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The Impacts of Heritage Education on Students' Nationalism and Patriotism: A Case Study at a Private University in Vietnam

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Abstract: Heritage education is an integral component of general and higher education programs. It helps students understand the national culture and arouses their love for the country. The quantitative study was conducted with the participation of 822 students in the FPT University system. Multiple linear regression analysis and Pearson correlation results help determine the relationship between heritage education's learning outcomes, including Vovinam martial arts and traditional musical instruments, and students' patriotic and nationalistic attitudes. Accordingly, promoting learning outcomes related to Skills, Attitudes, and Behaviors positively impacts the development of students' patriotism and nationalism. The study affirms the role of heritage education programs in the education system in Vietnam, especially at the university level. It confirms the necessity of this type of education at all stages of learners' development, especially in the research context at FPT University.

Keywords: *Heritage education, patriotism, nationalism, traditional musical instruments, Vovinam.*

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Introduction

In addition to formal education, heritage education gradually forms a trend in many institutions to educate students to preserve the beauty of their cultural values. Furthermore, it is necessary to build cultural background and historical knowledge for the younger generation (Nguyen, 2019), encourage respect for other cultures, and help strengthen community identities (Van Boxtel et al., 2016). Nguyen (2017) emphasizes the role of heritage education in contributing to the innovation of teaching methods and linking theory with practice. He also appreciates that form of education in the formation and improvement of students' personalities and cultural and civilized lifestyle, helping to raise students' awareness and responsibilities for the young generation in preserving and promoting the cultural heritage values of the people.

In the educational context, most people link the concept of heritage to history education (Van Doorselaere, 2021). Still, it is not merely things in the past but the present (Lowenthal, 2015). Many studies emphasized heritage education implemented at primary and secondary school levels in Turkey (Simşek & Kesici, 2012). In Malaysia, heritage education is incorporated into the formal primary school curriculum in subjects related to art, music, Bahasa Malaysia, and history. Similarly, heritage education is promoted in primary, middle, and high schools in Vietnam. Most learners experience the heritage education program through extra-curricular activities, such as visiting museums, watching movies about historical sites, or doing quizzes. Heritage education is rarely mentioned in the university curriculum. The teaching model at FPT University makes a difference when teaching students art subjects to train them in both professional knowledge and skills, specifically the program of teaching Vovinam (Vietnamese martial arts), and traditional musical instruments, including zither, moon lute, erhu, flute, and drums.

Assessing the impact of heritage education programs on students' perceptions becomes necessary when it contributes to reflecting the attractiveness or unattractiveness of the current training program. More humanely, the study hopes to verify the positive value that heritage education brings to university students; provides a more comprehensive outlook when previous studies were mainly aimed at younger learners. Within the scope of this research, we are particularly interested in the impact of heritage education on students' patriotism and nationalism, which are considered as not

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innate values (Bar-Tal, 1993), and being on a downward trend under the impact of technological advancement and globalization (Öztürk et al., 2016; Subaryana, 2012). For that reason, the following research question was formed:

- To what extent does heritage education affect students' sense of nationalism and patriotism?

Literature Review

Heritage Education

Heritage, referring to what has been inherited, including natural and cultural resources, is the legacy that our ancestor transmitted across time and is ready to be passed onto our future generations (Rasoolimanesh et al., 2017). The United Nations of Educational Scientific and Cultural Organizations (UNESCO, n.d.) states that the concept of heritage “encompasses tangible and intangible, natural and cultural, movable and immovable and documentary assets inherited from the past and transmitted to future generations by virtue of their irreplaceable values”.

Concerning heritage in education, Van Boxtel et al. (2011) believe it is a broad array of educational activities and the use of material and immaterial heritage in an academic setting. Heritage education is also not simply a subject that can be clearly stated in its related key concepts and skills. Likewise, Grever et al. (2012) consider heritage education as an approach to teaching history and culture, using information from the past as the primary instructional resources to reinforce understanding of history and culture. Heritage education is indeed closely linked to social science teaching, in which numerous studies have highlighted its necessity to involve students with their environment, knowledge, use, enjoyment, and dissemination of heritage as ways to show off the social and cultural identities of the learners (Trabajo-Rite & Cuenca-López, 2020). It is not a mere subject but a hybrid of many disciplines such as history, arts, cultural anthropology, and cultural geography (Van Boxtel et al., 2011).

