

The Role of Family and Multicultural Events in Fostering Vietnamese Students' Tolerance and Inclusiveness in the Context of Globalization

Minh-Hoang Nguyen ¹, Ni Putu Wulan Purnama Sari ², Dan Li ³, Huan Nguyen Minh ⁴,
Minh-Phuong Thi Duong ^{4,*}, Quan-Hoang Vuong ^{1,5}

¹ Centre for Interdisciplinary Social Research, Phenikaa University, Hanoi, Vietnam

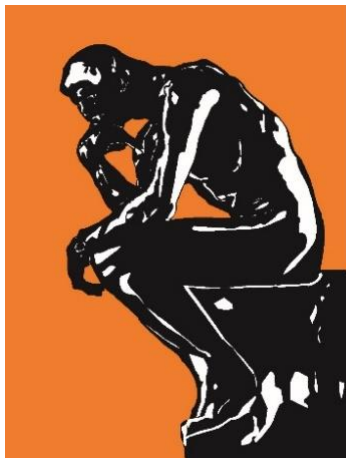
² Faculty of Nursing, Widya Mandala Surabaya Catholic University, East Java, Indonesia

³ College of Educational Science, Yan'an University, Yan'an, Shaanxi, China;

⁴ Faculty of Social Sciences and Humanities, Ton Duc Thang University, Ho Chi Minh City, Vietnam

⁵ Adjunct Professor, University College, Korea University, Seoul, South Korea

* Corresponding: Minh-Phuong Thi Duong; Email: duongthiminhphuong@tdtu.edu.vn



November 26, 2024

[Original working draft v1 / Un-peer-reviewed]

“But because of the chaotic times, he did not become an official but spent his time learning and pondering plans to contain the chaos, save lives and build a prosperous country”.

—In “The Weirdest Fishhook”; *Wild Wise Weird* (2024)

Abstract

Fostering tolerance and inclusiveness in multicultural societies is increasingly vital, particularly in educational settings. Understanding the impact of parental involvement and school events on students' attitudes toward these values is essential for promoting social cohesion and preparing future generations for an interconnected world. This study applies Bayesian Mindsponge Framework (BMF) analytics to a representative dataset of 2,069 primary, secondary, and high school students across Vietnam. It explores how parental discussions and participation in multicultural school events influence students' attitudes toward tolerance and inclusiveness. The findings indicate that parental discussions about collaboration with individuals holding diverse perspectives, as well as participation in multicultural events, are positively associated with students' tolerant attitudes. Furthermore, parental discussions about cultures and histories of different countries, collaboration skills, and conflict resolution skills are positively linked to students' inclusiveness. The study highlights that while multicultural school events provide valuable opportunities for students to engage with diverse cultures and broaden their perspectives, consistent parental involvement through meaningful discussions is likely critical for reinforcing inclusive values. A collaborative approach between schools and parents can more effectively nurture tolerance and inclusiveness among students. Future research could examine the long-term effects of these interactions and identify specific activities that most effectively foster inclusive attitudes.

Keywords: diversity; multicultural environment; family involvement; mindsponge theory

1. Introduction

In today's increasingly interconnected world, globalization has created opportunities for dynamic interactions among diverse cultures, ideologies, and value systems (Rocha et al., 2023). These interactions allow for the exchange of ideas, practices, and innovations, potentially fostering mutual enrichment and a deeper understanding of the richness of human diversity (Rocha et al., 2023). Through cross-cultural dialogues and shared experiences, individuals and communities can expand their perspectives, develop collaborative solutions to global challenges, and enhance empathy and cooperation across borders (Khan, 2024).

However, this interconnectedness is not without its challenges. As global ethical principles—often rooted in universal frameworks like human rights, environmental sustainability, and economic equality—interact with locally ingrained cultural values, tensions can arise (Melé & Sánchez-Runde, 2013). These tensions typically emerge when global norms are perceived as undermining or even replacing long-standing cultural practices and traditions.

At the convergence of these global and local values, the resulting cultural intersections can profoundly impact both personal and societal dynamics, influencing everything from individual identity to broader social cohesion. On a personal level, individuals navigating these intersections often face emotional and psychological challenges. The blending or clash of global and local cultural influences can lead to cultural dissonance—psychological discomfort caused by conflicting values or beliefs. For example, individuals raised in traditional societies may struggle to reconcile their upbringing with progressive ideals they encounter globally, potentially resulting in identity crises and mental health issues like stress and anxiety (Andersen et al., 2021). At the societal level, cultural differences can intensify existing challenges, leading to misunderstandings, ethical dilemmas, and conflicts. Misunderstandings often occur when individuals interpret other cultures through the lens of their own values, which can perpetuate oversimplified or biased views.

Ethical dilemmas occur when global expectations conflict with deeply rooted local customs, such as promoting gender equality in societies with patriarchal traditions or balancing environmental conservation efforts with the livelihoods of people who depend on resource exploitation (Pettifor & Ferrero, 2012). These tensions can lead to resistance and division, especially when communities feel their cultural identity is under threat, leading to mistrust and social unrest. In more extreme situations, these ideological clashes can cause radicalization, with communities or individuals rejecting global norms they see as intrusive. This can lead to extremism or stronger forms of resistance (Kruglanski et al., 2014). Such radicalization can deepen divisions and weaken social unity, often increasing political polarization. For example, debates over immigration, gender equality, or environmental policies often reflect wider cultural tensions, creating a divide between progressive and conservative groups (Indelicato & Magalhaes Lopes, 2024).

These challenges highlight the complexities of globalization, where balancing cultural diversity with global cooperation is crucial (Taptiani et al., 2024). Addressing these challenges effectively requires strategies that align local values with global standards while fostering sustainable and inclusive interactions (Krstić et al., 2024). A key component of such strategies is the focus on inclusiveness and tolerance. These values are essential for bridging cultural divides and reducing conflict, allowing individuals and communities to navigate differences constructively. By promoting mutual understanding and cooperation, inclusiveness and tolerance contribute to stronger, more resilient societies, supporting long-term success in a globalized world.

Young people are key to shaping the future as they grow into decision-makers and leaders. This makes them an important group to encourage values like inclusiveness, empathy, and respect for diversity, which can help build a more peaceful and united society (Alam & Mohanty, 2023). Education plays a central role in fostering these values by equipping young people with the skills to embrace diversity and navigate multicultural environments. Early exposure to different cultures, histories, and conflict-resolution strategies helps them build empathy and develop the skills needed for meaningful engagement in diverse settings (Breiner et al., 2016; Elias & Mansouri, 2023).

Parents are integral in shaping their children's worldviews. By introducing diverse cultural narratives and encouraging discussions on conflict resolution, parents help nurture tolerance and inclusiveness (Breiner et al., 2016). Schools also provide important spaces where children from different backgrounds can interact. Inclusive curricula and multicultural events promote mutual respect and celebrate diversity playing a vital role in creating and maintaining inclusive environments (Faas et al., 2018).

Vietnam, like many other countries, is undergoing significant changes driven by globalization (Van Anh, 2006). In this context, the role of Vietnamese youth in shaping the future is particularly crucial. As the country experiences rapid social and economic transformations, young people find themselves navigating an increasingly complex cultural landscape and addressing emerging global challenges. This process not only prepares them to engage with the broader global community but also strengthens social cohesion within the country (Nguyen, 2015). Therefore, understanding how to nurture these qualities in young people is essential for fostering a more resilient and united society in Vietnam and beyond.

Traditionally, Vietnamese society has been shaped by Confucian values, social harmony, and collectivism, which have played a central role in forming the national identity. These values emphasize respect for authority, family, and social order. However, as the country becomes more integrated into the global economy and interacts with diverse cultural influences, there is a growing need for an education system that encourages respect for diversity (Truong et al., 2017).

In recent years, Vietnam's education system has increasingly focused on embracing diversity and inclusivity. This shift has been influenced by factors such as trade, migration, cultural exchanges, and the recognition of global challenges like climate change and geopolitical issues (Tran & Marginson, 2018). As part of this transformation, educational reforms have gradually introduced multicultural education and diversity training into school curricula, aiming to foster empathy, respect, and understanding among students (Le, 2014). These programs are designed to equip young people with the skills to interact with people from different cultures, think critically, and contribute to social cohesion. For instance, initiatives that promote global citizenship, intercultural dialogue, and conflict resolution encourage students to view cultural differences as opportunities for growth rather than division (Duggan, 2001).

Despite some progress, the effectiveness of these educational programs in changing young people's attitudes toward diversity remains unclear. Most research has primarily focused on the role of schools in fostering tolerance, with an emphasis on curriculum content, teacher training, and the creation of inclusive school environments (Le, 2014). However, there is limited research on how the influence of both parents and schools in promoting a more inclusive and tolerant mindset. Specifically, few studies have explored how parental discussions on cultural and social issues, alongside participation in multicultural school events, shape young children's tolerance and inclusiveness. This is particularly important in Vietnam, where the family unit plays a central role in social life, and traditional values significantly influence children's worldviews. As young people navigate the complexities of a rapidly changing world, nurturing these values early on could help support a more inclusive, empathetic, and cohesive society, both within Vietnam and globally (Long et al., 2019).

To address these gaps, this study utilizes the Bayesian Mindsponge Framework (BMF) and aims to fulfill two main objectives:

- To examine whether parental discussions on cultural and social topics and participation in multicultural events are associated with young people's tolerance for diverse viewpoints.
- To assess whether parental discussions on cultural and social topics and participation in multicultural events are associated with young people's inclusiveness.

Understanding these relationships is crucial for developing strategies that prepare young people for global interactions while strengthening their cultural identities and appreciation for diversity. By exploring the combined impacts of familial and educational practices through the BMF, this research seeks to offer insights into reducing cultural conflicts, promoting social cohesion, and equipping youth to thrive in an interconnected and multicultural world.

