RICHTMANN
P U B L I S H I N G

Research Article

Perceptions of University Lecturers and Students Regarding the Manifestation of Life Values among Pedagogical Students from Vietnam

Tu Thi Cam Tran[1]

Hang Thi Thuy Vu[2*]

Anh Thi Van Dam[1]

Long Thanh Phan[1]

[1]*Hanoi National University of Education,
Hanoi, Vietnam*
[2]*University of Education,
Vietnam National University Hanoi,
Hanoi, Vietnam*
Corresponding Author

Abstract

In the dynamic landscape of education, the exploration of life values has emerged as a cornerstone of personal and societal development. This study delves into the shared perceptions of life values between university lecturers and pedagogical students in Vietnam. It seeks to understand the depth of their agreement and the potential ramifications for pedagogical practices. Additionally, this research investigates the multifaceted manifestations of life values among pedagogical students, as perceived by both students and lecturers. A questionnaire was meticulously designed, featuring two vital components: (1) the conceptual awareness of "life value", and (2) manifestations of life values of pedagogical students. A diverse array of participants, consisting of 816 pedagogical students and 98 lecturers from prominent institutions, was involved in the survey. The collected data underwent rigorous mathematical and statistical analysis. Descriptive and inferential statistical methods were employed, unveiling compelling insights. The perceptions of life values among participants underscored their significance. Both students (86.0%) and lecturers (78.6%) held the perspective that life values encompassed meaningful and beneficial elements. Furthermore, their convergence on the importance of life values in guiding various life aspects is evident. Regarding the manifestations of life values among pedagogical students, nuanced perspectives emerged. Students displayed attributes such as self-care, positive attitudes, willingness to help, and emotional control. While this study offers valuable insights, limitations such as sample specificity and self-reported data bias should be acknowledged. Nevertheless, it lays the foundation for understanding the role of life values in education and informs potential interventions to enrich the educational journey for students and educators alike.

Keywords: *life values; pedagogical students; perceptions; manifestation*

1. Introduction

Education is a dynamic arena where the exploration of life values has evolved into a pivotal aspect of personal and societal development. Life values, encompassing ethical, cultural, and personal principles, shape individuals' beliefs, behaviors, and interactions (Karahanna et al., 2005; Mulang & Putra, 2023). The alignment or divergence of perceptions held by university lecturers and students regarding these values significantly influences the educational milieu. This study endeavors to delve into the shared viewpoints of lecturers and students concerning life values, aiming to uncover the extent of their concurrence and the potential implications for pedagogical practices. Simultaneously, this research explores the diverse manifestations of life values among pedagogical students, capturing both students' and lecturers' perspectives on these manifestations. Through these investigations, we aim to shed light on the intricacies of value perception and manifestation within the educational context, fostering a deeper understanding of the interplay between personal beliefs and the broader educational experience.

In the realm of education, the exploration of life values has transcended the boundaries of curriculum to become an essential aspect of personal and societal growth. Life values encapsulate a diverse range of ethical, cultural, and personal principles that serve as foundational guides for shaping individuals' beliefs, actions, and interactions (Aspin & Chapman, 2007; Laksana & Wood, 2019). The alignment or divergence of perceptions held by both university lecturers and students concerning these values assumes a critical role in shaping the educational environment. This study embarks on a journey to investigate the shared viewpoints of lecturers and students regarding the notion of life values, to unravel the extent of their concurrence and the potential implications for pedagogical practices.

The harmonization of perspectives between educators and learners concerning the notion of life values bears substantial significance in fostering a productive and harmonious educational milieu. The research underscores that a shared understanding of values cultivates an environment of mutual respect and effective communication within the academic sphere (Griffiths et al., 2021; Kristiawan et al., 2021). Such alignment not only enriches the quality of interactions but also contributes to the creation of an inclusive classroom ambiance (Cobb, 2015; Kletnikov et al., 2019; Molina Roldán et al., 2021). Conversely, disparities in value perceptions can impede effective teaching and learning exchanges (Stephens et al., 2014). The integration of life values within educational settings is gaining momentum as a means of nurturing holistic student development. The infusion of values education stems from the realization that academic excellence alone is insufficient to prepare students for active engagement in society (Antrop-González & De Jesús, 2006; Smit, 2012). The prioritization of values such as empathy, responsibility, and ethical discernment equips students with the tools required for ethical decision-making and responsible citizenship (Richardson & Milovidov, 2019). The role of educators extends beyond mere instruction; they serve as conduits and exemplars of life values. Scholarly investigations reveal that educators who embody the values they promote positively influence students' perceptions and attitudes (Mata et al., 2012; Petruzziello et al., 2023; Tomlinson, 2017). Furthermore, educators who prioritize values education contribute to the cultivation of conscientious citizens adept at addressing the ethical intricacies of contemporary society (Campbell, 2014; Venkataiah, 1998).