In a report submitted to the European Parliament's Committee on Culture and Education (Gesche-Koning, 2018), cultural heritage can be integrated with education in three ways:

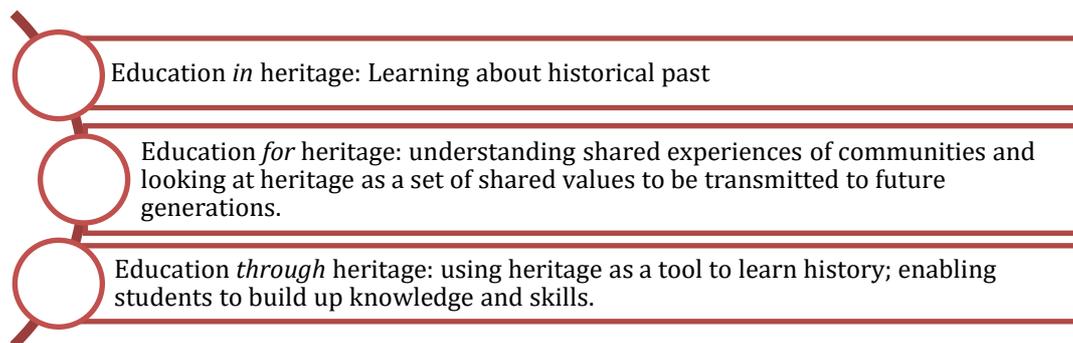


Figure 1. The Three Ways of Integrating Cultural Heritage With Education

Heritage education has been deployed differently in many countries worldwide such as Malaysia, India, and Vietnam. In India, guided heritage walks have been applied as a tool for inclusive heritage education (Chauhan & Anand, 2023). In Malaysia, heritage education appears in the primary school standard curriculum, where young learners were exposed to learning about heritage through basic school subjects, including music, history, Bahasa Malaysia, and art (Barghi et al., 2017). Similarly, heritage education program has been brought to high school students in terms of teaching about heritage through films, videos, games, and field trips at some historical destinations (Phuong & Hao, 2019). In the same vein, Nguyen (2018) deploys heritage education in high schools by integrating poems, sayings, folk songs with related lesson contents to ask students to analyze to instill cultural values in their motherland.

Heritage Education at FPT University, Vietnam

According to Figure 1, FPT University has implemented Education through Heritage, which means that the university use heritage to enable students to learn history and build up knowledge. As parts of the curriculum, students are asked to study Vovinam (Vietnamese martial arts) and traditional musical instruments.

Evaluating Heritage Learning Outcomes

To measure students' learning outcomes, the researchers applied the Generic Learning Outcomes Model (GLO) developed by the Research Centre for Museums and Galleries at the University of Leicester, which primarily emerged for assessing learning processes in cultural heritage education. GLO is practical when it considers learning integral to daily life rather than “limited to specific educational moments. It is also well-known as constructivist and performative by integrating human bodies and mind, where learners' identities are produced (Hooper-Greenhill, 2007). Kling (2010) admitted the

popularity of GLO among the museums in European countries, with half of the historical institutions used them as evaluation frameworks.

Learning outcomes describe the results of particular or even isolated learning events, which responsible teachers often devise, and students are expected to know them at the beginning of their course. They are also the baseline teachers use to assess learners at the end of the course (Kling, 2010). In the current research, where a heritage education program is defined as the combination of Vovinam and traditional musical instruments, it is essential to ensure the homogenous criteria of the rating scale. Subsequently, GLO has been deployed with some minor modifications relying on the learning outcomes of the curriculums. As can be seen in Figure 2, there are five components, including assessments of (a) Knowledge and understanding, (b) Skills, (c) Attitudes and values, (d) Enjoyment, Inspiration, Creativity, and (e) Activity, Behavior, and Progression. Details about the rating scale are illustrated in the Appendix.



Figure 2. Generic Learning Outcomes Model

Patriotism and Nationalism

Patriotism and nationalism are fuzzy but widely used (Mußotter, 2022). Some argue they are two sides of the same coin when the two dichotomies sometimes mislead on one side to cover one another (Ignatieff, 1994). Similarly, Nuseibeh (1969) admits the fusion between one's sense of loving country and the spirit of patriotism. Sargent and Larchanché-Kim (2006) even claims there is no discrepancy between patriotism and nationalism while pointing out that nationalism includes patriotism and also that the soul of patriotism is to recognize nationalism. There are still many theoretical bases to help imagine patriotism and nationalism. Details about them will be discussed as follows.

Nationalism

Nationalism is an aggressive, supremacist, and uncritical attitude toward the nation (Bonikowski, 2016; Mylonas & Tudor, 2021). Kohn (2005) believes the notion mentions one's highest loyalty to the nation and the state, which means one is willing to put the nation's interest higher than personal and group interests. The spirit of love for the nation can defeat the discrepancies between ethnicities, cultures, religions, and others. According to Hendrowibowo et al. (2020), the main element of nationalism is the desire to live forever in a community of a nation that has achieved its purposes and goals. Cultivating nationalism in individuals becomes significant since it is the most successful ideology in world history (Kaufmann & Conversi, 2007), building up human solidarity and legitimate political sovereignty (Malešević, 2013). It should be started at an early age to help form a character for the next generation "who love and respect the homeland" (Nurhayati, 2013).

