

Researching the Current Situation and Proposing Solutions to Discipline Students of Medical Universities in Vietnam in Response to the Impacts of the Market Economy

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Publication Date: 2025/05/13

Abstract: The market economy exerts a profound and multidimensional influence on all aspects of social life, encompassing both positive and negative directions. Within this context, the cultivation of disciplinary awareness among medical university students in Vietnam is inevitably affected by such socio-economic transformations. Positively, the market economy fosters a shift in students' perception and awareness of discipline, contributing to the development of self-regulatory behaviors, a stronger sense of responsibility, and autonomous learning. Furthermore, it provides a conducive environment for medical students to access contemporary knowledge and engage with scientific advancements, thereby facilitating the enhancement of professional competencies and academic performance. Nonetheless, in parallel with these benefits, the market economy also presents challenges that may erode students' discipline. Manifestations of such adverse effects include excessive engagement in online gaming, gambling, lottery betting, predatory lending, violations of academic regulations, breaches of campus discipline, and non-compliance with traffic laws. These behaviors not only compromise students' physical and mental health and social relationships but also significantly impact their academic achievement and personal development. In this socio-economic setting, the present study aims to examine the current status of disciplinary training among students at medical universities in Vietnam within the context of the market economy. Based on empirical findings, the study proposes a series of targeted solutions to mitigate the negative impacts, reinforce students' disciplinary awareness, and promote their holistic development in the current socio-economic landscape.

Keywords: Market Economy, Discipline, Medical Students.

How to Cite: Nguyen Thanh Tinh; Tran Quy Giang; Le Tien Thanh; Vu Nguyen Tri Thuc; Ngo Duy Thang; Truong Bach (2025). Researching the Current Situation and Proposing Solutions to Discipline Students of Medical Universities in Vietnam in Response to the Impacts of the Market Economy. *International Journal of Innovative Science and Research Technology*, 10(4), 3440-3447. <https://doi.org/10.38124/ijisrt/25apr1898>

I. INTRODUCTION

➤ Background and Objectives of the Research

The development of the socialist-oriented market economy in Vietnam in recent years has created numerous favorable opportunities for Vietnamese students in general, and medical university students in particular, to enhance their professional competencies, cultivate moral values, and develop essential career skills. However, alongside these positive contributions, the market economy has also posed considerable challenges, exerting complex and multifaceted influences on students' processes of self-discipline, moral development, and academic training.

Under the adverse impacts of the market economy, a portion of students face difficulties in meeting the essential requirements related to personal qualities, learning attitudes, professional competencies, and medical ethics. Financial pressures, the growing emphasis on material gains, and a tendency toward utilitarian lifestyles may lead some students to adopt distorted perceptions, resulting in a decline in self-discipline and a lack of responsibility in their academic and professional development. This issue is clearly reflected in the increasing prevalence of behaviors that violate university regulations and national laws, such as academic dishonesty, breaches of campus discipline, online gaming addiction, gambling, usurious borrowing, and traffic law violations. These phenomena not only hinder students' learning and

personal development but also negatively affect the overall quality of future healthcare workforce training.

From the issues, this study was conducted with two primary objectives: first, to survey and evaluate the current state of disciplinary training among medical university students in Vietnam under the influence of the contemporary market economy; and second, to propose a number of solutions aimed at enhancing students' discipline in response to these impacts.

II. SUBJECTS AND METHODS OF THE RESEARCH

➤ *Subjects of the Research*

The research subject is the disciplinary training of medical university students in Vietnam under the influence of the current market economy. Surveys assessing the current state of disciplinary training of medical university students in Vietnam under the impact of the present market economy were conducted with 450 students, including 150 third-year students (3rd-year student course), 150 fourth-year students (4th-year student course), 150 fifth-year students (5th-year student course), as well as 25 administrative staff members and 50 lecturers from four medical universities in Hanoi (Vietnam).

➤ *Methods of the Research*

The survey was designed based on questions assessing participants' perceptions of disciplinary

training, using a five-point scale (Very important, Important, Less important, Unimportant, and Difficult to answer); participants' evaluations of the content, format, and measures to enhance disciplinary training were measured on a four-point scale (Very appropriate, Appropriate, Inappropriate, and Difficult to answer); assessments of medical students' self-discipline in complying with training regulations in Hanoi were conducted using a four-point scale (Good, Fair, Average, and Difficult to answer). The impact of the market economy on students' disciplinary training was evaluated using a four-point scale (Positive impact, Negative impact, Dual impact, and No impact).