2. Methodology

2.1 Theoretical foundation

This study is grounded in the Mindsponge Theory (MT), a cognitive framework that provides insights into how individuals process, filter, and internalize information, particularly within socio-cultural contexts (Vuong, 2023). MT employs the metaphor of a sponge to describe how individuals selectively absorb and discard cultural values depending on their relevance to personal beliefs or the surrounding context (Vuong & Napier, 2015). Values that align with the individual's needs and environment are "absorbed," while contradicting ones are "discarded." Over time, MT has evolved to incorporate ideas from information theory and quantum mechanics, providing a more nuanced view of human cognition. Drawing on Shannon's information theory, the model considers information as a set of possible alternatives, where the mind functions as a dynamic filtering system within an "infosphere"—a surrounding informational environment (Shannon, 1948; Vuong & Nguyen, 2024a, 2024b, 2024c). This entropy-based approach highlights how core values act as cognitive anchors, guiding decisions by weighing the benefits and costs associated with new information.

In MT, cognitive processes operate on several principles: self-balancing, cost-benefit evaluation, goal alignment, and energy conservation, all oriented toward personal growth and adaptation (Vuong, 2023). The central component of this framework is the "mindset," a structured collection of core values that influence how new information is evaluated. When information aligns with these core values and is perceived as

beneficial, it is assimilated, reinforcing future cognitive processing in a self-reinforcing cycle. Conversely, information that contradicts these values is often disregarded. The MT has been applied in various fields (Alzahrani et al., 2023; Casali & Meneghetti, 2023; Escandon-Barbosa et al., 2024; Huang et al., 2023; H. T. T. Nguyen, 2024; Raja et al., 2023; Sari et al., 2024).

In this study, MT is employed to explore how cognitive processes influence students' intentions toward global citizenship, focusing on values like tolerance and inclusiveness. While closely related, these values differ in significant ways. Tolerance is the willingness to accept and peacefully coexist with individuals or groups with differing beliefs, practices, or cultural identities (Cuadrado et al., 2021). It involves recognizing and respecting differences without requiring deeper engagement. In contrast, inclusiveness is more proactive, requiring active engagement with and integration of diverse perspectives into one's worldview, fostering collaboration and mutual learning in multicultural settings (Rapp & Corral-Granados, 2024). To enhance values like inclusiveness and tolerance, it is critical to understand the factors that shape them, such as the availability and accessibility of information, trust evaluation, and subjective cost-benefit judgments—often influenced by trusted sources like parents, teachers, and peers.

Parental guidance plays a pivotal role in nurturing these values. Families shape children's understanding and acceptance of diverse cultures through open discussions and respectful attitudes toward differences (Breiner et al., 2016; Rohmah & Salim, 2020). Parents who model tolerance and engage in conversations about cultural diversity encourage emotional regulation and foster a deeper appreciation for inclusiveness (Elsayed, 2024). For instance, parents demonstrating respectful attitudes toward diversity and engaging in discussions about cultural differences are more likely to instill tolerant viewpoints in their children (Breiner et al., 2016). Emotional support from parents further aids in this process, as it helps children regulate emotions—a critical factor in nurturing tolerance (Sanvictores & Mendez, 2021). Educational environments also play a significant role in cultivating these values. Schools that integrate inclusive curricula and provide opportunities for multicultural interactions create spaces where students can actively engage with diverse perspectives. Activities like multicultural events and experiential learning challenge students' preconceived notions and encourage a deeper understanding of cultural differences, reinforcing inclusiveness (Sanger, 2020).

MT suggests that external factors, such as parental guidance and educational experiences, interact with internal cognitive processes, including trust evaluation and perceived benefits, to shape students' attitudes toward diversity. Accessible and engaging information, coupled with trusted sources like parents, educators, or peers, can enhance students' receptivity to values like tolerance and inclusiveness. Multicultural events serve as real-world applications, encouraging students to engage with and understand diverse perspectives actively.

Additionally, students make subjective cost-benefit judgments about adopting inclusive behaviors. When they perceive diversity as beneficial for personal growth, relationships, or future prospects, they are more likely to embrace inclusive practices. Thus, the combination of parental guidance, multicultural experiences, and inclusive educational frameworks creates an environment conducive to fostering these values, shaping students' mindsets toward global citizenship.

Research by Buchs and Maradan (2021) and Naz et al. (2023) highlights the importance of structured support in promoting global citizenship values. Students with access to educational resources and multicultural activities demonstrate higher levels of tolerance, inclusiveness, and engagement with global citizenship. These findings suggest that an effective combination of parental involvement, inclusive curricula, and multicultural opportunities can enhance students' knowledge, attitudes, and intentions toward global citizenship. Conversely, limited educational support and fewer opportunities for multicultural engagement may hinder progress, with students in higher school years potentially showing stagnation or decline in their global citizenship knowledge, attitudes, or intentions. This highlights the need for sustained efforts to provide diverse and engaging learning experiences, ensuring students develop the values and skills necessary for fostering inclusiveness and tolerance in a multicultural world.

Based on these points, we hypothesized that parents' discussions with children about the cultures and histories of countries, collaboration skills, and conflict resolutions through dialogue, as well as participation in multicultural events at school, are positively associated with children's tolerance and inclusiveness.

2.2 Model construction

2.2.1 Variable selection and rationale

This study utilized data from a large-scale survey conducted in Vietnam in May 2019, aimed at assessing students' perceptions, skills, and attitudes toward global citizenship. The survey included 2,069 valid responses collected through a paper-and-pencil questionnaire administered to students across 54 schools in six provinces representing three major socio-economic regions of Vietnam. The dataset, titled "Students' Perceptions, Skills, and Attitudes Toward Global Citizenship," is available on Mendeley Data under the DOI: 10.17632/wh6zpkmh6m.1 (Nguyen et al., 2021).

The survey sampled students from primary (grades 4 and 5), lower secondary (grade 9), and upper secondary (grades 10 and 11) levels, ensuring representation from both advantaged and disadvantaged areas. The students were drawn from a mix of urban and rural locations, including cities like Hanoi, Ho Chi Minh City, and Can Tho. A cluster sampling method was used to select the schools and students, with parental approval required for participation. The questionnaire was pre-tested with students from an experimental school in Hanoi to refine the wording and improve clarity. The final dataset provides detailed insights into students' demographic backgrounds, as well as their awareness, skills, and attitudes toward global citizenship. It includes variables that were carefully selected to reflect key aspects of global citizenship education as outlined by UNESCO's key learning outcomes. These include factors such as collaboration, tolerance, and inclusiveness. Participation in the survey was voluntary, with most questions being mandatory, except for demographic questions, which offered a "prefer not to answer" option. A stratified random sampling method ensured balanced representation across academic years, genders, and nationalities.

For this study, six key variables were selected to analyze factors influencing tolerance and inclusiveness among students, consisting of four predictors and two outcomes (see Table 1). The outcome variables, *ToleranceCapability* and *InclusivenessCapability*, represent students' openness and adaptability in multicultural contexts. *ToleranceCapability* measures students' ability to accept diverse perspectives and backgrounds, reflecting their comfort with differences, while *InclusivenessCapability* captures their willingness to act inclusively, ensuring respect and inclusion for individuals from various cultural backgrounds.

The predictor variables represent essential skills, knowledge, and experiences that enhance students' adaptability in multicultural settings. *CultureHistoryKnowledge* measures whether students' parents or close relatives discuss the culture and history of other countries, improving a deeper understanding and respect for cultural diversity. *CollaborationSkill* reflects whether students' parents or close relatives discuss the importance of collaboration skills, such as working harmoniously with individuals holding differing viewpoints. It evaluates students' ability to collaborate effectively, a critical competency for intercultural engagement. *ResolutionSkill* measures whether students' parents or close relatives discuss strategies for resolving conflicts with friends through dialogue. This variable reflects the importance placed on conflict resolution within the family, which can shape students' ability to manage misunderstandings and disputes constructively. Lastly, *InteractionChance* evaluates the opportunities students have to engage with individuals from different cultural backgrounds, promoting increased comfort and understanding of diversity through meaningful interactions.

Table 1: Variable Description

Variable	Variable in the Original Dataset	Description	Data Type	Values
<i>CultureHistoryKnowledge</i>	5.2	Whether students' parents/relatives discuss the culture and history of countries.	Binary	1 = Yes; 0 = No
<i>CollaborationSkill</i>	2.4	Whether students' parents or close relatives discuss collaboration skills (e.g.,	Binary	1 = Yes; 0 = No

		working harmoniously despite differing viewpoints).		
<i>ResolutionSkill</i>	2.3	Whether students' parents or close relatives discuss resolving conflicts with friends through dialogue.	Binary	1 = Yes; 0 = No
<i>InteractionChance</i>	3.9	Participation in multicultural events (e.g., festivals and cultural activities).	Binary	1 = Yes; 0 = No
<i>ToleranceCapability</i>	2.5	Ability to behave equally with friends regardless of gender, ethnicity, or religion.	Numerical	1 = Strongly agree; 2 = Agree; 3 = Partially agree; 4 = Disagree
<i>InclusivenessCapability</i>	2.7	Captures their willingness to act inclusively, ensuring respect and inclusion for individuals from various cultural	Numerical	1 = Strongly agree; 2 = Agree; 3 = Partially agree; 4 = Disagree

		backgrounds.		
--	--	--------------	--	--

2.2.2 Statistical Model

To test the study's hypotheses, two analytical models were constructed as follows:

Model 1 was constructed to examine the effects of *CultureHistoryKnowledge*, *CollaborationSkill*, *ResolutionSkill*, and *InteractionChance* on the dependent variable, *ToleranceCapability*. Model 1 is shown as follows:

$$ToleranceCapability \sim normal(\mu, \sigma) \quad (1.1)$$

$$\mu_i = \beta_0 + \beta_1 * CultureHistoryKnowledge_i + \beta_2 * CollaborationSkill_i + \beta_3 * ResolutionSkill_i + \beta_4 * InteractionChance_i \quad (1.2)$$

$$\beta \sim normal(M, S) \quad (1.3)$$

In this model, μ_i represents the expected *ToleranceCapability* for individual i , predicted based on the values of the four predictors: *CultureHistoryKnowledge*, *CollaborationSkill*, *ResolutionSkill*, and *InteractionChance*. The coefficients β are normally distributed with a mean M and standard deviation S .