Concerning the first research question of the current study, the following hypotheses were formed:

- H1.1: Knowledge and understanding of national heritage positively impact Nationalism.
- H1.2: Skills formed from heritage education have a positive impact on Nationalism.
- H1.3: Attitudes and values formed from heritage education positively impact Nationalism.
- H1.4: Inspiration, enjoyment, and creativity from heritage education have a positive impact on Nationalism.
- H1.5: Behavior, activity, and progression formed from heritage education positively impact Nationalism.

Patriotism

Patriotism is termed an enlightened sense of community that takes pride in a commitment to democratic values (Blank & Schmidt, 2003; Davidov, 2009; Huddy et al., 2021; Karasawa, 2002; Kosterman & Feshbach, 1989; Satherley et al., 2019). According to Bar-Tal (1993), patriotism involves the feeling of belonging, love, pride, and caring for a country, but

it is not innate. Moreover, Caballero (1999) considers it under the political concept, in which loyalty to someone's country is highlighted without any ethical attributes. To instill the value of patriotism, Jordan (1904) highly appreciates the effects of social habits, policies, religion, and education in the country. That is to say, families, schools, and the environment play an essential role in growing individual patriotism. Öztürk et al. (2016) stated that many educational activities and programs can, directly and indirectly, transfer patriotic values to students. When technological development seems to blur students' sense of patriotism by distracting their memories about school lessons, most social teachers believe in the effectiveness of field trips or travels. Accordingly, patriotism education involves students' critical thinking, scientific thinking, and respect and tolerance (Öztürk et al., 2016). Patriotism, moreover, is perceived as one's willingness to protect one's nation upon the spirit of unity, independence, humanity, pride, and future success (Nurdin, 2017). As the two sides of the same coin, Jaffrelot (2003) defined patriotism with "noble moral content" but also refers to a defensive attitude, the heroic nation that is attacked, and one's readiness to die for their country (Appadurai, 1993). Concerning the first research questions, there will be the following hypotheses:

H2.1: Knowledge and understanding of national heritage positively impact Patriotism.

H2.2: Skills formed from heritage education have a positive impact on Patriotism.

H2.3: Attitudes and values formed from heritage education positively impact Patriotism.

H2.4: Inspiration, enjoyment and creativity from heritage education positively impact Patriotism.

H2.5: Behavior, activity and progression formed from heritage education positively impact Patriotism.

How to Measure Students' Patriotism and Nationalism?

In the educational context, Subaryana (2012) and Öztürk et al. (2016) blame the progress and technology era and globalization for the decrease of students' senses of patriotism and nationalism. Inspiring students to be patriotic seems necessary in addition to teaching students' academic subjects. Within the context of elementary school students, Hendrowibowo et al. (2020) conduct a study to describe their commitment to national heritage, patriotism, and nationalism. This research adapted the conceptual framework from Karasawa (2002) to form a three-section questionnaire, including patriotism variables (6 questions), nationalism (8 questions), and the commitment to national heritage (5 questions). Since the research took place in the border area between Indonesia and Malaysia, some questions were unique to serve that particular context and could not be adapted from studies outside the context. Hence, regarding the current study, some questions have been dropped before merging with other related studies' questions.

In the same vein, Yanti et al. (2020) reported the result of a nationalism study on the frontier barrier of Sebatik Island – North Kalimantan based on a 12-item questionnaire. These items were then recruited to suit the research context and participants, contributing as a part of the instrument of the current research.

From another perspective, the result of Exploratory Factor Analysis showed that patriotism and nationalism had been categorized as in Kosterman and Feshbach (1989); however, most items in their measurement reflect the human sense of patriotism and nationalism in a broader context. That is to say, the researchers aim to convey American people's patriotic and nationalistic attitudes; hence, some items in the questionnaire go further than expectations leaning toward students and educational context. Consequently, some items have been adapted to suit the demand of the current research.

Methodology

Research Design and Research Instruments

Concerning measuring the impact of the heritage education program on university students' patriotism and nationalism, the research issue will be quantitatively addressed based on the result of the Multiple linear regression and Pearson-correlations. To measure patriotism and nationalism in this study, we adapted the conceptual framework of studies from Kosterman and Feshbach (1989), Yanti et al. (2020), and Karasawa (2002). There are a total of 20 research items, including seven items for patriotic measurement and the other thirteen items for measuring nationalism.

Likewise, students' learning outcomes from the heritage education program, including Vovinam and Traditional Musical Instrument courses, will be measured by a set of 48 1-5 Likert items developed based on the GLO basic.