III. RESEARCH RESULTS AND DISCUSSION

➤ *Results of the Study on the Current Situation of Discipline Training of Students of Medical Universities in Vietnam against the impact of the Current Market Economy*

- *Current situation of stakeholders' awareness and responsibility regarding the role of disciplinary training for medical university students in Vietnam under the impact of the market economy*

✓ *Advantages:*

The majority of stakeholders have proper awareness and emphasize responsibility in shaping medical students' discipline in the context of market economy influences.

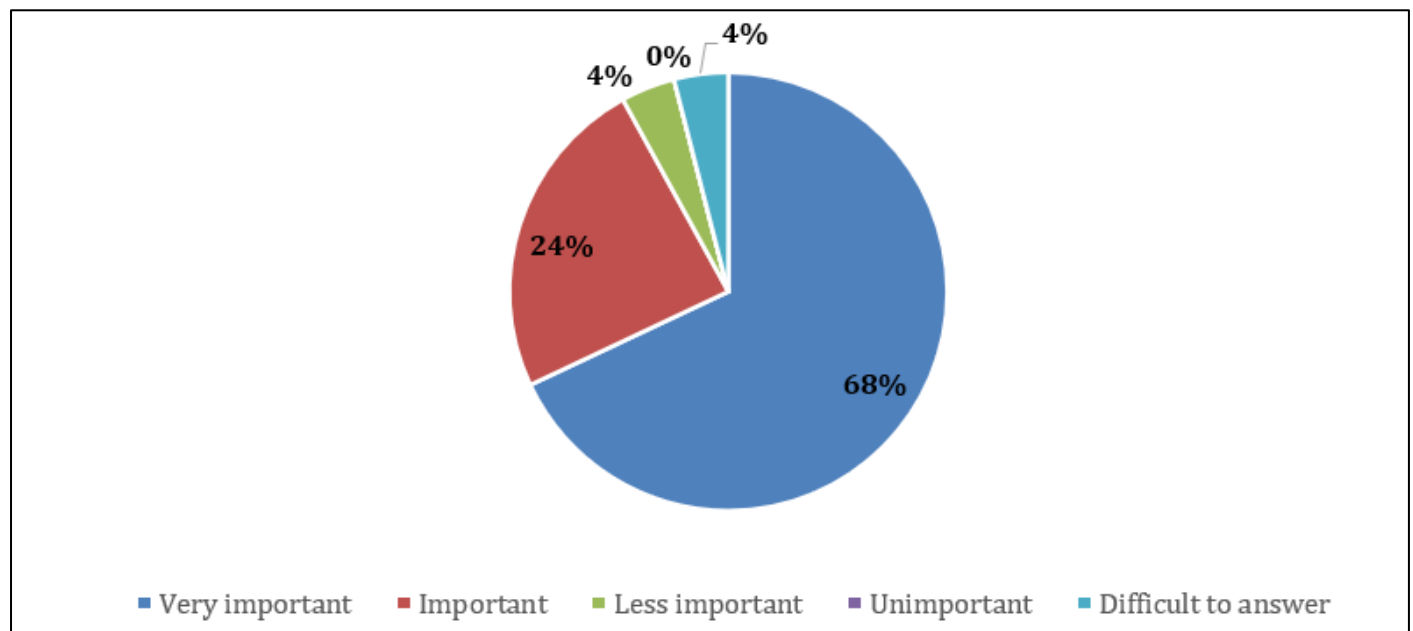


Fig 1 Survey results on the awareness of 50 lecturers regarding the role of students' disciplinary training at medical universities in Vietnam under the impact of the market economy

The survey results show that the teaching staff at medical universities have a deep and consistent awareness of the particularly important role of disciplinary training for students. Of these, 68% of lecturers consider disciplinary training as "very important," 24% assess it as "important," and none selected "not important." These results indicate

that disciplinary training is seen by lecturers as a mandatory foundation for forming students' proper demeanor, medical ethics, and professional integrity – especially in the context of the market economy, which is having multifaceted impacts on students' mindsets and lifestyles.