However, it is crucial to acknowledge that the landscape of shared values is not devoid of challenges. Diversity in cultural backgrounds, personal experiences, and generational contexts can lead to varying interpretations of values (Parry & Urwin, 2011). Additionally, the self-reported nature of value perceptions introduces the potential for bias, which might impact the authenticity of responses (Embree & Whitehead, 1993).

Embedded within the tapestry of education lies the intricate exploration of life values, evident through students' behaviors, thoughts, and relationships. The manifestations of these values offer insights into the ethos of pedagogical students' experiences, highlighting the interplay between individual beliefs and communal dynamics (Blake et al., 2013; Nind & Lewthwaite, 2018). This study

endeavors to delve into the diverse manifestations of life values among pedagogical students, as perceived by both students themselves and their lecturers. Through this exploration, we seek to unveil the intricate journey of value transmission and acquisition within the educational milieu. The nuanced perspectives captured in this investigation provide a comprehensive canvas upon which to paint a more intricate portrayal of the multifaceted world of life values among pedagogical students.

Within the realm of education, the manifestations of life values are indicative of the tapestry of principles that weave through students' academic journeys. These manifestations offer a glimpse into the inner dynamics of students' convictions, reflecting how these values are internalized and projected through interactions and actions. This study sets out to explore the various manifestations of life values among pedagogical students, offering a unique lens through which to understand the complexities of value transmission and assimilation in an educational context. By examining both the perceptions of students themselves and the insights provided by their lecturers, we embark on a journey to unravel the intricate threads of life values as they are woven into the educational experience. The multi-dimensional perspectives garnered through this exploration serve as a mosaic that deepens our comprehension of the rich and diverse landscape of life values among pedagogical students.

2. Methods

2.1 Participants

In this study, we conducted a thorough survey involving a total of 816 pedagogical students and 98 lecturers specializing in the Natural and Social Divisions. These participants were drawn from several prominent educational institutions, namely Hanoi National University of Education, Vinh University, Hai Phong University, Tay Bac University, and Ho Chi Minh City University of Education. Collectively, the data presented in Table 1 provides a comprehensive overview of the participants involved in the study, encompassing both lecturers and pedagogical students.

Table 1. Overview of participants

Participant	Content		N	%
Lecturer	Academic Level	Doctor of Philosophy	14	14.3
		Master	45	45.9
		Bachelor	28	28.6
		No information	11	11.2
	University	Ha Noi University of Education	39	39.8
		Ho Chi Minh City University of Education	18	18.4
		Hai Phong University	10	10.2
		Vinh University	17	17.3
		Tay Bac University	14	14.2
Student	Year of school	Freshman	250	30.9
		Sophomore	140	17.3
		Junior	274	33.9
		Senior	145	17.9
	Department	Natural Science	333	40.8
		Social Science	483	59.2
	University	Ha Noi University of Education	212	26.0
		Ho Chi Minh City University of Education	189	23.2
		Hai Phong University	136	16.7
		Vinh University	95	11.6
		Tay Bac University	184	22.5

Looking at the lecturer participants, their academic qualifications showcased a diverse distribution. Among the lecturers, 14.3% held a Doctor of Philosophy degree, while 45.9% possessed a Master's degree. Furthermore, 28.6% had attained a Bachelor's degree, and there were 11.2% for whom specific academic information was not available. The affiliation of lecturers with their respective educational institutions revealed a varied representation. Hanoi University of Education was the academic home for 39.8% of the participants. Ho Chi Minh City University of Education was represented by 18.4% of the lecturers. Additionally, Hai Phong University, Vinh University, and Tay Bac University contributed 10.2%, 17.3%, and 14.2% of the lecturers, respectively. Shifting the focus to student participants, their distribution was based on their academic progression. Freshman students constituted 30.9% of the participant pool, followed by sophomores at 17.3%, juniors at 33.9%, and seniors at 17.9%. When examining academic specialization, 40.8% of the students were engaged in studies within the Natural Science department, while the remaining 59.2% pursued studies in the Social Science department. The student's university affiliations further demonstrated diversity. Among the participants, 26.0% were associated with Hanoi University of Education, and 23.2% with Ho Chi Minh City University of Education. Hai Phong University, Vinh University, and Tay Bac University accounted for 16.7%, 11.6%, and 22.5% of the student participants, respectively.