Model 2 tests the relationship between *CultureHistoryKnowledge*, *CollaborationSkill*, *ResolutionSkill*, and *InteractionChance* on *InclusivenessCapability*. It examines if inclusiveness capability is associated with these predictor variables.

$$InclusivenessCapability \sim normal(\mu, \sigma) \quad (2.1)$$

$$\mu_i = \beta_0 + \beta_1 * CultureHistoryKnowledge_i + \beta_2 * CollaborationSkill_i + \beta_3 * ResolutionSkill_i + \beta_4 * InteractionChance_i \quad (2.2)$$

$$\beta \sim normal(M, S) \quad (2.3)$$

In this model, μ_i represents the expected *InclusivenessCapability* for individual i . Each β coefficient captures the effect of the respective predictor (e.g., culture/history knowledge) on *InclusivenessCapability*. The coefficients β are normally distributed with a mean M and standard deviation S .

In both models, σ denotes the unexplained variability.

2.2.3 Analysis and validation

This study employed Bayesian Mindsponge Framework (BMF) analytics, a method combining the logical reasoning from Mindsponge Theory and the inferential capabilities of Bayesian inference (Nguyen et al., 2022; Vuong et al., 2022). Bayesian inference approach treats all parameters probabilistically, which supports constructing parsimonious predictive models (Csilléry et al., 2010; Gill, 2014). Unlike traditional frequentist approaches, Bayesian analysis provides credible intervals, enhancing interpretative depth beyond *p-values* (Halsey et al., 2015; Wagenmakers et al., 2018). Moreover, Bayesian analysis mitigates challenges like multicollinearity and weak data through the use of informative priors (Adepoju & Ojo, 2018; Jaya et al., 2019; Leamer, 1973).

Selecting appropriate priors was critical in model development (van de Schoot et al., 2021). For our exploratory study, we initially used uninformative priors to reduce subjectivity. Subsequently, we conducted sensitivity analyses by re-running the model with informative priors reflecting neutral assumptions. These priors were specified as a normal distribution with a mean of 0 and a standard deviation of 0.5. Model fit was then assessed using Pareto-smoothed importance sampling leave-one-out (PSIS-LOO) diagnostics (Vehtari & Gabry, 2019; Vehtari et al., 2017).

The LOO computation procedure is outlined as follows:

$$LOO = -2LPPD_{loo} = -2 \sum_{i=1}^n \log \int p(y_i | \theta) p_{post(-i)}(\theta) d\theta$$

Where $p_{post(-i)}(\theta)$ represents the posterior distribution excluding observation i . In the PSIS method, k -Pareto values identify influential observations, with values below 0.5 indicating good model fit, while values above 0.7 signal influential points affecting the LOO estimate.

Then, we proceeded with convergence diagnostics and result interpretation. Convergence was validated both statistically, using effective sample size n_{eff} and the Gelman-Rubin $Rhat$ statistics, and visually through trace plots displaying the Markov chains. A n_{eff} value over 1000 indicates sufficient effective samples (McElreath, 2018), and ($Rhat$) values close to 1 denote convergence (values above 1.1 suggesting non-convergence) (Brooks & Gelman, 1998).

Bayesian analyses were performed in R using the open-source bayesvl package, known for its visualization support (La & Vuong, 2019). To enhance transparency and reproducibility, all data and code from this study are available on a preprint server for public access and reuse (Vuong, 2018). The dataset and code can be accessed at <https://zenodo.org/records/14219948>.

3. Results

3.1. Model 1: Tolerance

To analyze the outcomes, it is crucial to assess the goodness of fit of Model 1 with the data. As shown in Figure 1 all the estimated k -values fall below the 0.5 threshold, indicating a good alignment between the model and the data.

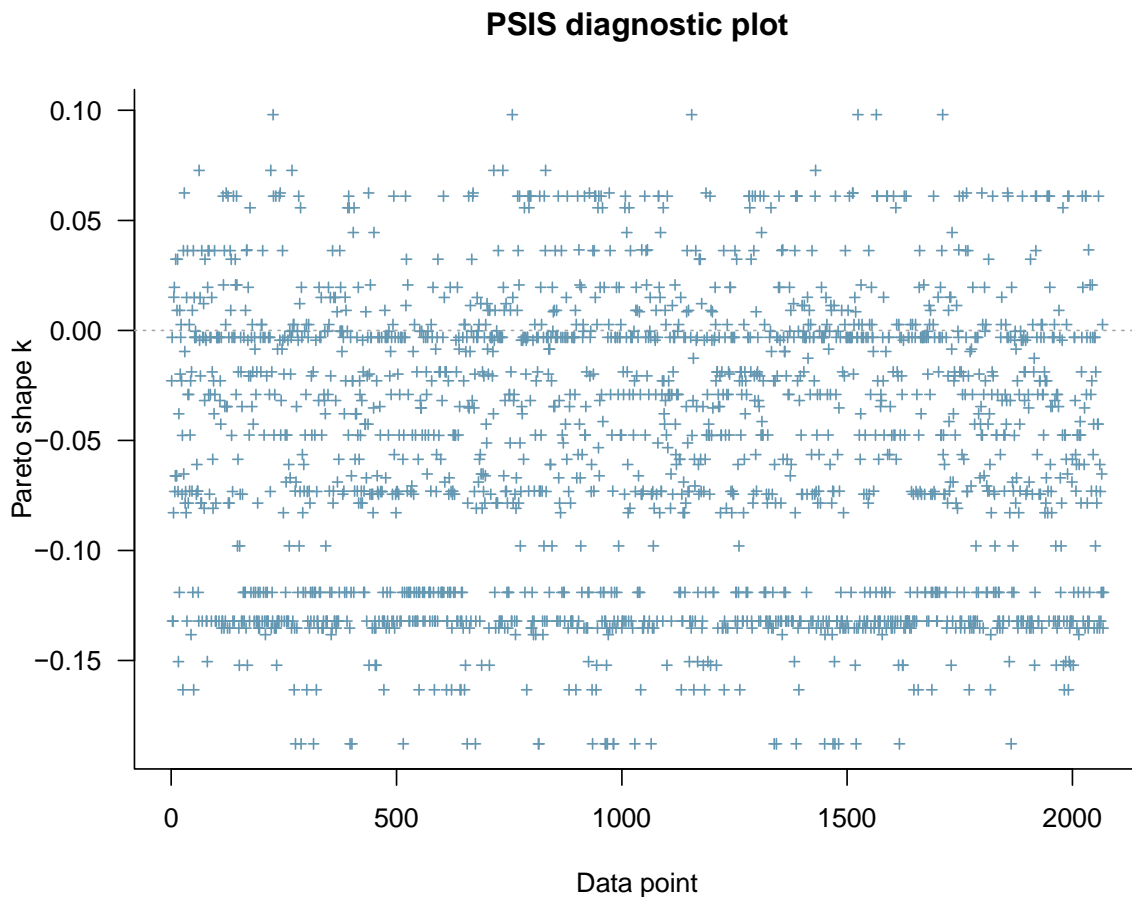


Figure 1: Model 1's PSIS-LOO diagnosis estimated using uninformative priors

The estimated posterior distributions for Model 1 are detailed in Table 2. Each n_{eff} value exceeds 1,000, and $Rhat$ values are equal to 1, affirming the convergence of the

Markov chains in Model 1. This convergence is further corroborated by the trace plots in Figure 2, where all chain values stabilize around a central equilibrium following the 2,000th iteration.

Table 2: Estimated results of Model 1

Parameters	Uninformative priors				Informative priors			
	Mean	SD	<i>n_eff</i>	<i>Rhat</i>	Mean	SD	<i>n_eff</i>	<i>Rhat</i>
<i>Constant</i>	2.60	0.06	7195	1	2.60	0.06	8062	1
<i>CulturalHistoryKnowledge_ ToleranceCapability</i>	0.04	0.05	10481	1	0.04	0.05	10523	1
<i>CollaborationSkill_ ToleranceCapability</i>	0.12	0.04	11253	1	0.12	0.04	10932	1
<i>ResolutionSkill_ ToleranceCapability</i>	0.05	0.05	9882	1	0.06	0.05	10342	1
<i>InteractionChance_ ToleranceCapability</i>	0.15	0.05	8899	1	0.14	0.05	9690	1