Table 1 Survey results on the awareness of 25 student affairs administrators regarding the role of students' disciplinary training at medical universities in Vietnam under the impact of the market economy

Option	The surveyed course administrators		
	5th-year Student Course	4th-year Student Course	3rd-year Student Course
Very important	60%	68%	60%
Important	24%	16%	12%
Less important	04%	04%	08%
Unimportant	04%	08%	04%
Difficult to answer	08%	04%	16%

The administrators are the ones directly responsible for organizing, inspecting, supervising, and educating students throughout the entire training process. Survey results evaluating the role of disciplinary training for students at medical universities in Vietnam show that the vast majority (from 60% and above) of student administrators consider it

to be very important. This serves as a basis for assessing that the administrators at medical universities have a high level of responsibility in leading, directing, and organizing the implementation of disciplinary training for the students under their direct management.

Table 2 Survey results on the perceptions of 450 students regarding the role of disciplinary training for students at medical universities in Vietnam in the context of the impacts of the market economy.

Option	The surveyed training courses		
	5th-year Student Course	4th-year Student Course	3rd-year Student Course
Very important	56%	44%	32%
Important	28%	36%	52%
Less important	04%	08%	04%
Unimportant	04%	08%	08%
Difficult to answer	08%	04%	04%

Students are the central subjects in the training process, as well as the group most strongly influenced by the external social environment. Survey results show that the percentage of students rating discipline training as "Very important" and "Important" reached 84% among 5th-year students, 80% among 4th-year students, and 84% among 3rd-year students. This indicates that, despite the impact of the market economy, the vast majority of students still maintain a correct perspective, recognizing discipline training as a foundational factor in their learning and personal development. The research findings reveal that all stakeholders (lecturers, administrators, and students) highly value the role of disciplinary training for students, with over 80% selecting the

ratings of "Very important" and "Important." Regarding the "Very important" option, 68% of lecturers, 60–68% of administrators, and 32–56% of students expressed this view. Although there is a gap of approximately 30% between lecturers - administrators and students, this highlights the clear orientational role of educators and administrators, while students still need to strengthen their awareness and sense of responsibility.

✓ Disadvantages:

The stakeholders' perceptions of the role of student disciplinary training under the influence of the market economy remain incomplete and inconsistent.

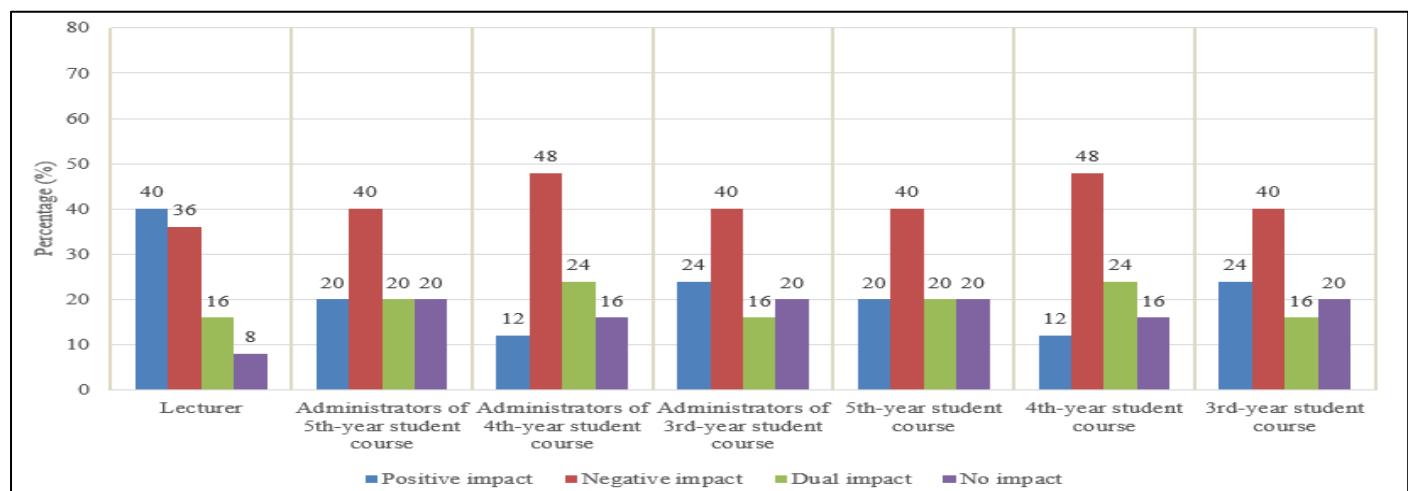


Fig 2 Assessments of lecturers, administrators, and students on the impact of the market economy on disciplinary training among medical university students in Vietnam