2.2 Measurement

In this study, we employed the questionnaire survey method as our primary instrument for data collection. To comprehensively assess the conceptual awareness and the manifestation of life values among pedagogical students, we designed a questionnaire consisting of two main components: the Questionnaire for Lecturers and the Questionnaire for Students.

1. *Conceptual Perception of "Life Values":* To gauge the conceptual awareness of life values among both lecturers and students, we posed a pivotal question: "What is life value?" This inquiry consisted of four distinct items aimed at eliciting responses that reflected participants' understanding of this fundamental concept.
2. *Assessing the Manifestations of Life Values among Pedagogical Students:* To ascertain the current status of life values among pedagogical students, we developed a set of questions that prompted teachers and students to evaluate the extent to which behaviors expressing life values, including attributes such as love, respect, responsibility, and cooperation, were observed within the school context. This assessment involved 19 distinct items that ranged from "very often" as the highest level to "never" as the lowest level. Through these items, we aimed to capture a comprehensive picture of the tangible manifestations of life values within the student body.

The utilization of this questionnaire-based measurement approach allowed us to gather valuable insights into the awareness and practical expression of life values among both lecturers and students, contributing to a nuanced understanding of the study's central themes.

2.3 Procedure

The research procedure undertaken in this study involved a systematic series of steps designed to ensure the collection of reliable data and the rigorous analysis of participants' perceptions regarding the concept and manifestations of life values among pedagogical students. The following outline provides a detailed overview of the research procedure

The study commenced with a comprehensive definition of the research objectives, aiming to investigate the perceptions of university lecturers and students regarding the notion of life values and the manifestations of these values among pedagogical students. A crucial phase of the research involved the design of a questionnaire toolkit, comprising two key parts. The first part focused on assessing the conceptual awareness of "life value" and included four items designed to probe participants' understanding of this concept. The second part aimed to evaluate the current status of

life values among pedagogical students, encompassing 19 items that prompted teachers and students to assess the frequency of behaviors expressing life values such as love, respect, responsibility, and cooperation at school.

The study involved the recruitment of participants from a diverse range of universities, including Hanoi National University of Education, Vinh University, Hai Phong University, Tay Bac University, and Ho Chi Minh City University of Education. Both lecturers and students from the Natural and Social Divisions participated in the survey. The survey instrument, consisting of the designed questionnaires, was distributed to the identified participants. Data collection was conducted in adherence to ethical research practices, ensuring informed consent and privacy protection.

The data obtained from the survey were processed using the Statistical Package for the Social Sciences (SPSS) software. Descriptive statistical analysis techniques were applied to calculate parameters such as the mean, standardized deviation, and frequency and percentage indices for closed-ended questions. Subsequently, the processed data underwent both descriptive and inferential statistical analyses. Descriptive analysis provided an overview of participants' perspectives, while inferential analysis allowed for deeper insights, examining relationships, correlations, and associations within the dataset. Findings were interpreted in the context of the research objectives, allowing for meaningful insights into the perceptions of lecturers and students regarding life values and the observed manifestations of these values among pedagogical students.

The research procedure included a comprehensive discussion of the findings, with references to existing literature and relevant citations. This section aimed to contextualize the results within the broader educational landscape. The study generated insights that informed implications for pedagogical practices and recommendations for future research in this domain. The research procedure culminated in the formulation of a concise and insightful conclusion, summarizing the key findings and their implications for understanding life values among pedagogical students.

This systematic research procedure ensured that the study was conducted with rigor and precision, allowing for a comprehensive exploration of the research objectives and the generation of valuable insights.

3. Data Analysis

To derive meaningful insights from the collected data, rigorous mathematical and statistical methods were employed. The dataset acquired from the survey underwent comprehensive processing through the utilization of the Statistical Package for the Social Sciences (SPSS) software. The analytical framework encompassed both descriptive statistical analysis and inferential statistical analysis, enabling a multifaceted examination of the dataset. The data analysis involved descriptive statistical methods, which provided a comprehensive overview of the dataset. Parameters such as the mean, which represents the average value of responses, and the standardized deviation, indicating the extent of dispersion from the mean, were calculated. Additionally, for closed-ended questions, frequency and percentage indices were computed to gauge the distribution of responses across various answer options. These descriptive indicators collectively offered a snapshot of participants' perspectives on the subject matter.