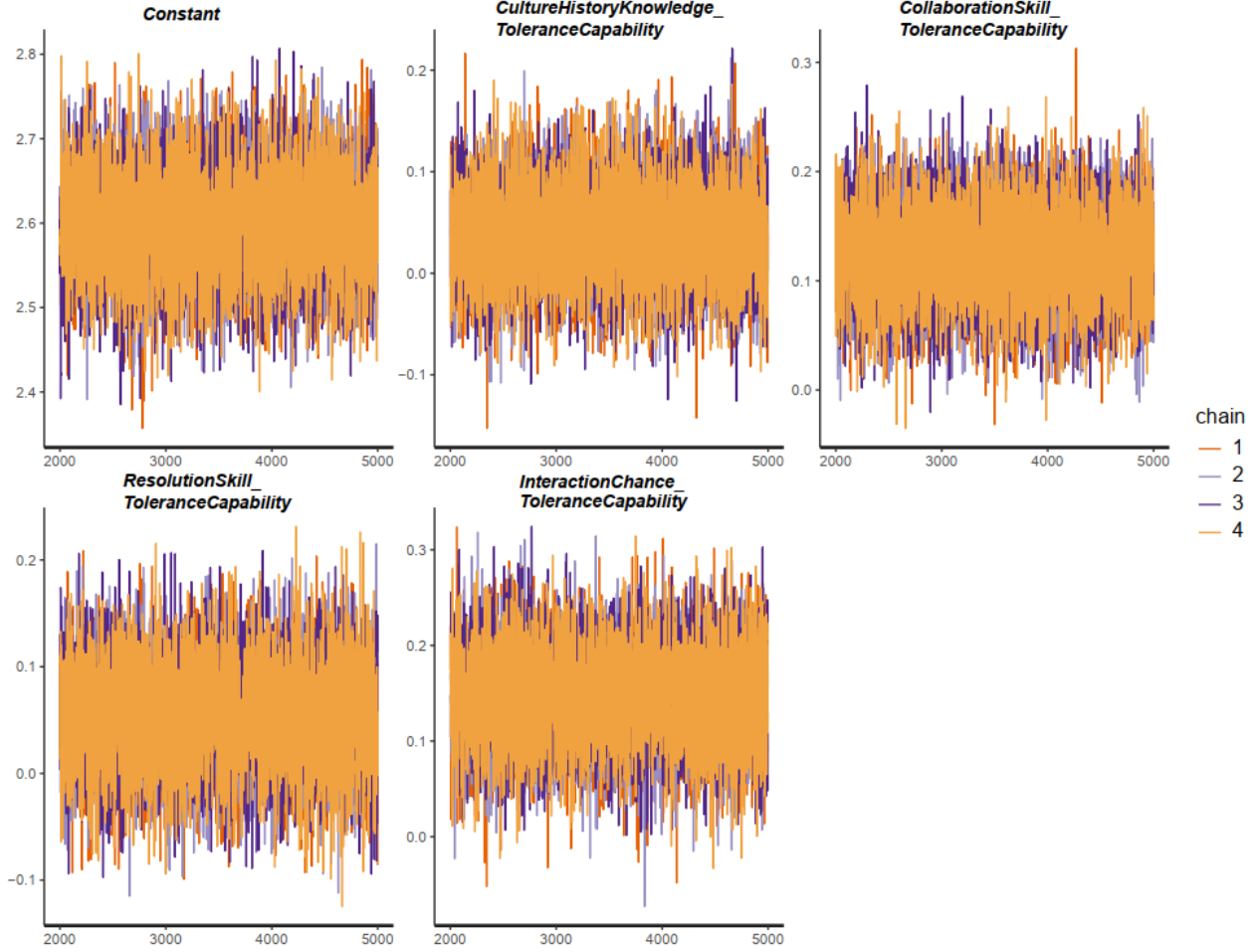


Figure 2: Model 1's trace plots estimated using uninformative priors

With diagnostics confirming the convergence of the Markov chains, the simulated results are suitable for interpretation. The estimated results of Model 1 show that discussions with parents about cultural-historical knowledge ($M_{\text{CulturalHistoryKnowledge_ToleranceCapability}} = 0.04$ and $S_{\text{CulturalHistoryKnowledge_ToleranceCapability}} = 0.05$), collaboration skills ($M_{\text{CollaborationSkill_ToleranceCapability}} = 0.12$ and $S_{\text{CollaborationSkill_ToleranceCapability}} = 0.04$), resolution skill ($M_{\text{ResolutionSkill_ToleranceCapability}} = 0.05$ and $S_{\text{ResolutionSkill_ToleranceCapability}} = 0.05$), and participation in multicultural school events ($M_{\text{InteractionChance_ToleranceCapability}} = 0.15$ and $S_{\text{InteractionChance_ToleranceCapability}} = 0.05$) can improve students' tolerance toward different viewpoints. The estimated results using informative priors reflecting our disbelief in the associations are similar to those estimated using uninformative priors, so the results can be deemed robust against changing priors (see Table 2).

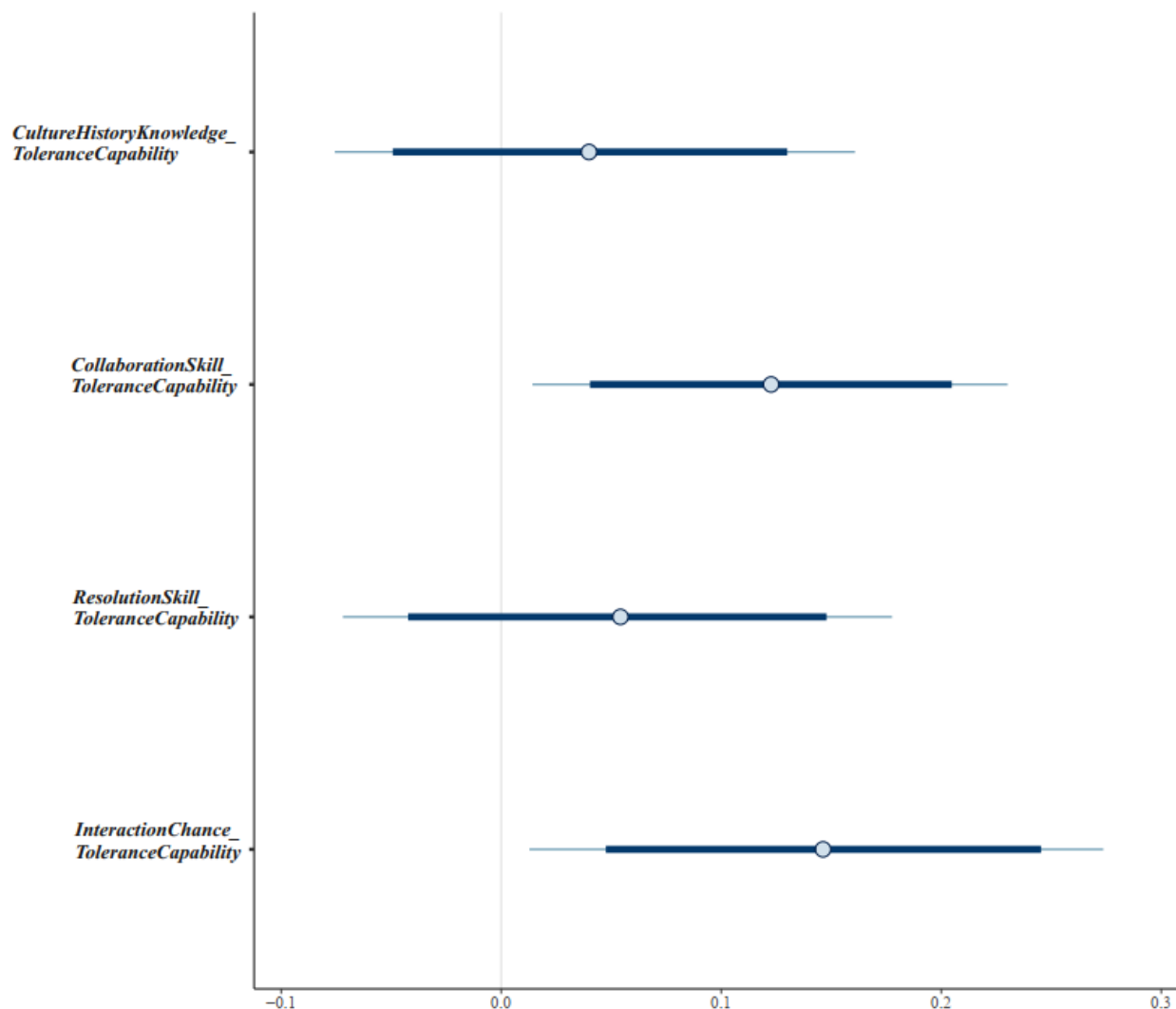


Figure 3: Model 1's posterior distributions estimated using uninformative priors

Figure 3 illustrates the posterior distributions of the coefficients, with their 95% Highest Posterior Density Intervals (HPDIs) depicted by thick blue lines. The posterior distributions for *CollaborationSkill_ToleranceCapability* and *InteractionChance_ToleranceCapability* are situated entirely on the positive side of the x -axis, signifying the high reliability of positive associations. Meanwhile, a proportion of *ResolutionSkill_ToleranceCapability*'s posterior distributions are still located on the negative side of the x -axis, suggesting moderate reliability. The mean value of *CulturalHistoryKnowledge_ToleranceCapability* is also smaller than its standard deviation, so the coefficient's positive association is only weakly reliable.

3.2. Model 2: Inclusiveness

The results of the PSIS-LOO test for Model 2 are illustrated in Figure 4. All the calculated k -values are below the 0.5 threshold, suggesting that the model exhibits an acceptable level of goodness of fit with the dataset.