Survey results indicate that lecturers' perceptions of the impact of the market economy on student disciplinary training remain inconsistent. Although most lecturers recognize the market economy as having positive effects, such as improving teaching methods and management practices, 36% believe it has a negative impact on student discipline, while 8% perceive no impact at all. This reflects an incomplete understanding of the market economy's influence on disciplinary training within medical education environments.

Among the administrative staff, between 16% and 20% have not correctly recognized the impact of the market economy, with some believing that it does not significantly affect disciplinary training. However, only 24% of administrators see the market economy as providing opportunities to improve technical resources and enhance the effectiveness of student management.

Among students, between 16% and 20% have not fully recognized the impact of the market economy, particularly underestimating the negative influences of social media trends and individualism. This lack of awareness leads to a diminished sense of vigilance in adhering to regulations, thereby increasing the risk of disciplinary violations in both academic and daily activities. Such insufficient awareness not

only affects students' disciplinary training but also undermines their sense of self-discipline and professional ethics.

Thus, with 8–20% of lecturers, administrators, and students believing that the market economy does not significantly affect disciplinary training, and only 16–24% recognizing its dual impact, this disparity in perception indicates that a portion of these groups have not clearly identified the potential risks posed by the social environment. This stems from limitations in the role of communication, a lack of in-depth education, and low levels of practical experience, particularly among students.

- *Current situation regarding the appropriateness of the content, format, and methods of disciplinary training for students at medical universities in Vietnam under the impact of the market economy*

✓ *Advantages:*

The key stakeholders in disciplinary training have generally made appropriate choices and effectively implemented the content, formats, and methods of disciplinary training for students at medical universities in Vietnam under the impact of the market economy.