4. Results

4.1 Perceptions of Lecturers and Students Regarding the Notion of Life Values

Table 2 summarizes the perceptions of both students and lecturers concerning the concept of life values. A significant majority of students (86.0%) and a considerable portion of lecturers (78.6%) held the perspective that life values encompass elements that are both meaningful and beneficial to the individual. These values play a pivotal role in guiding and motivating various life pursuits,

relationships with oneself, others, and society, as well as work-related endeavors. Such expressions of life values manifest through an individual's perceptions, attitudes, and behaviors.

Table 2. Perceptions of lecturers and students about the concept of life value

The concept of life values	Student		Lecturer		Total	
	N	%	N	%	N	%
Life values are things that are meaningful and precious to each person's life, and have the effect of influencing perception, attitude, and behavior	90	11.0	17	17.3	107	11.7
Life values are the basic premise for forming life skills and shaping human personality	15	1.8	3	3.1	18	2.0
Life values are material wealth, the success in the career that everyone wants to have	9	1.1	1	1,0	10	1.1
Life values are things that are meaningful and useful to the subject, have the function of orienting and motivating life activities and relationships with oneself, with others and the society, and with the work being carried out to express through the subject's perception, attitude and behavior	702	86.0	77	78.6	779	85.2
Total	816	100.0	98	100.0	914	100.0

Among the students surveyed, 11.0% viewed life values as elements that hold personal significance and are treasured in one's life. They acknowledged the considerable impact of these values on perceptions, attitudes, and behaviors. Additionally, 1.8% of the students considered life values as foundational principles for developing essential life skills and molding individual personalities. A smaller proportion, 1.1%, associated life values with material wealth and career success.

Conversely, 17.3% of the lecturers shared the viewpoint that life values represent meaningful and valuable aspects of an individual's life. Similar to the students, they recognized these values as influential forces affecting one's perspective, demeanor, and conduct. A slightly smaller number, 3.1% of the lecturers, aligned with the notion that life values serve as the groundwork for cultivating life skills and shaping human character. A mere 1.0% of lecturers correlated life values with material wealth and career achievement.

4.2 Manifestations of life values of pedagogical students

Table 3 presents the manifestations of life values among pedagogical students, as perceived by both students and lecturers. The table captures the mean (M) and standard deviation (SD) values for each aspect. The provided table encapsulates a comprehensive overview of the various manifestations of life values observed among pedagogical students, capturing both students' and lecturers' perspectives on these attributes.

Table 3. Manifestations of life values of pedagogical students

Content	Student (N=816)		Lecturer (N=98)		Total	
	M	SD	M	SD	M	SD
Take care of yourself and those around you	3.36	0.933	2.86	0.931	3.30	0.945
Share and encourage	3.27	0.921	2.97	0.902	3.24	0.923
View others in a more positive and tolerant way	3.32	0.920	2.96	0.973	3.28	0.932
Willing to help others with practical work	3.35	0.954	3.00	0.931	3.32	0.958
Recognize and protect the values of oneself and others	3.38	0.916	3.08	0.981	3.35	0.927
Positively listen	3.36	0.922	2.92	0.927	3.31	0.932
In the collective rules, create opportunities for everyone to express their opinions	3.19	0.945	3.14	0.974	3.19	0.947

Content	Student (N=816)		Lecturer (N=98)		Total	
	M	*SD*	*M*	*SD*	*M*	*SD*
Control emotions (no judging, insulting, bullying, threatening, punishing, etc.)	3.31	1.051	3.09	0.964	3.29	1.044
When evaluating others, always show fairness and objectivity	3.39	0.986	3.09	1.104	3.36	1.003
Create opportunities for students to develop their potential	3.35	0.972	3.16	1.119	3.33	0.990
Complete the assigned tasks with one's ability	3.32	0.879	3.13	1.001	3.30	0.894
Efforts and constant striving in learning and self-improvement	3.38	0.844	3.13	0.904	3.36	0.854
Use time material and spiritual resources effectively to contribute to the positive development of students	3.05	0.892	2.90	0.958	3.03	0.900
Keep your promises to others	3.37	0.934	3.14	0.995	3.34	0.943
Exchange and share with everyone in the group or collective of which you are a member.	3.15	0.886	2.94	0.961	3.13	0.897
Encourage the spirit of teamwork, no competition, no envy.	3.14	0.901	2.98	0.952	3.13	0.908
Obey the discipline, follow the general regulations, and follow the direction and guidance of the head	3.30	0.917	2.98	0.952	3.26	0.925
Assign work in accordance with the capacity of the members of the collective or group	3.21	0.910	2.88	1.048	3.18	0.931