Participants

As can be seen in Table 1, a total number of 822 students experiencing both Vovinam courses and traditional musical instrument courses took part in the study by responding to an online survey. 61.56% are female, and the other 38.44% are male. Statistics on participants' courses show the majority of them are freshmen (Course 17, 65.94%), followed by sophomores (Course 16, 21.41%), and the others are juniors (Course 15, 12.65%).

Table 1. Statistics on Participants' Genders and Courses

Gender	School year			Total (%)
	Course 15	Course 16	Course 17	
Male	6.93	12.04	42.58	61.56
Female	5.72	9.37	23.36	38.44
Total (%)	12.65	21.41	65.94	100.00

Among the participants, 58.76% of students majored in Information Technology, followed by Business students (29.56%), and Language-majored students only accounted for 11.68%. Noticeably, 100% of participants had experienced at least one Vovinam level. About traditional musical instruments, 44.4% of students chose to learn Flute, 36.62% chose Zither, and the remaining 9.85%, 6.81%, and 2.31% were for Monochord, Lute, and Drum, respectively. Details about them are illustrated in Table 2.

Table 2. Statistics on Participants' Majors and Their Choices of Traditional Musical Instruments

Sectors	Type of musical instruments					Total (%)
	Zither	Monochord	Flute	Lute	Drum	
Business	14.60	4.26	9.61	.73	0.36	29.56
Language (English, Japanese, Korean)	4.87	2.19	3.89	.49	0.24	11.68
Information technology	17.15	3.41	30.90	5.60	1.70	58.76
Total (%)	36.62	9.85	44.40	6.81	2.31	100.00

Participants were asked to provide their personal information related to gender, age, course, and their selection regarding traditional musical instruments. They were also invited to rate each item in the questionnaire based on their perception, ranging from (1) completely disagree to (5) completely agree.

Cronbach's alpha was used to check the reliability of the research instrument. Table 3 shows the results are all over than .7 and the corrected item-total correlation is over than .30. According to Nunnally (1978) the instrument is qualified in the current study.

Table 3. Cronbach's Alpha of Each Cluster in the Questionnaire

	Variables	Number of items	Cronbach's Alpha	Corrected Item-Total Correlation
Nationalism and Patriotism	Nationalism (NA)	12	.98	.87-.94
	Patriotism (PA)	06	.98	.92-.94
Heritage Education Learning Outcomes	Knowledge (KN)	09	.95	.75-.88
	Skill (SK)	14	.97	.74-.86
	Attitudes (AT)	09	.98	.88-.92
	Inspiration (IN)	07	.96	.82-.87
	Behaviors (BE)	09	.98	.85-.92

Findings

Quantitative Reports on the Impacts of the Heritage Education Program on University Students' Patriotism and Nationalism

Table 4 provides the result of Pearson Correlation. It can be seen that the values of independent variables, including KN, SK, IN, AT, BE, and the dependent variable NA are quite high (.66-.78). Additionally, the corresponding Sig. values being lower than 0.01 proved the linearity correlation between the dependent variable and independent ones with the reliability of 99%.

Table 4. The Result of Pearson Correlation Between Independent Variables and NA

		NA	KN	SK	IN	AT	BE
Pearson Correlation	NA	1.000	.72	.66	.67	.76	.78
	KN	.72	1.000	.86	.80	.86	.83
	SK	.66		1.000	.84	.80	.80
	IN	.67			1.000	.84	.84
	AT	.76				1.000	.89
	BE	.78					1.000

Table 4. Continued

		NA	KN	SK	IN	AT	BE
Sig. (1-tailed)	NA	.	.000	.000	.000	.000	.000
	KN	.000	.	.000	.000	.000	.000
	SK	.000		.	.000	.000	.000
	IN	.000			.	.000	.000
	AT	.000				.	.000
	BE	.000					.

Similarly, Table 5 provides the result of Pearson correlation between the dependent variable PA, and independent ones KN, SK, IN, AT, BE. The values are quite high (.56-.69) and Sig. values are lower than 0.01. It can be concluded that these variables are linearly correlated with the reliability of 99%.

Table 5. The result of Pearson Correlation Between Independent Variables and PA

		PA	KN	SK	IN	AT	BE
Pearson Correlation	PA	1.000	.64	.56	.59	.68	.69
	KN		1.000	.86	.80	.86	.83
	SK			1.000	.84	.80	.80
	IN				1.000	.84	.84
	AT					1.000	.89
	BE						1.000
Sig. (1-tailed)	PA	.	.000	.000	.000	.000	.000
	KN		.	.000	.000	.000	.000
	SK			.	.000	.000	.000
	IN				.	.000	.000
	AT					.	.000
	BE						.