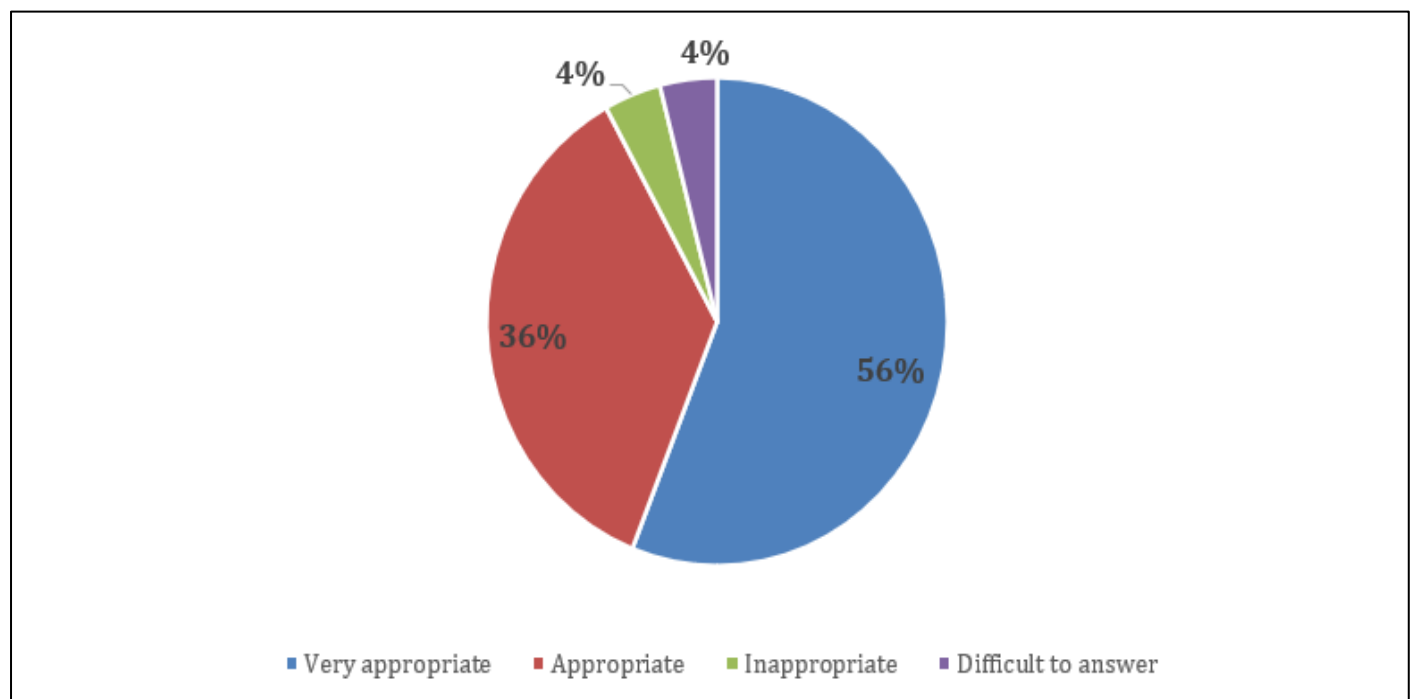


Fig 3 Evaluation by 50 lecturers on the appropriateness of the content, formats, and methods of disciplinary training for students at medical universities in Vietnam

The survey results show that 56% of lecturers evaluated the current content, form, and methods of disciplinary training as "Very appropriate", 36% considered them "Appropriate", while the percentage of those who rated them as "Inappropriate" and "Difficult to answer" accounted for

only 4%. This confirms that the lecturers not only clearly perceive the role of disciplinary training but also highly agree with the current organization and implementation methods, especially in integrating discipline into professional teaching, medical ethics education, and students' disciplinary training.

Table 3 The evaluation by 25 administrative staff on the appropriateness of the content, form, and methods of disciplinary training for students at medical universities in Vietnam.

Option	The surveyed course administrators		
	5th-year Student Course	4th-year Student Course	3rd-year Student Course
Very appropriate	44%	32%	44%
Appropriate	44%	52%	40%
Inappropriate	04%	08%	08%
Difficult to answer	08%	08%	08%

General assessment of the appropriateness of the content, format, and disciplinary training measures, as well as survey data, indicates that on average, over 80% of

managerial staff consider the currently implemented measures to be appropriate and highly effective.

Table 4 The evaluation by 450 students regarding the appropriateness of the content, forms, and disciplinary training measures for students at medical universities in Vietnam

Option	The surveyed training courses		
	5th-year Student Course	4th-year Student Course	3rd-year Student Course
Very appropriate	40%	44%	44%
Appropriate	40%	36%	40%
Inappropriate	16%	08%	04%
Difficult to answer	04%	12%	12%

The survey results show that over 80% of students across cohorts rated the disciplinary training content, forms, and measures as 'Very appropriate' and 'Appropriate'. This affirms that the current approaches to disciplinary training are well-suited and highly effective."

With over 84% of lecturers, administrators, and students rating the current content, forms, and measures of disciplinary training as 'very appropriate' and 'appropriate', the results reflect both the effectiveness and the practical adaptability of these approaches in medical education. Medical universities continuously innovate teaching

methods, placing strong emphasis on ethics, medical morality, and professional responsibility. The integration of disciplinary education into specialized lectures, combined with management technologies and student self-governance, has enhanced students' awareness and discipline. These efforts align with students' psychological characteristics and meet the demands of comprehensive development within the context of a market-oriented economy.

✓ *Disadvantages:*

There are certain limitations to the content, forms, and measures of student disciplinary training.