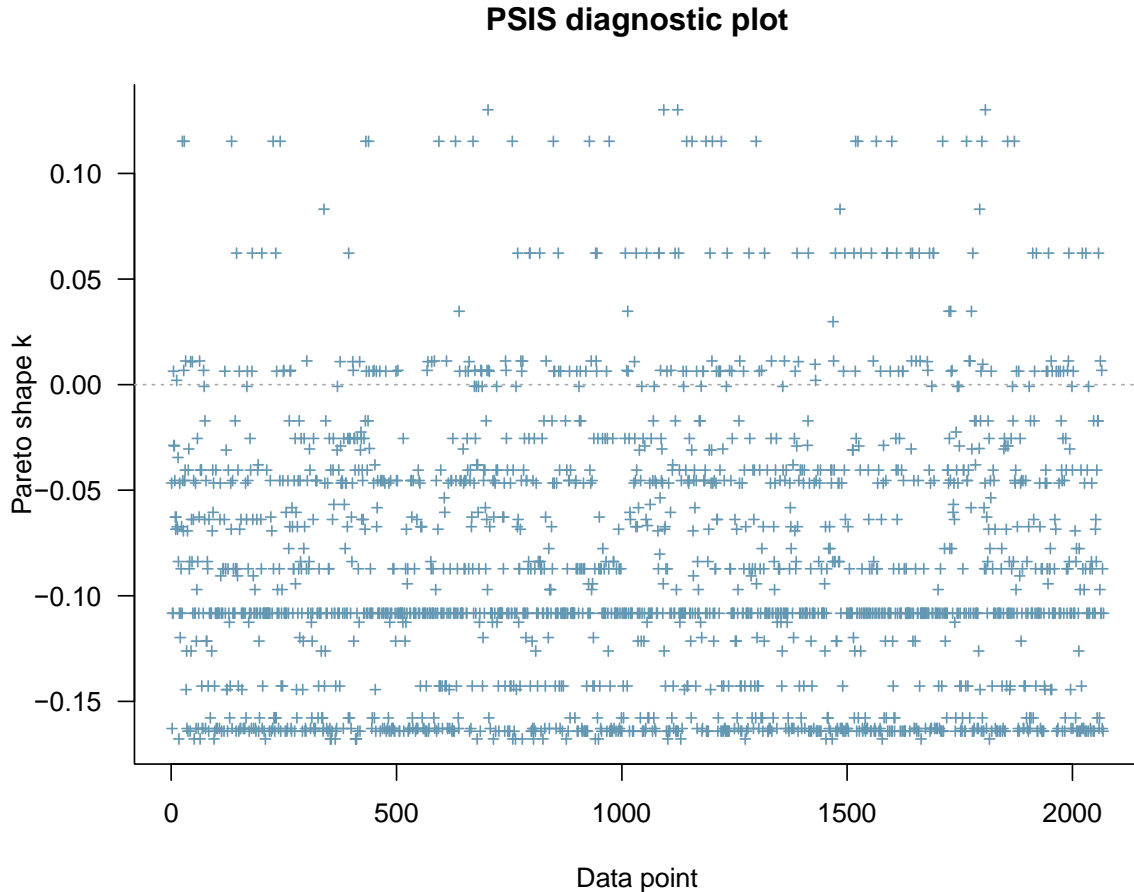


Figure 4: Model 2's PSIS-LOO diagnosis using uninformative priors

The statistical measures of effective sample size n_{eff} , which exceeds 1000, and $Rhat$, which equals 1 as shown in Table 3, confirm the convergence of the Markov chains for Model 2. Furthermore, the accompanying trace plots in Figure 5 provide additional support for the convergence. As a result, the simulated outcomes of Model 2 are appropriate for interpretation.

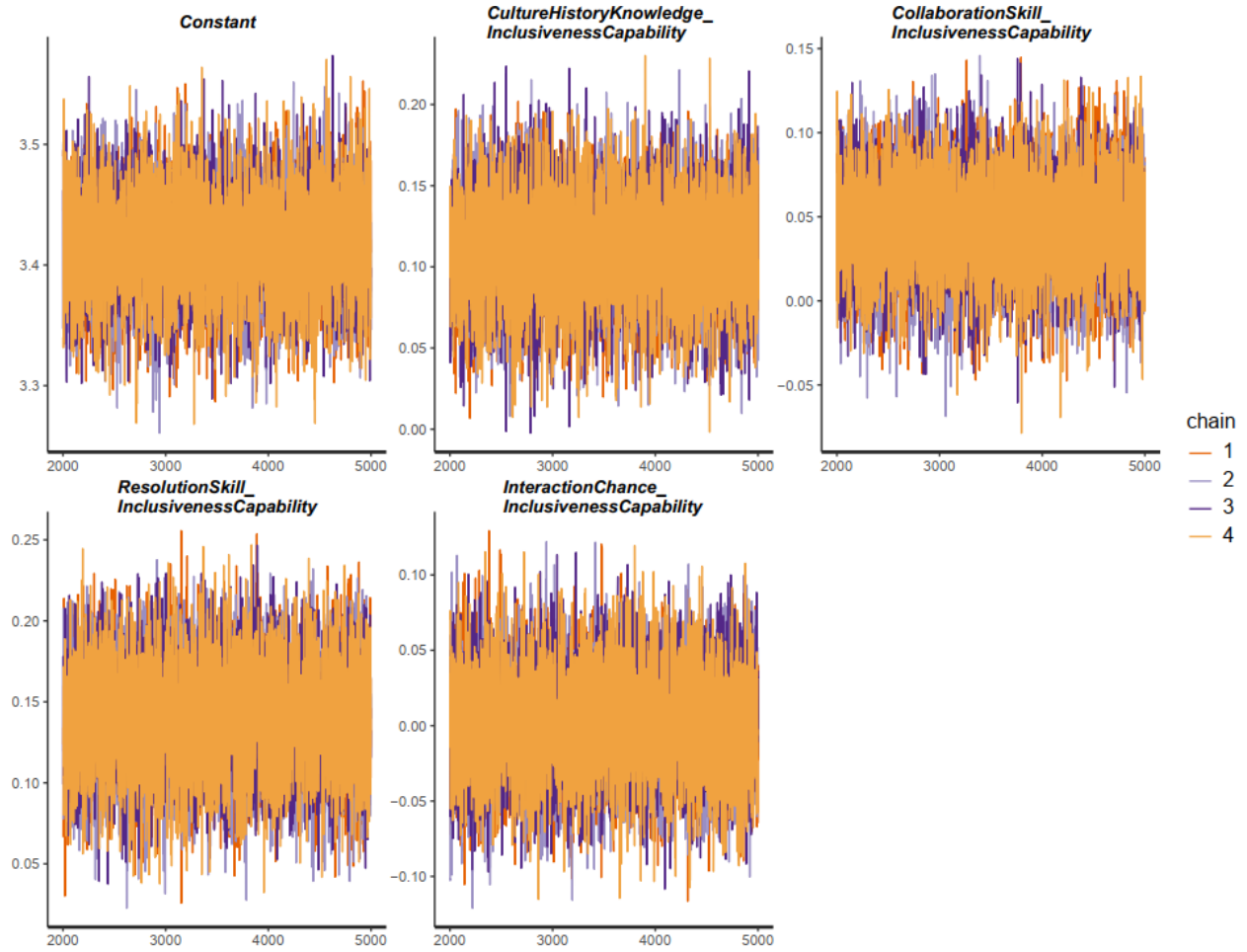


Figure 5: Model 2's trace plots using uninformative priors

Table 3: Estimated results of Model 2

Parameters	Uninformative priors				Informative priors			
	Mean	SD	n_{ff}	$Rhat$	Mean	SD	n_{ff}	$Rhat$
<i>InclusivenessCapability</i>	3.42	0.04	7124	1	3.42	0.04	7620	1
<i>CulturalHistoryKnowledge_ InclusivenessCapability</i>	0.11	0.03	10872	1	0.11	0.03	11247	1
<i>CollaborationSkill_ InclusivenessCapability</i>	0.04	0.03	11464	1	0.04	0.03	11523	1
<i>ResolutionSkill_ InclusivenessCapability</i>	0.14	0.03	9577	1	0.14	0.03	11285	1

<i>InclusivenessCapability</i>								
<i>InteractionChance_</i> <i>InclusivenessCapability</i>	0.00	0.03	8761	1	0.00	0.03	10336	1

The simulated results in Table 3 indicate that discussions with parents about cultural-historical knowledge ($M_{CulturalHistoryKnowledge_InclusivenessCapability} = 0.11$ and $S_{CulturalHistoryKnowledge_InclusivenessCapability} = 0.03$), collaboration skills ($M_{CollaborationSkill_InclusivenessCapability} = 0.04$ and $S_{CollaborationSkill_InclusivenessCapability} = 0.03$), and resolution skill ($M_{ResolutionSkill_InclusivenessCapability} = 0.14$ and $S_{ResolutionSkill_InclusivenessCapability} = 0.03$) are positively associated with children's and youth's general inclusiveness. However, participation in multicultural school events is not associated with inclusiveness capabilities ($M_{InteractionChance_InclusivenessCapability} = 0.00$ and $S_{InteractionChance_InclusivenessCapability} = 0.03$). Results estimated using informative priors also confirm the robustness of findings (see Table 3).

Figure 6 illustrates the posterior distributions of Model 2's coefficients. The distributions of *CulturalHistoryKnowledge_InclusivenessCapability* and *ResolutionSkill_InclusivenessCapability* are fully positioned on the positive side of the *x*-axis, indicating high reliability of their positive impacts. Meanwhile, not all HPDIs of *CollaborationSkill_InclusivenessCapability* fall on the positive side, so its estimated positive value can be considered moderately reliable.