Table 6 shows the results of multiple linear regressions about the impacts of the five independent variables, including Knowledge (KN), Skill (SK), Attitudes (AT), Inspiration (IN), and Behaviors (BE), on dependent variables, namely Nationalism (NA) and Patriotism (PA). Specifically, in the NA model values of $R=.80 > .50$, Sig. F Change $=.00 < .01$; $1.0 < \text{Durbin-Watson}=1.91 < 3.0$ and Sig. (ANOVA) $= .00 < .01$; similarly, values of the PA model also showed, $R=.71 > .50$, Sig. F Change $=.00 < .01$; Durbin-Watson $=1.85$ and Sig. (ANOVA) $= .00 < .01$; all mean that the regression models meet the analysis requirements.

Table 6. Model Summary of Nationalism and Patriotism

Model	R	R Square	Adjusted R Square	Sig. F Change	Durbin Watson	Sig. (ANOVA)
1 (NA)	.801a	.64	.64	.00	1.91	.00
1 (PA)	.709a	.50	.5	.00	1.85	.00

a. Predictors: (Constant), IN, KN, BE, KS, AT; b. Dependent Variable: PA

The Impacts of the Heritage Education Program on Students' Nationalism

Table 7. Coefficient of Nationalism

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF (Collinearity Statistics)
	B	Std. Error	Beta			
(Constant)	1.13	.09		13.25	.00	
KN	.19	.05	.20	4.12	.00	5.43
SK	-.05	.04	-.05	-1.07	.28	4.97
IN	-.07	.04	-.08	-1.72	.09	4.92
AT	.22	.05	.23	4.27	.00	6.80
BE	.48	.05	.52	10.18	.00	5.86

Table 7 shows the coefficient correlation results between the independent variables on the dependent variable NA, including KN, SK, IN, AT, and BE. According to the table, SK (Beta= $-.05$, $p=.28 > .01$) and IN (Beta= $-.07$, $p=.09 > .01$) are not statistically significant in the regression model with NA. Hypotheses H1.2 and H1.4 have been denied, which means SK and IN do not significantly predict NA, in heritage education learning outcomes and students' sense of nationalism.

Accordingly, the other three aspects of heritage learning outcomes, namely KN, AT, and BE, are statistically meaningful when considering their correlation with NA in the regression model.

To be more precise, KN positively correlates with NA (Beta= .19, $p = .00 < .01$). Hypothesis H1.1 has been accepted, which means if students gain good learning outcomes regarding their knowledge in heritage education, this will positively influence their sense of Nationalism. In particular, if students' perceived Knowledge increase by one unit, their sense of Nationalism will increase by .19 units as well.

Likewise, AT and BE also have a positive correlation with NA, with the values of Beta= .22, Sig.=.00 < .01, and Beta= .48, Sig.=.00 < .01. Therefore, hypotheses H1.3 and H1.5 have been respectively accepted. It also means that whenever students' perceived Attitudes and Behaviors improve one unit, their sense of Nationalism will correspondingly increase by .22 and .48. The results indicate that in heritage education, attention should be paid to promoting factors related to Knowledge, Attitudes, and Behavior to contribute positively to students' patriotism.

The Impacts of the Heritage Education Program on Students' Patriotism

Table 8. Coefficients of Patriotism

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF (Collinearity Statistics)
	B	Std. Error	Beta			
(Constant)	1.58	.10		15.51	.00	
KN	.19	.06	.19	3.33	.00	5.43
SK	-.12	.05	-.12	-2.16	.03	4.97
IN	-.05	.05	-.05	-.95	.34	4.92
AT	.26	.06	.28	4.31	.00	6.80
BE	.40	.06	.42	7.05	.00	5.86

When it comes to the impacts of the heritage learning outcomes on students' patriotism, Table 8 proves that the results were quite similar to its impacts on students' nationalism when the two aspects of SK and IN are not statistically significant (Beta=-.12, $p=0.03 > 0.01$, and Beta=-0.05, $p=0.34 > 0.01$, respectively). Therefore, hypotheses H2.2 and H2.4 has been denied; SK and IN do not impact students' patriotism. KN (Beta=.19, $p=.00 < .01$), AT (Beta=0.26, $p=.00 < .01$), and BE (Beta=.40, $p=.00 < .01$) statistically influence on students' PA. So, hypotheses H2.1, H2.3, and H2.5 have been accepted. Specifically, if the heritage learning outcome related to Attitudes increases by one unit, students' PA will increase by .19 units. Noticeably, students' Behaviors have the most impact on their patriotic attitude since if it increases by one unit, students' PA will be enhanced by .40 units. The result again confirmed the importance of training students' Behaviors, Attitudes, and Knowledge in heritage learning outcomes, which aims to boost students' patriotism.