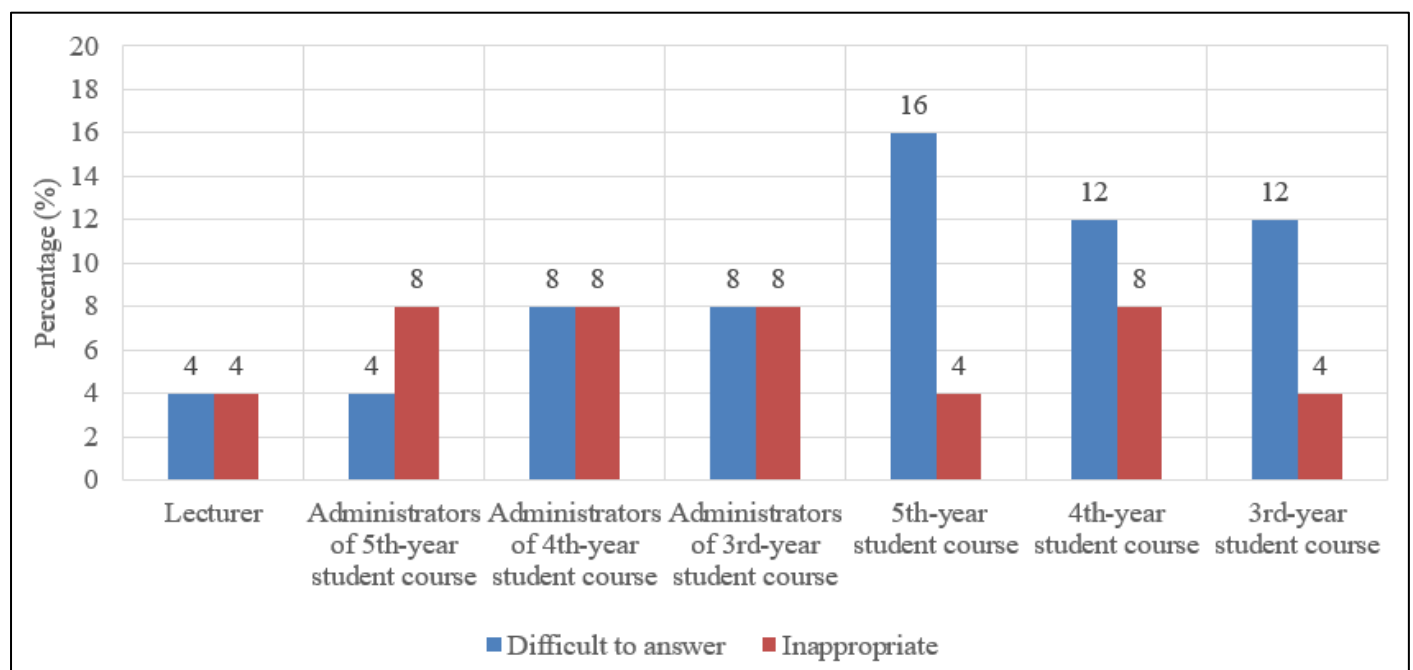


Fig 4 The evaluation by stakeholders regarding the content, forms, and measures to enhance the quality of disciplinary training at medical universities in Vietnam

Regarding the current content, forms, and measures of student disciplinary training, 4% of lecturers believe that the existing measures are inappropriate, and another 4% found it difficult to provide an assessment. This reflects a lack of alignment between disciplinary training approaches and the specific characteristics of the medical field as well as students' psychological profiles. Among administrators, 8% consider the current content, forms, and measures to be inappropriate, while 4% to 8% reported difficulty in providing a clear assessment. The current disciplinary training methods remain generalized and lack clear differentiation across academic cohorts, failing to adequately meet practical demands. For students, 16% (5th-year student course) and 12% (3rd-year student course and 4th-year student course) provided ambiguous evaluations, while 4% to 8% found the measures to be inappropriate. These figures suggest that a gap still exists between the training content, methods, and measures, and the actual conditions of students' learning and clinical training.

Between 12% and 16% of students indicated that the current disciplinary training measures are either "Inappropriate" or "Difficult to answer"; similarly, 4% to 8% of lecturers and administrators shared the same assessment. This proportion reflects limitations in the implementation of disciplinary education, which remains administrative in nature, overly one-way in communication, and insufficiently aligned with students' psychological realities. Moreover, the measures lack differentiation based on students' academic levels, cognitive development, and the specific needs of different student groups.

- *The current state of student disciplinary training outcomes at medical universities in Vietnam under the impact of the market economy*

✓ *Advantages:*

Student disciplinary training outcomes at medical universities in Vietnam have shown positive changes under the impact of the market economy.