Pedagogical students were inclined to take care of themselves and those around them, as indicated by a mean of 3.36 (SD = 0.933). Lecturers noted a slightly lower tendency in this regard, with a mean of 2.86 (SD = 0.931). The combined average for this aspect stood at 3.30 (SD = 0.945). The inclination to share and encourage was evident among students, with a mean score of 3.27 (SD = 0.921). Lecturers also recognized this trait, albeit to a slightly lesser extent, with a mean of 2.97 (SD = 0.902). The overall average for this attribute was 3.24 (SD = 0.923). Pedagogical students demonstrated a propensity for viewing others positively and with tolerance, as reflected in a mean of 3.32 (SD = 0.920). Lecturers shared a similar observation, though marginally lower, with a mean of 2.96 (SD = 0.973). The combined average for this manifestation was 3.28 (SD = 0.932). Students displayed a willingness to help others with practical tasks, garnering a mean score of 3.35 (SD = 0.954). Lecturers also noted this attribute, scoring it at 3.00 (SD = 0.931). The overall average for this facet was 3.32 (SD = 0.958). The recognition and protection of personal and others' values were evident among students, with a mean of 3.38 (SD = 0.916). Lecturers observed a similar inclination, rating it at 3.08 (SD = 0.981). The combined average for this dimension was 3.35 (SD = 0.927). Pedagogical students engaged in positive listening reflected in a mean score of 3.36 (SD = 0.922). Lecturers perceived this aspect slightly lower, with a mean of 2.92 (SD = 0.927). The overall average for this behavior was 3.31 (SD = 0.932). Creating opportunities for all to express their opinions in collective rules was an observed trend among students, yielding a mean of 3.19 (SD = 0.945). Lecturers also acknowledged this tendency, recording a mean of 3.14 (SD = 0.974). The combined average for this attribute stood at 3.19 (SD = 0.947).

Students demonstrated emotional control in interactions (M = 3.31, SD = 1.051), as did lecturers (M = 3.09, SD = 0.964), resulting in an overall average of 3.29 (SD = 1.044). Similarly, when evaluating others, students prioritized fairness and objectivity (mean = 3.39, SD = 0.986), aligning with the observation made by lecturers (M = 3.09, SD = 1.104). The combined average for this characteristic was 3.36 (SD = 1.003). Pedagogical students were committed to providing opportunities for personal growth (M = 3.35, SD = 0.972) and accomplishing assigned tasks based on individual capabilities (M = 3.32, SD = 0.879). Lecturers recognized these traits, noting means of 3.16 (SD = 1.119) and 3.13 (SD = 1.001), respectively. The combined averages for these aspects were 3.33 (SD = 0.990) and 3.30 (SD = 0.894). A strong commitment to persistent learning and self-improvement was evident among students (M = 3.38, SD = 0.844) and similarly noted by lecturers (M = 3.13, SD = 0.904), resulting in a combined mean of 3.36 (SD = 0.854). Students also emphasized the effective utilization of time and resources to contribute positively to student development (M = 3.05, SD = 0.892), aligned with

lecturers' perception (M = 2.90, SD = 0.958), yielding an overall average of 3.03 (SD = 0.900). Students displayed a commitment to keeping promises (M = 3.37, SD = 0.934), as did lecturers (M= 3.14, SD = 0.995), resulting in a combined mean of 3.34 (SD = 0.943). Encouraging exchange and collaboration within groups was noted among students (M = 3.15, SD = 0.886), although slightly less pronounced among lecturers (M = 2.94, SD = 0.961), with an overall mean of 3.13 (SD = 0.897). A spirit of teamwork and discouragement of competition and envy was evident among students (M = 3.14, SD = 0.901), as was similarly observed by lecturers (M = 2.98, SD = 0.952), resulting in an overall mean of 3.13 (SD = 0.908). Adherence to discipline and regulations was highlighted by students (M = 3.30, SD = 0.917) and reflected by lecturers (M = 2.98, SD = 0.952), yielding an average of 3.26 (SD = 0.925). Students exhibited a tendency to assign tasks following group members' abilities (M = 3.21, SD = 0.910), noted by lecturers (M = 2.88, SD = 1.048), with a combined mean of 3.18 (SD = 0.931).