The Correlation Between Students' Patriotism and Nationalism

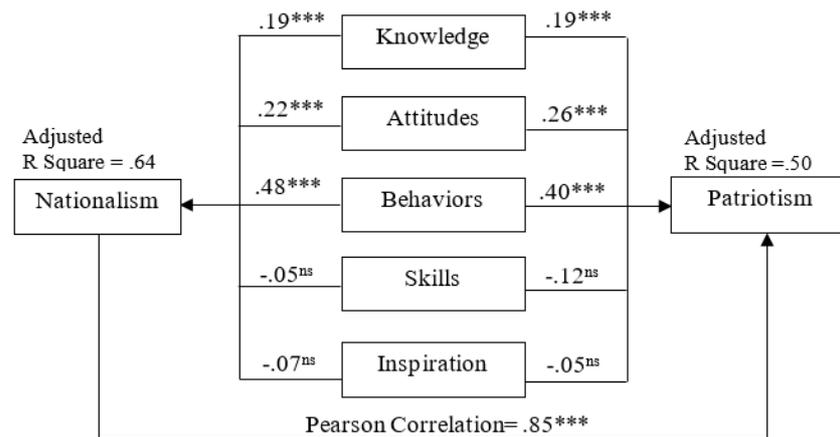
The Pearson Correlation analysis has been used to check the correlation between students' patriotism and nationalism. As can be seen in Table 9, Pearson correlation coefficient = .85, $p = .00 (< .01)$, which means there is a positive correlation between students' patriotism and nationalism. The more students perceive nationalism through the heritage education program, their patriotism improves.

Table 9. Average Test Results Between Nationalism and Patriotism

		NA	PA
	Mean	4.24	4.33
NA	Pearson Correlation	1.00	.85***
	Sig. (2-tailed)		.00
	N	822	822.00

Note: ***. Correlation is significant at the .01 level (2-tailed)

By synthesizing the impacts of heritage education outcomes involved in the five elements, namely Knowledge (KN), Skill (SK), Attitudes (AT), Inspiration (IN), and Behaviors (BE), on students' Patriotism (PA) and Nationalism (NA), Figure 3 shows the vital role of Heritage education in training university students' patriotic and nationalistic senses. Typically, the case study at FPT University recorded the three components of Heritage learning outcomes, including Knowledge (KN), Attitudes (AT), and Behaviors (BE), as having positive impacts on students' Nationalism and Patriotism.



Note: *** Significantly at 99% confidence level; ns not significantly at 99% confidence level

Figure 3. The Impacts of Heritage Learning Outcomes on Students' Nationalism and Patriotism

The components of the heritage education learning outcomes explain 64% of the variation in Nationalism and 50% of the variation in Patriotism. To improve Nationalism and Patriotism among students, universities need to focus on improving outcomes in heritage education in terms of knowledge, attitudes, and behaviors. The average statistical results recorded for Knowledge= 3.90/5.0, Attitudes=3.80/5.0, Behaviors=4.0/5.0, Nationalism=4.24/5.0 and Patriotism=4.34/5.0. It shows that the results achieved in implementing heritage education in Vovinam and Traditional musical instruments are very positive, greatly contributing to improving Nationalism and Patriotism among students of FPT University.

Discussion

According to the three ways of integrating cultural heritage with education (Gesche-Koning, 2018), it can be seen that the heritage education program at FPT University is being implemented in the form of "Education through heritage." It means using the heritage, including Vovinam martial arts and traditional musical instruments, to educate students about the national culture, helping them to have the ability to perform them, thereby forming their knowledge, attitudes, and skills through the subject. This helps to change many people's opinions when they associate the concept of heritage education with history education, as in Van Doorselaere (2021)'s. It contributes to reaffirming (Lowenthal (2015))'s previous point of view because it genuinely reflects cultural values and the work of preserving and promoting not only the past but also the present. The study also contributes to the interpretation of Van Boxtel et al. (2011), when they consider that heritage education is a series of educational activities and uses of tangible and intangible heritage in the academic environment.

In India, educators implement heritage education through guided heritage walks (Chauhan & Anand, 2023). In Malaysia, it is implemented by integrating the content into subjects such as history, music, and Bahama (Barghi et al., 2017). The heritage education program at FPT University, through the lens of the students themselves, is unique and exclusive compared to the teaching model of other higher education institutions across the country. Students not only understand the origin of musical instruments and Vovinam martial arts but also can perform and play their favorite songs for friends and relatives to enjoy. That has created a more robust and more effective spillover than students observing the heritage and narrating their experiences to others without the process of practicing or performing them.