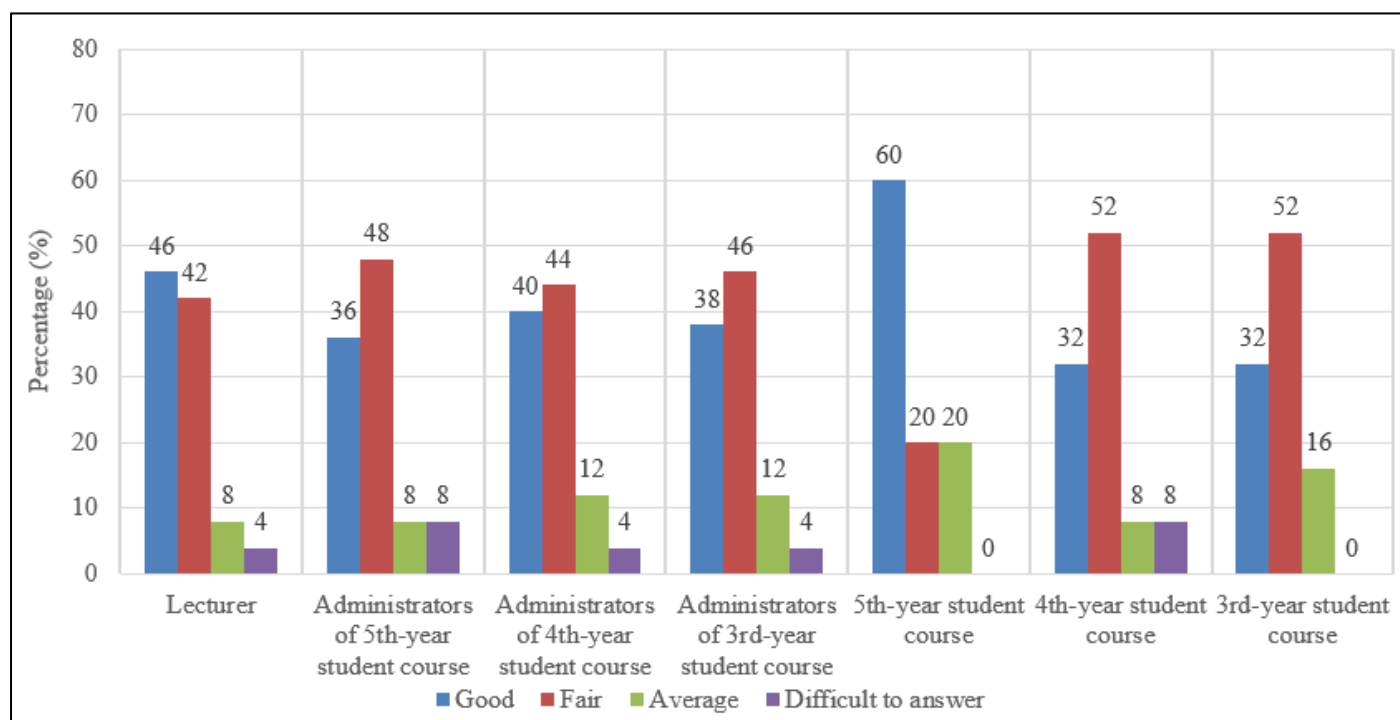


Fig 5 Evaluation by lecturers, administrators, and students on the self-discipline capacity of medical university students in Vietnam today

Survey results show that lecturers at medical universities have acknowledged clear improvements in students' self-discipline in disciplinary training. 46% of lecturers rated the level of self-discipline as 'Good' and 42% as 'Fair'. Students strictly comply with regulations, study schedules, and clinical practice hours. Administrative staff evaluated the stability of students' disciplinary training, with the proportion of students rated as 'Good' ranging from 36% to 40%, and 'Fair' from 44% to 48%. The content, forms, and measures of disciplinary training such as maintaining extracurricular activities, organizing programs to raise awareness of professional ethics, and applying technology to monitor students have contributed to improving students' self-discipline in learning and daily life. Students rated their

own self-discipline at a high level, with 60% of students in 5th-year student course rating it as 'Good'. Violations of regulations such as the use of internet-connected devices during class or other forms of misconduct have been significantly reduced.

Thus, the proportion of 'Good' and 'Fair' evaluations regarding students' self-discipline in complying with regulations remains high: 88% among lecturers, 80% to 88% among administrators, and 84% to 90% in students' self-assessments. These results reflect a positive shift from awareness to behavior, highlighting the role of lecturers and administrators in guidance and supervision, as well as the

relatively effective reception and adaptation by students within the medical education environment.