5. Discussion

The perceptions of both lecturers and students regarding the concept of life values are illuminated in this study. A significant proportion of students and lecturers shared the perspective that life values encompass elements that hold personal meaning and contribute positively to individuals' lives. These values were recognized as influential forces guiding various aspects of life, including personal pursuits, relationships, societal interactions, and work-related endeavors (Cohen & Shamai, 2010).

Among the surveyed students, a noteworthy viewpoint emerged that positioned life values as elements with personal significance. These values were acknowledged to have a considerable impact on attitudes and behaviors. Furthermore, a subset of students considered life values as foundational principles shaping essential life skills and individual personalities. There was also a fraction associating life values with material wealth and career achievement (Kashmeeri, 2008). Conversely, a significant number of lecturers shared the view that life values hold meaningful positions in individuals' lives and impact their perspectives, behaviors, and attitudes. Some lecturers associated life values with the foundation for cultivating essential life skills and shaping human character. A smaller proportion correlated life values with material wealth and career success (Sortheix & Lönnqvist, 2014). Transitioning to manifestations of life values of pedagogical students, which outlines the manifestations of life values among pedagogical students, these aspects are assessed from both students' and lecturers' perspectives. Notably, students exhibited a tendency to prioritize self-care and concern for the well-being of those around them. Lecturers also noted this trait, albeit to a slightly lesser extent. Similarly, students displayed an inclination to share and encourage, which was recognized by lecturers, albeit at a slightly lower level. Additionally, pedagogical students demonstrated a propensity for viewing others in a positive and tolerant manner, and both students and lecturers perceived this trait (Bartolomé, 2004; Moskowitz & Dewaele, 2020). The willingness of students to assist others with practical tasks was evident and recognized by lecturers as well (Ertmer et al., 2012). Recognition and protection of personal values, positive listening behaviors, and opportunities for collective expression were observed tendencies among students, acknowledged by lecturers. Both students and lecturers noted the significance of emotional control in interactions and the importance of fair and objective evaluations of others (Aldrup et al., 2022). Moreover, pedagogical students displayed a commitment to personal growth opportunities and task completion based on individual capabilities. This commitment was also recognized by lecturers. Both groups emphasized the value of continuous learning and self-improvement, effective resource utilization for positive contributions, and the significance of keeping promises and encouraging collaboration within groups (Saiyad et al., 2020). Finally, a spirit of teamwork and the discouragement of competition and envy were identified among students, aligning with the observations of lecturers. Both groups recognized the adherence to discipline and regulations and the practice of assigning tasks according to the abilities of group members.

The findings of this study hold several implications for both educational institutions and pedagogical practices. The alignment between students and lecturers in their perceptions of life

values highlights the potential for creating a cohesive educational environment. When both educators and learners share a common understanding of the significance of life values, it can foster a more harmonious and productive educational experience (Baidhawy, 2013; Mahmoudi et al., 2012). This alignment can facilitate effective communication, collaboration, and the development of a positive classroom atmosphere, which are essential components of a conducive learning environment (Darling-Hammond & Cook-Harvey, 2018; Kaufmann & Vallade, 2022). Furthermore, the observed manifestations of life values among pedagogical students emphasize the importance of fostering not only academic excellence but also personal and interpersonal skills. Educational institutions can capitalize on these findings to design curricula and programs that nurture qualities such as self-care, empathy, collaboration, and ethical behavior (Bethell et al., 2017). By integrating these values into the educational framework, institutions can contribute to the holistic development of students and prepare them for active participation in a diverse and interconnected society (Baena-Morales et al., 2023; Taylor & Sidhu, 2012).

While the findings of this study offer valuable insights, certain limitations warrant consideration. The sample population, though diverse in terms of academic levels, departments, and universities, may not fully represent the entire population of pedagogical students and lecturers in Vietnam. The study's focus on specific universities within the Natural and Social Divisions might limit the generalizability of the results to a broader educational context. Additionally, the perceptions captured in this study are self-reported and subject to individual biases and interpretations. Participants' responses might be influenced by social desirability bias or other factors that could impact the accuracy of their self-assessments (Dilchert et al., 2006; Kim & Kim, 2016). Moreover, the study's cross-sectional design provides a snapshot of perceptions at a particular point in time, which limits the ability to establish causality or capture changes in perceptions over time (Spector, 2019). Despite these limitations, the study contributes to our understanding of the perceptions of life values among pedagogical students and lecturers, providing a foundation for further research and potential interventions aimed at enhancing the educational experience and personal development of students.