Regarding the heritage education program, the results of multivariate regression analysis showed that in the five components of the scale to evaluate the heritage education learning outcomes: Knowledge (KN), Skill (SK), Attitudes (AT), Inspiration (IN), and Behaviors (BE), only 3/5 factors affect students' patriotism and Nationalism, including KN, AT, and BE. SK and IN are not statistically significant. The subjects successfully trained learners with knowledge, attitudes, and behaviors at a pretty good level ($M=3.90/5.0$, $M=3.80/5.0$, and $M=4.0/5.0$, respectively). This educational effect significantly influences FPT students' cultural and spiritual life, mainly reflected in its positive impact on patriotism and nationalism. Specifically, the components of the GLO model explain 64% of the variation in nationalism and 50% of the variation in patriotism. This result shows the significance of the university-level heritage education model in fostering national and patriotic attitudes. Besides, to be successful in this regard, educators need to promote aspects related to knowledge, attitudes, and behaviors, contributing to instilling a love for the motherland among students while perceiving heritage lessons at the university.

The finding also noted the correlation between patriotism and nationalism through the Pearson test (Correlation = .85***, $p = .00 < .01$). Accordingly, patriotism is linked to the national spirit, which reaffirms the views of Mußotter (2022), Ignatieff (1994), Nuseibeh (1969), and Sargent and Larchanché-Kim (2006) when they argued that the two dichotomies have almost no difference but often appear simultaneously and complements each other.

Conclusion

The research findings help educators and lecturers withdraw vital adjustments for their heritage teaching subjects, which should focus on improving learning outcomes. Specifically, regarding knowledge related to national beliefs and patriotism, teachers need to help students memorize the history of the subjects and the importance of preserving and promoting them. Students should also be instilled in the cultural values of the nation, love of family and country, and the importance of qualities and abilities in the subject of a deeper understanding of the country's soul. Moreover, the lecturer helps learners understand the meaning of the course name and the role of heritage subjects in the spiritual life of Vietnamese people in the past and at the present.

Attitudes, through a subject related to heritage education, to elicit: the love of the traditional values of the issue; the feeling responsible for preserving and promoting the nation's traditional values; respect and love for everyone around; to be more respectful and accountable for safeguarding traditional values; feel more positive about life; understand more about their feelings; empathize with everyone and everything around; develop a tolerance for specific situations.

In terms of training students' behaviors, teaching should focus on enhancing the following elements for students: understanding what others are doing to preserve and promote the nation's heritage value; understanding the importance of ongoing projects related to protecting, conserving, and promoting the nation's heritage values; understand the value of cultural heritage; understand the change in people's thinking about honoring traditional values; understand why the university has chosen heritage subjects; proud in participating in performances and watching programs related to the country's heritage; mature in thought and action; and live more responsibly towards yourself, your family, and the community.

Recommendations

By assessing the impact of the heritage education program on students' patriotism and nationalism, the study sparks further research in the field of heritage education to provide a more comprehensive view. Through this research, administrators, and educators can be confident in choosing a heritage education program at the university level. At the same time, some extended research directions related to the heritage education program should be considered, contributing to improving the quality of education and the attractiveness of the educational program, such as research on the expectations of students with the current heritage education program. This is also an opportunity for lecturers to research and improve teaching effectiveness based on learners' beliefs and expectations.

Limitations

The study was conducted from the responses of 822 students who participated in learning both Vovinam and traditional musical instruments. The number of participants in the survey is still relatively small, so the convincingness of the topic is not high. On the other hand, the FPT education system stretches from North to South of Vietnam with five campuses, so regional cultural differences may influence students' learning experience. In addition, students from different industry groups may have different feelings and desires. The research results are general and have not yet specified the research problem for each campus. However, all of the above will serve as a premise for further studies to deepen the characteristics of the heritage education program, as well as the factors affecting learning outcomes and love for the nation of FPT students in particular and Vietnamese students in general.

Disclosure statement

No potential conflict of interest was reported by the author(s).

Authorship Contribution Statement

Bay: Proposed the research issue and wrote the introduction. Van: Designed the study, collected data, and reported the research findings. Sang: In charge of writing the literature and collecting data. Tan: Wrote a discussion and tailored the manuscript before submission.