✓ *Disadvantages:*

Student disciplinary training outcomes at medical universities in Vietnam still face certain limitations, some of which are directly related to the negative impacts of the market economy

In recent times, some students at medical universities have shown signs of lacking political will, ideological stance, and proper motivation in their learning and training. Instances of indiscipline, lack of focus on study and training, ideological instability, and violations of state laws and university regulations still exist. Common violations include breaking classroom rules, using phones and computers, sharing harmful content on social media, theft, unpayable debts, and the use of stimulants. According to survey results, the number of disciplinary violations was recorded as 63 cases for the 5th-year student course, 8 cases for the 4th-year student course, and 2 cases for the 3rd-year student course. These violations are showing an increasing trend, particularly under the influence of the market economy.

➤ *Proposed Solutions for Improving Student Disciplinary Training at Medical Universities in Vietnam in the Context of the Current Market Economy*

- *Solution 1: Raising awareness and responsibility among stakeholders in student disciplinary training at medical universities in Vietnam in the context of the current market economy.*

This is a foundational solution that plays a key role in promoting students' sense of responsibility and discipline. Medical universities need to utilize communication campaigns and education to raise students' awareness of the negative impacts of the market economy on disciplinary training. At the same time, administrators and lecturers should educate students to clearly understand the content, forms, and measures for preventing and addressing the negative effects of the market economy on their discipline. It is essential to strengthen educational programs, seminars, and political education activities so that students understand the impacts of the market economy and take initiative in avoiding negative influences. Through this, students will better understand their position, role, and responsibility in preventing and overcoming the adverse effects of the market economy on their disciplinary training.

- *Solution 2: Diversifying the content, forms, and measures of student disciplinary training at medical universities in response to the current impact of the market economy.*

This is an important solution that contributes to forming a comprehensive system for preventing and addressing the negative effects of the market economy. Universities need to accurately identify relevant content and flexibly and creatively apply various forms and measures to foster students' discipline and resilience against these impacts. Administrators and lecturers are responsible for implementing and supervising educational and communication activities, while also supporting students to

proactively participate in legal education programs, awareness campaigns, discussion forums, and seminars aimed at increasing understanding of how the market economy affects student life. Each student should also actively engage in academic and training competitions and make effective use of modern technological tools to access knowledge and develop skills.

- *Solution 3: Promoting students' activeness and self-discipline in personal disciplinary training under the influence of the current market economy.*

This is the key to the quality and effectiveness of student disciplinary training. Medical universities need to deeply understand the role and importance of self-discipline in the training process. Based on that understanding, institutions should take the initiative in developing training plans that align with the characteristics and needs of students, and that correspond to each student's responsibilities, academic tasks, and future professional requirements. At the same time, universities must create a healthy learning and living environment that helps students build positive social relationships, develop political awareness, and regulate personal behavior. This process requires leadership and guidance from lecturers and administrators to support students in maintaining self-discipline and achieving comprehensive development within the academic environment.

- *Solution 4: Building a healthy cultural environment to promote positive impacts and limit negative effects of the market economy on student disciplinary training today.*

This is an important solution that contributes to enhancing the positive and minimizing the negative influences of the market economy on students' discipline. Universities should regularly pay attention to and provide support for students' material and mental well-being, as well as improve campus facilities and the overall learning environment, thereby motivating students to maintain discipline and achieve well-rounded development. Institutions need to develop a team of responsible and supportive lecturers and administrators who can guide students toward becoming cultured and comprehensively developed individuals. Students themselves should continue to strengthen and expand meaningful cultural relationships, actively participate in cultural activities organized by the university, and through these experiences, enhance their awareness of discipline and their sense of responsibility in both academic and daily life.

IV. CONCLUSION

At present, the market economy poses numerous challenges to students' learning and training processes, particularly for those at medical universities. In this context, disciplinary training is not only an urgent requirement but also a key factor that determines the quality of education, training, and the personal development of each medical student. In order to mitigate the increasingly negative impacts of the market economy, it is essential to first raise awareness and responsibility among students and other relevant stakeholders in the process of disciplinary training. At the

same time, the selection of content, forms, and methods of training must be appropriately adjusted to ensure effectiveness and alignment with the specific characteristics of the medical education environment. In addition, it is essential to promote the activeness and self-discipline of students in cultivating their own sense of discipline, in parallel with creating a healthy pedagogical environment in medical universities. These solutions form an integrated whole that should be implemented synchronously, with close and flexible coordination, in order to maximize effectiveness in developing standardized disciplinary awareness and behavior among medical students in Vietnam today./.

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