6. Conclusion

This study has illuminated the perceptions of life values held by both pedagogical students and lecturers. The alignment between these perspectives emphasizes the potential for fostering a harmonious educational environment that values not only academic pursuits but also personal development and ethical conduct. The manifestations of life values identified in the research offer valuable insights for curriculum enhancement and educational practices, promoting qualities such as empathy, collaboration, and ethical behavior. While the study has provided valuable insights, it is essential to acknowledge its limitations, including sample specificity and potential biases in self-reported data. Despite these limitations, the findings contribute to our understanding of the significance of life values in educational contexts and lay the groundwork for future research and interventions aimed at cultivating holistic educational experiences for both students and educators.

References

Aldrup, K., Carstensen, B., & Klusmann, U. (2022). Is empathy the key to effective teaching? A systematic review of its association with teacher-student interactions and student outcomes. *Educational Psychology Review*, 34(3), 1177-1216.

Antrop-González, R., & De Jesús, A. (2006). Toward a theory of critical care in urban small school reform: Examining structures and pedagogies of caring in two Latino community-based schools. *International Journal of Qualitative Studies in Education*, 19(4), 409-433.

Aspin, D. N., & Chapman, J. D. (2007). *Values education and lifelong learning: Principles, policies, programmes* (Vol. 10). Springer.

Baena-Morales, S., Merma-Molina, G., & Ferriz-Valero, A. (2023). Integrating education for sustainable development in physical education: fostering critical and systemic thinking. *International Journal of Sustainability in Higher Education*.

Baidhawy, Z. (2013). Building harmony and peace through multiculturalist theology-based religious education: An alternative for contemporary Indonesia. In *Peace Education and Religious Plurality* (pp. 1-16). Routledge.

Bartolomé, L. I. (2004). Critical pedagogy and teacher education: Radicalizing prospective teachers. *Teacher Education Quarterly*, *31*(1), 97-122.

Bethell, C. D., Solloway, M. R., Guinosso, S., Hassink, S., Srivastav, A., Ford, D., & Simpson, L. A. (2017). Prioritizing possibilities for child and family health: an agenda to address adverse childhood experiences and foster the social and emotional roots of well-being in pediatrics. *Academic pediatrics*, *17*(7), S36-S50.

Blake, J., Sterling, S., & Goodson, I. (2013). Transformative learning for a sustainable future: An exploration of pedagogies for change at an alternative college. *Sustainability*, *5*(12), 5347-5372.

Campbell, E. (2014). Teaching ethically as a moral condition of professionalism. In *Handbook of moral and character education* (pp. 117-134). Routledge.

Cobb, C. (2015). Principals play many parts: A review of the research on school principals as special education leaders 2001–2011. *International Journal of Inclusive Education*, *19*(3), 213-234.

Cohen, A., & Shamai, O. (2010). The relationship between individual values, psychological well-being, and organizational commitment among Israeli police officers. *Policing: An International Journal of Police Strategies & Management*, *33*(1), 30-51.

Darling-Hammond, L., & Cook-Harvey, C. M. (2018). Educating the Whole Child: Improving School Climate to Support Student Success. *Learning Policy Institute*.

Dilchert, S., Ones, D. S., Viswesvaran, C., & Deller, J. (2006). Response distortion in personality measurement: Born to deceive, yet capable of providing valid self-assessments? *Psychology Science*, *48*(3), 209.

Embree, B. G., & Whitehead, P. C. (1993). Validity and reliability of self-reported drinking behavior: dealing with the problem of response bias. *Journal of studies on alcohol*, *54*(3), 334-344.

Ertmer, P. A., Ottenbreit-Leftwich, A. T., Sadik, O., Sendurur, E., & Sendurur, P. (2012). Teacher beliefs and technology integration practices: A critical relationship. *Computers & education*, *59*(2), 423-435.

Griffiths, A.-J., Alsip, J., Hart, S. R., Round, R. L., & Brady, J. (2021). Together we can do so much: A systematic review and conceptual framework of collaboration in schools. *Canadian Journal of School Psychology*, *36*(1), 59-85.