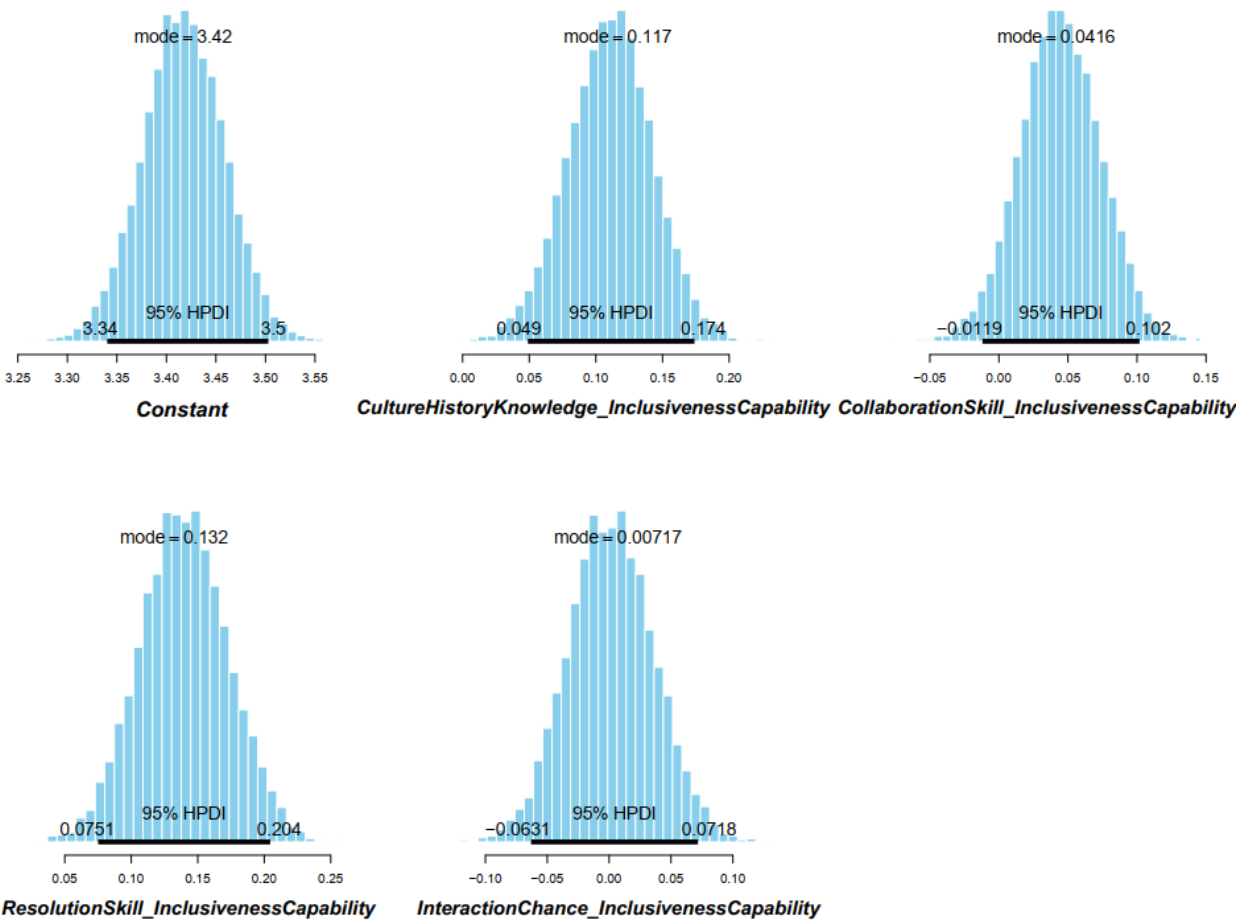


Figure 6: Model 2's posterior distribution using uninformative priors

4. Discussion

This study aimed to assess the influence of parental discussions on various factors such as cultural-historical knowledge, collaboration skills, resolution skills, and participation in multicultural school events on students' tolerance and inclusiveness. The findings show the crucial role of parental involvement in shaping these social attributes.

Parental and multicultural influences on students' tolerance

Our study's findings suggest that parental discussions about collaboration with people having diverse perspectives play a vital role in fostering tolerance in children. By engaging in conversations about the importance of working with others to achieve shared goals, parents can help children appreciate differing viewpoints and their potential to enhance problem-solving and creativity (Tamis-LeMonda et al., 2008). These discussions can move beyond practical skills, emphasizing how differences in

thought and approach can contribute to richer outcomes. By framing diversity as a source of strength, parents encourage openness and acceptance. Such interactions provide opportunities for children to challenge misconceptions, develop empathy, and gain a deeper understanding of differences, which in turn helps nurture a more tolerant attitude toward others (Denson & Zhang, 2010). Through these efforts, tolerance is cultivated as an essential value, preparing children to embrace and navigate diverse environments with respect and understanding.

Discussions about cultural-historical knowledge and resolution skills also contribute positively to students' tolerance, though their impact is weakly reliable. This suggests that while knowledge about different cultures is somewhat important, it may not be sufficient to bring about significant changes in attitudes or behaviors (Heimlich & Ardoin, 2008). Simply knowing about cultural differences may remain theoretical and less effective unless students have opportunities to practice and apply their understanding through real-life interactions with peers from various backgrounds (Hossain, 2024; Poort et al., 2022).

Children's participation in multicultural school events complements parental influence by fostering tolerance and appreciation for diverse perspectives among students. These events expose students to a variety of cultural viewpoints, providing opportunities for direct interaction with individuals from different backgrounds as well as distinct norms and values. Engaging with peers who hold distinct beliefs, customs, and ways of life helps students develop a broader understanding of the world and cultivates a deeper appreciation for cultural diversity (Naz et al., 2023). This hands-on experience goes beyond theoretical learning, offering students a chance to encounter diversity in meaningful ways that challenge biases and reduce misconceptions.

The interactive nature of multicultural events plays a crucial role in promoting inclusivity. By participating in these activities, students can better understand and value diversity, enhancing their empathy and encouraging them to think beyond their cultural assumptions (Abacioglu et al., 2023). These real-world experiences provide a platform for students to internalize the importance of tolerance, shifting their perspectives and contributing to a more inclusive mindset (Lyu, 2024). While these events alone may not fully shape attitudes, they serve as an essential tool in fostering openness and encouraging a better appreciation of diversity.

Discussions about resolution skills—essential for managing conflicts—also contribute to enhancing tolerance, though their effect tends to be more limited (only moderately reliable). This highlights the multifaceted nature of tolerance, where proactive strategies, such as collaboration and interaction, often have a more substantial influence compared to reactive approaches like conflict resolution (Cuadrado et al., 2021). A possible explanation is that while conflict resolution skills are essential for addressing disputes when they arise (Overton & Lowry, 2013), they do not necessarily promote a proactive mindset of openness or acceptance. Conflict resolution addresses differences after they have escalated into clashes, whereas collaboration and interaction foster tolerance by encouraging students to value diversity in everyday settings. These proactive approaches build a foundation for understanding and acceptance, reducing the likelihood of conflict in the first place (Sierra-Huedo et al., 2024).

Parental influence on students' inclusiveness

Our findings show that parental discussions about cultural-historical knowledge, collaboration skills, and conflict resolution play an important role in fostering students' ability to embrace inclusiveness. Introducing children to the richness of diverse cultures and histories encourages them to appreciate the value of integrating varied perspectives into their interactions. These conversations demonstrate that inclusiveness involves not just accepting differences but actively engaging with them to create enriching experiences. Parents who model teamwork, mutual respect, and empathy also equip their children with the skills needed to foster inclusive environments and navigate diversity as a source of strength in multicultural settings (Santisteban et al., 2013).

Intentional, meaningful conversations at home have a more enduring impact on instilling inclusiveness than occasional multicultural events. Discussing cultural, historical, and social issues helps children appreciate the importance of incorporating diverse perspectives into problem-solving and decision-making. While school events like cultural days provide valuable exposure, their effects are often temporary unless followed by deeper engagement at home. These ongoing interactions challenge preconceived notions and foster lasting understanding (Patel et al., 2011).

Abacioglu et al. (2023) suggest that inclusiveness develops most effectively through ongoing, meaningful engagement, which short-term events alone cannot adequately provide. Similarly, Abbasian (2023) emphasizes that without family involvement or reinforcement through classroom discussions, the effects of multicultural events on

students' attitudes remain minimal. The research underscores the importance of sustained parental engagement in encouraging children to view inclusiveness as a guiding principle, integrating it into their social interactions and daily practices (Deysolong, 2023). This ongoing involvement helps children internalize inclusiveness, fostering a deeper understanding and commitment to diversity beyond the temporary exposure provided by multicultural events.

When combined with consistent and thoughtful engagement at home, multicultural events can help create a supportive framework where tolerance and inclusiveness are not only appreciated but also practiced in daily life. These efforts encourage a deeper understanding of diversity and can promote tolerance and inclusiveness as guiding principles in everyday interactions (El Nokali et al., 2010; Pelletier & Brent, 2002). Hossain (2024) suggests that a better approach, incorporating both multicultural events and ongoing family involvement, can raise awareness and support the gradual internalization of inclusiveness as a long-term value. This approach helps ensure that inclusiveness becomes a more integral part of how children engage with others.

5. Implications for education and parenting

This study emphasizes the important role that schools and parents play in enhancing tolerance and inclusiveness among young people in Vietnam. With its rich cultural heritage and growing exposure to global influences, Vietnam benefits from collaborative efforts between educational institutions and families to promote a more inclusive approach to diversity (Tran et al., 2017). While tolerance involves respecting and recognizing differences to reduce prejudice and conflict, inclusiveness goes further by encouraging active participation and collaboration among all groups, making these concepts particularly relevant in Vietnam's context.

In the Vietnamese educational setting, there is potential to enhance traditional multicultural teaching methods, such as lectures or performances, by incorporating more interactive approaches like cultural exchanges, community-based learning, or problem-solving workshops. These strategies can provide students with meaningful opportunities to engage with cultural differences, fostering a deeper understanding and appreciation (M.-H. Nguyen, 2024). For example, to enhance traditional multicultural teaching methods in the Vietnamese educational setting, incorporating interactive approaches like cultural exchanges, community-based learning, and problem-solving workshops is beneficial. These strategies provide students with meaningful

engagements that deepen their understanding and appreciation of cultural diversity (M.-H. Nguyen, 2024). Given Vietnam's context, these interactive approaches may encourage students to reflect on their experiences in ways that traditional methods may not fully achieve. Inclusiveness can also be supported through activities that encourage collaboration, such as environmental projects or rural-urban student exchanges, helping students develop a sense of shared responsibility and mutual contribution (Forslund Frykedal & Hammar Chiriak, 2018). These efforts can contribute to a more supportive and inclusive environment for young people as they navigate Vietnam's evolving multicultural society.

For parents, the study underscores the importance of ongoing and intentional conversations at home. In Vietnam, where family plays a central role in children's development, parents can strengthen the values of inclusivity by discussing their children's experiences with multicultural events and embedding these discussions into daily interactions (Mestechkina et al., 2013). This consistent connection between school and home ensures that the messages children receive about inclusivity are meaningful and cohesive, enhancing their ability to understand and apply these values in real life (Dawson-McClure et al., 2017).

Providing parents with resources, such as *Family Diversity Workshops*, can empower them to address topics of inclusivity effectively. These tools help normalize conversations about tolerance and inclusiveness within family settings, making these values integral to daily life (Lin, 2020; Pradhan & Naik, 2024). By equipping parents with practical strategies and culturally inclusive materials, children are more likely to develop empathetic and culturally aware perspectives that shape their social interactions and attitudes as they grow (Burke et al., 2024; Kelty & Wakabayashi, 2020; M.-H. Nguyen, 2024; Tran, 2024). When parents consistently reinforce the value of diversity and inclusion, they create an environment that complements lessons from schools. This alignment between home and school prepares children to navigate and thrive in a diverse and interconnected world (Michaelson et al., 2021). By enhancing open, ongoing discussions, parents play a crucial role in shaping their children's understanding of inclusiveness, ensuring these principles are consistently reinforced across environments.

