resolution behavior. In other words, the



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school's culture (the program, the training method, the location where the school is located, the communication characteristics of the school ...) has a certain influence on the student's behavior of resolving cultural conflicts. HNUE and TTU students performed less elusive behavior than ULIS students. The act of looking for role models, on the other hand, performed less with ULIS than the other two schools. TTU students have less assimilation behaviors, but more conservative and alienated behaviors than ULIS students. Mediation is more commonly used by HNUE students than TTU students.

### CONCLUSION AND RECOMMENDATION

Comparing psychological aspects by variables shows a positive correlation between the degree of conflict and avoidance and assimilation behavior. In all three comparison variables, the object group with higher awareness had more conflict avoidance behaviors, and less conservative behavior in conflict resolution. Although the frequency of evasive behavior is not high when analyzing the entire sample, it can be seen that this behavior is common in the group with a clear awareness of cultural conflict. These young people have a good understanding of both cultures, so the tendency to choose Vietnamese cultural norms as the only way to deal with the problem becomes more blurred. The non-existence of an association between cognitive conflict and conciliatory behavior in variable comparison also reaffirms the investigated student's disorientation in cultural conflict resolution. On this basis, we make the following recommendations: (i) Universities need to focus on adjusting student behavior in the process of adopting new cultural values, to help students an appropriate and effective cultural conflict resolution practitioner; (ii) In the process of receiving new cultural values, it is necessary to consider carefully. This depends on the traditions and cultural identity of the nation, on living conditions of the family and oneself; (iii) Students need to harmonize cultures between cultures to reduce internal cultural conflicts.

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