Karahanna, E., Evaristo, J. R., & Srite, M. (2005). Levels of culture and individual behavior: an investigative perspective. *Journal of Global Information Management (JGIM)*, *13*(2), 1-20.

[Record #24 is using a reference type undefined in this output style.]

Kaufmann, R., & Vallade, J. I. (2022). Exploring connections in the online learning environment: student perceptions of rapport, climate, and loneliness. *Interactive Learning Environments*, *30*(10), 1794-1808.

Kim, S. H., & Kim, S. (2016). Social desirability bias in measuring public service motivation. *International Public Management Journal*, *19*(3), 293-319.

Kletnikov, N., Popovski, O., & Tomova, A. (2019). Kahoot! foster students' engagement, enhance classroom dynamics, assess and improve overall students' learning. *Proceedings of Papers*, *24*.

Kristiawan, M., Suhono, S., Yussof, M. H. B., & Muslimah, M. (2021). The international school's culture in Indonesia and Brunei Darussalam. *Jurnal Iqra': Kajian Ilmu Pendidikan*, *6*(1), 180-191.

Laksana, B. K., & Wood, B. E. (2019). Navigating religious diversity: Exploring young people's lived religious citizenship in Indonesia. *Journal of Youth Studies*, *22*(6), 807-823.

Mahmoudi, S., Jafari, E., Nasrabadi, H. A., & Liaghatdar, M. J. (2012). Holistic education: An approach for 21 century. *International Education Studies*, *5*(2), 178-186.

Mata, M. d. L., Monteiro, V., & Peixoto, F. (2012). Attitudes towards mathematics: Effects of individual, motivational, and social support factors. *Child development research*, *2012*.

Molina Roldán, S., Marauri, J., Aubert, A., & Flecha, R. (2021). How inclusive interactive learning environments benefit students without special needs. *Frontiers in Psychology*, *12*, 1510.

Moskowitz, S., & Dewaele, J.-M. (2020). Through the looking glass of student perception: How foreign language students see teacher trait emotional intelligence and why it matters. *Studies in Second Language Learning and Teaching*, *10*(2), 239-256.

Mulang, H., & Putra, A. H. P. K. (2023). Exploring the implementation of ethical and spiritual values in high school education: A case study in Makassar, Indonesia. *Golden Ratio of Social Science and Education*, *3*(1), 01-13.

Nind, M., & Lewthwaite, S. (2018). Methods that teach: developing pedagogic research methods, developing pedagogy. *International Journal of Research & Method in Education*, *41*(4), 398-410.

Parry, E., & Urwin, P. (2011). Generational differences in work values: A review of theory and evidence. *International journal of management reviews, 13*(1), 79-96.

Petruzziello, G., Mariani, M. G., Guglielmi, D., van der Heijden, B. I., de Jong, J. P., & Chiesa, R. (2023). The role of teaching staff in fostering perceived employability of university students. *Studies in Higher Education, 48*(1), 20-36.

Richardson, J., & Milovidov, E. (2019). *Digital citizenship education handbook: Being online, well-being online, and rights online*. Council of Europe.

Saiyad, S., Virk, A., Mahajan, R., & Singh, T. (2020). Online teaching in medical training: Establishing good online teaching practices from cumulative experience. *International Journal Of Applied And Basic Medical Research, 10*(3), 149.

Smit, R. (2012). Towards a clearer understanding of student disadvantage in higher education: Problematising deficit thinking. *Higher education research & development, 31*(3), 369-380.

Sortheix, F. M., & Lönnqvist, J.-E. (2014). Personal value priorities and life satisfaction in Europe: The moderating role of socioeconomic development. *Journal of Cross-Cultural Psychology, 45*(2), 282-299.

Spector, P. E. (2019). Do not cross me: Optimizing the use of cross-sectional designs. *Journal of Business and Psychology, 34*(2), 125-137.

Stephens, N. M., Hamedani, M. G., & Destin, M. (2014). Closing the social-class achievement gap: A difference-education intervention improves first-generation students' academic performance and all students' college transition. *Psychological science, 25*(4), 943-953.

Taylor, S., & Sidhu, R. K. (2012). Supporting refugee students in schools: What constitutes inclusive education? *International Journal of Inclusive Education, 16*(1), 39-56.

Tomlinson, M. (2017). Student perceptions of themselves as 'consumers' of higher education. *British Journal of Sociology of Education, 38*(4), 450-467.

Venkataiah, N. (1998). *Value education*. APH Publishing.