Lastly, a better partnership between schools and families is essential for embedding these values into daily life. When continuous, meaningful interactions reinforce

tolerance and inclusiveness, children are better prepared to navigate and contribute positively to Vietnam's diverse cultural landscape (Haines et al., 2015). Integrating diversity as a regular and essential part of education and parenting further nurtures their growth into empathetic, culturally aware individuals ready to play an active role in fostering a more inclusive and harmonious society (Eden et al., 2024).

Limitations and future research

While the findings provide valuable insights, it is essential to acknowledge the limitations of the study. The weak and moderate reliability of some associations suggests that specific effects may vary due to unobserved factors, such as the depth of cultural discussions or the level of student engagement in collaborative tasks. Future research could explore these nuances by examining how specific types of discussions, activities, or event formats might strengthen tolerance and inclusiveness. Longitudinal studies could further enrich this understanding by exploring how these relationships evolve over time and the long-term impact of targeted interventions. Moreover, the data are self-reported, so they may be subject to subjective biases. Future studies employing more objective measures and proxies should be conducted to validate the study's findings.

References

- Abacioglu, C. S., Epskamp, S., Fischer, A. H., & Volman, M. (2023). Effects of multicultural education on student engagement in low-and high-concentration classrooms: the mediating role of student relationships. *Learning Environments Research*, 26(3), 951-975.
- Abbasian, S. (2023). Festival participation for integration and inclusion? A critical reflection. *World Leisure Journal*, 65(4), 464-483.
- Adepoju, A. A., & Ojo, O. O. (2018). Bayesian method for solving the problem of multicollinearity in regression. *Afrika Statistika*, 13(3), 1823-1834.
- Alam, A., & Mohanty, A. (2023). Cultural beliefs and equity in educational institutions: exploring the social and philosophical notions of ability groupings in teaching and learning of mathematics. *International Journal of Adolescence and Youth*, 28(1), 2270662.

- Alzahrani, K., Ali, M., Azeem, M. I., & Alotaibi, B. A. (2023). Efficacy of public extension and advisory services for sustainable rice production. *Agriculture*, 13(5), 1062.
- Andersen, L. M. B., Rasmussen, A. N., Reavley, N. J., Bøggild, H., & Overgaard, C. (2021). The social route to mental health: a systematic review and synthesis of theories linking social relationships to mental health to inform interventions. *SSM-Mental Health*, 1, 100042.
- Breiner, H., Ford, M., Gadsden, V. L., National Academies of Sciences, E., & Medicine. (2016). Parenting knowledge, attitudes, and practices. In *Parenting Matters: Supporting Parents of Children Ages 0-8*. National Academies Press (US).
- Brooks, S. P., & Gelman, A. (1998). General methods for monitoring convergence of iterative simulations. *Journal of computational and graphical statistics*, 7(4), 434-455.
- Buchs, C., & Maradan, M. (2021). Fostering equity in a multicultural and multilingual classroom through cooperative learning. *Intercultural Education*, 32(4), 401-416.
- Burke, S., Sharp, L.-A., Woods, D., & Paradis, K. F. (2024). Enhancing parental support through parent-education programs in youth sport: A systematic review. *International Review of Sport and Exercise Psychology*, 17(1), 208-235.
- Casali, N., & Meneghetti, C. (2023). Soft skills and study-related factors: Direct and indirect associations with academic achievement and general distress in university students. *Education Sciences*, 13(6), 612.
<https://doi.org/10.3390/educsci13060612>
- Csilléry, K., Blum, M. G., Gaggiotti, O. E., & François, O. (2010). Approximate Bayesian computation (ABC) in practice. *Trends in Ecology and Evolution*, 25(7), 410-418.
<https://doi.org/10.1016/j.tree.2010.04.001>
- Cuadrado, I., Ordóñez-Carrasco, J. L., López-Rodríguez, L., Vázquez, A., & Brambilla, M. (2021). Tolerance towards difference: Adaptation and psychometric properties of the Spanish version of a new measure of tolerance and sex-moderated relations with prejudice. *International Journal of Intercultural Relations*, 84, 220-232.
- Dawson-McClure, S., Calzada, E. J., & Brotman, L. M. (2017). Engaging parents in preventive interventions for young children: Working with cultural diversity within low-income, urban neighborhoods. *Prevention Science*, 18(6), 660-670.

- Denson, N., & Zhang, S. (2010). The impact of student experiences with diversity on developing graduate attributes. *Studies in Higher Education, 35*(5), 529-543.
- Deysolong, J. (2023). The crucial role of parent involvement in the learning process of students. *International Journal of Value-Based Management, 10*(9), 1-5.
- Duggan, S. (2001). Educational reform in Viet Nam: A process of change or continuity? *Comparative Education, 37*(2), 193-212.
- Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). Cultural competence in education: strategies for fostering inclusivity and diversity awareness. *International Journal of Applied Research in Social Sciences, 6*(3), 383-392.
- El Nokali, N. E., Bachman, H. J., & Votruba-Drzal, E. (2010). Parent involvement and children's academic and social development in elementary school. *Child development, 81*(3), 988-1005.
- Elias, A., & Mansouri, F. (2023). Towards a critical transformative approach to inclusive intercultural education. *Journal of Multicultural Discourses, 18*(1), 4-21.
- Elsayed, W. (2024). Building a better society: The Vital role of Family's social values in creating a culture of giving in young Children's minds. *Heliyon, 10*(7).
- Escandon-Barbosa, D., Salas-Paramo, J., & Caicedo, L. F. (2024). Exploring the dynamics of virtual value co-creation in tourism: an analysis of social factors, mindful approach, and technological stress over time. *Current Psychology, 43*(35), 28105-28120. <https://doi.org/10.1007/s12144-024-06355-0>
- Faas, D., Smith, A., & Darmody, M. (2018). The role of principals in creating inclusive school environments: insights from community national schools in Ireland. *School Leadership & Management, 38*(4), 457-473.
- Forslund Frykedal, K., & Hammar Chiriatic, E. (2018). Student collaboration in group work: Inclusion as participation. *International journal of disability, development and education, 65*(2), 183-198.
- Gill, J. (2014). *Bayesian methods: A social and behavioral sciences approach* (Vol. 20). CRC press.
- Haines, S. J., Gross, J. M., Blue-Banning, M., Francis, G. L., & Turnbull, A. P. (2015). Fostering family–school and community–school partnerships in inclusive

- schools: Using practice as a guide. *Research and Practice for persons with severe disabilities*, 40(3), 227-239.
- Halsey, L. G., Curran-Everett, D., Vowler, S. L., & Drummond, G. B. (2015). The fickle P value generates irreproducible results. *Nature Methods*, 12(3), 179-185.
<https://doi.org/10.1038/nmeth.3288>
- Heimlich, J. E., & Ardoin, N. M. (2008). Understanding behavior to understand behavior change: A literature review. *Environmental education research*, 14(3), 215-237.
- Hossain, K. I. (2024). Reviewing the role of culture in English language learning: Challenges and opportunities for educators. *Social Sciences & Humanities Open*, 9, 100781.
- Huang, Y., Hou, Y., Ren, J., Yang, J., & Wen, Y. (2023). How to promote sustainable bamboo forest management: an empirical study from small-scale farmers in China. *Forests*, 15(1), 12. <https://doi.org/10.3390/f15010012>
- Indelicato, M. E., & Magalhaes Lopes, M. (2024). Understanding populist far-right anti-immigration and anti-gender stances beyond the paradigm of gender as 'a symbolic glue': Giorgia Meloni's modern motherhood, neo-Catholicism, and reproductive racism. *European Journal of Women's Studies*, 31(1), 6-20.
- Jaya, I., Tantular, B., & Andriyana, Y. (2019). A Bayesian approach on multicollinearity problem with an Informative Prior. *Journal of Physics: Conference Series*,
- Kelty, N. E., & Wakabayashi, T. (2020). Family engagement in schools: Parent, educator, and community perspectives. *Sage Open*, 10(4), 2158244020973024.
- Khan, A. (2024). The Global Village: Intercultural Communication and Understanding in a Connected World. *Liberal Journal of Language & Literature Review*, 2(01), 13-22.
- Krstić, V., Filipović, I., & Ristić Trajković, J. (2024). Cultural Sensitivity and Social Well-Being in Embassy Architecture: Educational Approaches and Design Strategies. *Sustainability*, 16(20), 8880.
- Kruglanski, A. W., Gelfand, M. J., Bélanger, J. J., Sheveland, A., Hetiarachchi, M., & Gunaratna, R. (2014). The psychology of radicalization and deradicalization: How significance quest impacts violent extremism. *Political Psychology*, 35, 69-93.
- La, V.-P., & Vuong, Q.-H. (2019). bayesvl: Visually learning the graphical structure of Bayesian networks and performing MCMC with 'Stan'. *The Comprehensive R*

Archive Network (CRAN). <https://cran.r-project.org/web/packages/bayesvl/index.html>

- Le, H. T. K. (2014). Vietnamese higher education in the globalisation context: A question of qualitative or quantitative targets. *International education journal: comparative perspectives*, 13(1), 17-29.
- Leamer, E. E. (1973). Multicollinearity: a Bayesian interpretation. *The Review of Economics and Statistics*, 55(3), 371-380.
- Lin, C. (2020). Understanding cultural diversity and diverse identities. *Quality Education*, 929-938.
- Long, P. T., Hue, N. T., Nhat, H. T., Chinh, C. D., Van Tuan, N., Van Anh, D. T., . . . Ha, L. T. T. (2019). Multicultural Education in higher education in Vietnam. *American Journal of Educational Research*.
- Lyu, J. (2024). Cultivating Cross-Cultural Competence in Students. SHS Web of Conferences,
- Melé, D., & Sánchez-Runde, C. (2013). Cultural diversity and universal ethics in a global world. In (Vol. 116, pp. 681-687): Springer.
- Mestechkina, T., Son, N. D., & Shin, J. Y. (2013). Parenting in Vietnam. In *Parenting across cultures: Childrearing, motherhood and fatherhood in non-western cultures* (pp. 47-57). Springer.
- Michaelson, V., Pilato, K. A., & Davison, C. M. (2021). Family as a health promotion setting: A scoping review of conceptual models of the health-promoting family. *PLoS One*, 16(4), e0249707.
- Naz, F. L., Afzal, A., & Khan, M. H. N. (2023). Challenges and benefits of multicultural education for promoting equality in diverse classrooms. *Journal of Social Sciences Review*, 3(2), 511-522.
- Nguyen, H.-L., Dinh, V.-H., Hoang, P.-H., Luong, V.-T., & Le, A.-V. (2021). School students' perception, attitudes and skills regarding global citizenship-dataset from Vietnam. *Data in Brief*, 37, 107162. <https://doi.org/10.1016/j.dib.2021.107162>
- Nguyen, H. (2015). Globalization, consumerism, and the emergence of teens in contemporary Vietnam. *Journal of Social History*, 49(1), 4-19.