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Appendix

Table A1. Cronbach's Alpha Test Results

Variables	Code	Corrected Item-Total Correlation
Knowledge; Cronbach's Alpha=0.95		
I understand the historical origin of the formation and development of Vovinam	KN1	0.76
I understand the historical origin of the formation and development of the traditional musical instruments that I choose to learn	KN2	0.75
I know the importance of preserving and promoting the nation's cultural values	KN3	0.81
I feel the love of family and country through each lesson related to Vovinam and musical instruments	KN4	0.88
I understand the importance of cultivating quality and competence in the subject	KN5	0.82
I understand more deeply about the Vietnamese soul	KN6	0.85
I understand the meaning of the name of Vovinam I learned	KN7	0.81
I understand the meaning of the name of the instrument I learned	KN8	0.82
I understand the role of musical instruments and Vovinam in the spiritual life of the Vietnamese in the past and present	KN9	0.85
Skills; Cronbach's Alpha=0.97		
I know how to play the musical instrument in a basic way	SK1	0.74
I can do basic Vovinam exercises	SK2	0.78
I can read sheet music	SK3	0.77
I can feel the accuracy of the sound and the rhythm	SK4	0.79
I can judge the accuracy of the movements	SK5	0.81
I learned many other values from musical instruments and martial arts, such as discipline and cooperation	SK6	0.81
I can collect, filter, and synthesize information accurately	SK7	0.83
I can perform in front of people what I have learned	SK8	0.82
I can feel other people's emotions when they perform	SK9	0.85
I can control my emotion to create positive energy for myself	K10	0.86
I can control my emotion to spread positive energy to everyone around me	K11	0.86
I feel more confident after learning musical instruments and martial arts	K12	0.85
I have forged stamina, toughness, and endurance	K13	0.83
I can use what I have learned to perform another song I like	K14	0.85
Attitudes; Cronbach's Alpha=0.98		
I love the traditional values of the subject	AT1	0.88
I feel responsible for preserving, and promoting the nation's traditional values	AT2	0.89
I feel my worth after learning musical instruments and Vovinam	AT3	0.92
I learned to respect and love everyone around me	AT4	0.91
I learned to be more respectful and responsible for preserving traditional values	AT5	0.90
The subject helps me feel more positive about life	AT6	0.90
I understand more about my feelings after studying musical instruments and Vovinam	AT7	0.90
I learned to empathize with everyone and everything around me	AT8	0.89
I have developed a tolerance for specific situations	AT9	0.90
Inspiration; Cronbach's Alpha=0.96		
I am interested in Vovinam and musical instruments	IN1	0.85
I was surprised when I can perform martial arts and musical instruments	IN2	0.82
I found more positive thinking after going through martial arts and musical instrument classes	IN3	0.88
I can combine the basic techniques I have learned to create new works of my own	IN4	0.84
I want to explore more and more deeply about the subject	IN5	0.86
I want to perform more often in front of people	IN6	0.83
I was inspired a lot by the subject	IN7	0.87

Table A1. Continued

Variables	Code	Corrected Item-Total Correlation
Behaviors; Cronbach's Alpha=0.98		
I understand what others are doing to preserve and promote the nation's heritage value	BE1	0.92
I understand the value of ongoing projects related to preserving, conserving, and promoting the nation's heritage values	BE2	0.92
I understand the value of cultural heritage in Vietnam, recognized by UNESCO	BE3	0.91
I understand the change in people's thinking about honoring traditional values	BE4	0.92
I understand why the university has chosen heritage subjects such as musical instruments and Vovinam for its current curriculum	BE5	0.89
I feel proud if I am chosen to perform martial arts and ethnic musical instruments at school events	BE6	0.85
I feel proud when I watch the students' Vovinam performances and traditional musical instruments	BE7	0.91
I feel more mature in thought and action	BE8	0.89
I know I have to live more responsibly towards myself, my family, and the community	BE9	0.91
Nationalism; Cronbach's Alpha=0.98		
The first task of Vietnamese youth is to honor the historical value and heritage of the country	NA1	0.87
Foreign aid programs must be based on respecting Vietnam's political and cultural foundations	NA2	0.88
I feel more proud of my mother tongue	NA3	0.90
Vietnam is the best for me	NA4	0.90
Vietnam has many cultural and historical values that other countries should learn from	NA5	0.91
I know more about the cultural characteristics of my country	NA6	0.91
I know more about the history of the struggle in my country	NA7	0.88
I always remember and can sing the Vietnamese National Anthem	NA8	0.86
The love of country is always blended in students like us	NA9	0.94
I am willing to sacrifice for the sake of the country and the people	A10	0.90
I have always identified my cultural identity as a Vietnamese citizen	A11	0.92
I always want to contribute my efforts to keep the national flag flying on each border marker	NA12	0.93
Patriotism; Cronbach's Alpha=0.98		
I fell in love with Vietnam	PA1	0.93
I am proud to be Vietnamese	PA2	0.94
I feel attached to my hometown because of the lessons that Vovinam and musical instruments bring	PA3	0.93
Although sometimes I am not satisfied with my life, my love for my homeland is always strong throughout the lessons	PA4	0.92
I feel proud whenever I see a red flag with a yellow star flying	PA5	0.93
Being Vietnamese is an integral part of my identity	PA6	0.94