- Nguyen, H. T. T. (2024). Predicting the determinants of generation Z's readiness to adopt circular economy for plastics in Vietnam. *Circular Economy and Sustainability*, 1-23. <https://doi.org/10.1007/s43615-024-00429-8>
- Nguyen, M.-H. (2024). Natural absurdity: How satirical fables can inform us of a vision for sustainability? <https://philarchive.org/rec/NGUNAH>
- Nguyen, M.-H., La, V.-P., Le, T.-T., & Vuong, Q.-H. (2022). Introduction to Bayesian Mindsponge Framework analytics: An innovative method for social and psychological research. *MethodsX*, 9, 101808. <https://doi.org/10.1016/j.mex.2022.101808>
- Overton, A. R., & Lowry, A. C. (2013). Conflict management: difficult conversations with difficult people. *Clinics in colon and rectal surgery*, 26(04), 259-264.
- Patel, F., Mingsheng, L., & Sooknanan, P. (2011). *Intercultural communication: Building a global community*. Sage.
- Pelletier, J., & Brent, J. M. (2002). Parent participation in children's readiness: The effects of parental self-efficacy, cultural diversity and teacher strategies. *International Journal of Early Childhood*, 34(1), 45-60.
- Pettifor, J. L., & Ferrero, A. (2012). Ethical dilemmas, cultural differences, and the globalization of psychology. *The Oxford handbook of international psychological ethics*, 28-41.
- Poort, I., Jansen, E., & Hofman, A. (2022). Does the group matter? Effects of trust, cultural diversity, and group formation on engagement in group work in higher education. *Higher Education Research & Development*, 41(2), 511-526.
- Pradhan, K. C., & Naik, M. S. (2024). Inclusive education: a foundation for equality and empowerment at the elementary stage. *International Journal of Multidisciplinary Research in Arts, Science and Technology*, 2(2), 1-8.
- Raja, R., Ma, J., Zhang, M., Li, X. Y., Almutairi, N. S., & Almutairi, A. H. (2023). Social identity loss and reverse culture shock: Experiences of international students in China during the COVID-19 pandemic. *Frontiers in Psychology*, 14, 994411. <https://doi.org/10.3389/fpsyg.2023.994411>

- Rapp, A. C., & Corral-Granados, A. (2024). Understanding inclusive education—a theoretical contribution from system theory and the constructionist perspective. *International Journal of Inclusive Education*, 28(4), 423-439.
- Rocha, O., Kamphambale, D., MacMahon, C., Coetzer, J.-H., & Morales, L. (2023). The Power of Education in a Globalised World: Challenging Geoeconomic Inequalities. *Peace Review*, 35(4), 708-723.
- Rohmah, S. S., & Salim, R. M. A. (2020). Diversity and Children's Empathy: The Mediating Role of Parent's Prejudice. International Conference on Educational Psychology and Pedagogy-" Diversity in Education"(ICEPP 2019),
- Sanger, C. S. (2020). Inclusive pedagogy and universal design approaches for diverse learning environments. *Diversity and inclusion in global higher education: Lessons from across Asia*, 31-71.
- Santisteban, D. A., Mena, M. P., & Abalo, C. (2013). Bridging diversity and family systems: Culturally informed and flexible family-based treatment for Hispanic adolescents. *Couple and Family Psychology: Research and Practice*, 2(4), 246.
- Sanvictores, T., & Mendez, M. D. (2021). Types of parenting styles and effects on children.
- Sari, N. P. W. P., Duong, M.-P. T., Li, D., Nguyen, M.-H., & Vuong, Q.-H. (2024). Rethinking the effects of performance expectancy and effort expectancy on new technology adoption: Evidence from Moroccan nursing students. *Teaching and Learning in Nursing*, 19(3), e557-e565. <https://doi.org/10.1016/j.teln.2024.04.002>
- Shannon, C. E. (1948). A mathematical theory of communication. *The Bell System Technical Journal*, 27(3), 379-423. <https://doi.org/10.1002/j.1538-7305.1948.tb01338.x>
- Sierra-Huedo, M. L., Romea, A. C., & Bruton, L. A. (2024). Parents' Assumptions and Beliefs about the Impact of Cultural Diversity on Children: A Preliminary Study in Italy, Bulgaria, Germany, Greece, and Spain. *Education Sciences*, 14(6), 640.
- Tamis-LeMonda, C. S., Way, N., Hughes, D., Yoshikawa, H., Kalman, R. K., & Niwa, E. Y. (2008). Parents' goals for children: The dynamic coexistence of individualism and collectivism in cultures and individuals. *Social development*, 17(1), 183-209.
- Taptiani, N., Mahadi, A., Romadhon, I. F., Pratama, A. M., Muhammad, R., Purwanto, E., . . . Isbandi, F. S. (2024). The Impact Of Globalization On Local Culture.

- Tran, L. T., & Marginson, S. (2018). *Internationalisation of Vietnamese higher education: An overview*. Springer.
- Tran, L. T., Ngo, M., Nguyen, N., & Dang, X. T. (2017). Hybridity in Vietnamese universities: An analysis of the interactions between Vietnamese traditions and foreign influences. *Studies in Higher Education*, 42(10), 1899-1916.
- Tran, T. M. A. (2024). Conversations with Kingfisher: Wisdom from Vuong's Wild Wise Weird Stories. <https://philpapers.org/rec/TRACWK>
- Truong, T. D., Hallinger, P., & Sanga, K. (2017). Confucian values and school leadership in Vietnam: Exploring the influence of culture on principal decision making. *Educational management administration & leadership*, 45(1), 77-100.
- Van Anh, L. (2006). Adapting to Globalization in Vietnam: Seeking Development in the Global Economy. *Fairness, Globalization, and Public Institutions: East Asia and Beyond*, 312-318.
- van de Schoot, R., Depaoli, S., King, R., Kramer, B., Märtens, K., Tadesse, M. G., . . . Willemsen, J. (2021). Bayesian statistics and modelling. *Nature Reviews Methods Primers*, 1(1), 1. <https://doi.org/10.1038/s43586-020-00001-2>
- Vehtari, A., & Gabry, J. (2019). *Bayesian Stacking and Pseudo-BMA weights using the loo package*. In (Version loo 2.2.0) <https://mc-stan.org/loo/articles/loo2-weights.html>
- Vehtari, A., Gelman, A., & Gabry, J. (2017). Practical Bayesian model evaluation using leave-one-out cross-validation and WAIC. *Statistics and Computing*, 27(5), 1413-1432. <https://doi.org/10.1007/s11222-016-9696-4>
- Vuong, Q.-H. (2018). The (ir)rational consideration of the cost of science in transition economies. *Nature Human Behaviour*, 2(1), 5-5. <https://doi.org/10.1038/s41562-017-0281-4>
- Vuong, Q.-H. (2023). *Mindsponge theory*. Walter de Gruyter GmbH. <https://www.amazon.com/dp/B0C3WHZ2B3/>
- Vuong, Q.-H. (2024). *Wild Wise Weird*. <https://www.amazon.com/dp/B0BG2NNHY6>
- Vuong, Q.-H., & Nguyen, M.-H. (2024a). *Better economics for the Earth: A lesson from quantum and information theories*. <https://www.amazon.com/dp/B0D98L5K44/>

- Vuong, Q.-H., & Nguyen, M.-H. (2024b). Exploring the role of rejection in scholarly knowledge production: Insights from granular interaction thinking and information theory. *Learned Publishing*, e1636. <https://doi.org/10.1002/leap.1636>
- Vuong, Q.-H., & Nguyen, M.-H. (2024c). Further on informational quanta, interactions, and entropy under the granular view of value formation. <https://doi.org/10.2139/ssrn.4922461>
- Vuong, Q.-H., Nguyen, M.-H., & La, V.-P. (2022). *The mindsponge and BMF analytics for innovative thinking in social sciences and humanities*. Walter de Gruyter GmbH. <https://www.amazon.com/dp/B0C4ZK3M74/>
- Vuong, Q. H., & Napier, N. K. (2015). Acculturation and global mindsponge: An emerging market perspective. *International Journal of Intercultural Relations*, 49, 354-367. <https://doi.org/10.1016/j.ijintrel.2015.06.003>
- Wagenmakers, E.-J., Marsman, M., Jamil, T., Ly, A., Verhagen, J., Love, J., . . . Epskamp, S. (2018). Bayesian inference for psychology. Part I: Theoretical advantages and practical ramifications. *Psychonomic Bulletin Review*, 25(1), 35-57. <https://doi.org/10.3758/s13423-017-1343-3>