



Impacts of Urban Institutions of Higher Education on the Community: A Social Approach

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ABSTRACT

Purpose: This study aimed to investigate the effects of urban institutions of higher education on social sustainability of the community. Three urban colleges in Vietnam were involved in this study.

Methods: Questionnaires and interviews were administered to 120 local residents and 1470 students and college employees (office and teaching staff) living in the nearby communities. In the interviews, the researcher made efforts to explore in-depth information by providing prompts in order to confirm, interpret and supplement the quantitative data collected from the questionnaires.

Findings: All participants responded that the colleges contributed greatly to the social equity through rentals, food consumption, and other services available. However, though some local residents took a positive view of social diversity, others were conservative. The social cohesions took place in the community where its members were willing to welcome new cultures. Most local residents were not confident about community security when

there were many new members. Noise and traffic also caused much concern to local residents.

Implications for Research and Practice: It is suggested that local residents should distribute equal gains to physically and financially challenged people in the community. Other implications were given to researchers, policy makers, community members, and student tenants living around college. Further studies can take a holistic approach to sustainable development as a result of the effects of educational institutions. Researchers may also take into account more educational institutions of higher education in other contexts.

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Introduction

The Rationale

Sustainable development has been a concern for discussions in recent decades as it deals with many areas in the world. It has motivated research on how to develop a place without causing harms to any others. However, studies on sustainable development mainly focus on the associations between this concern and environmental and/or economic issues (e.g. Johansson, Segerstedt & Jakobsson, 2016; Reed & Wilkinson, 2005; Yu, Tong, Tang, Yuan & Chen, 2018). Researchers have found that society has also had some interactions with other fields as environmental and/or economic changes have some influences on humans and vice versa (Cook & Esuna, 2014). Recent studies have given models for sustainable development with three main domains: economy, environment and society (Rogers, Jalal & Boyd, 2007). Social sustainability should be a concern to researchers.

As built-in constructions, institutions of higher education may have certain impacts on the community. Dempsey, Bramley, Power and Brown (2011) and Dave (2011) believe that the construction and existence of an organization may also affect the neighborhood to a certain extent as built environments play a role in the social sustainability. In Vietnam, many colleges and universities have off-campus accommodations for students. Several private colleges do not have any dormitories (Sheridan, 2010). Off-campus students may have positive and negative effects on the community (Omar, Abdullah, Yusof, Hamdan, Nasrudin & Abullah, 2011). Also, in the past 20 years, education in Vietnam has been developing and accepting transformation (Hayden & Thiep, 2007); re-location and construction of new campuses have taken place (Nha & Tu, 2015). Higher education institutions in urban areas in Vietnam have potential impacts on the community.

Previous studies show a lack of interest in exploring impacts of institutions of higher education on communities, particularly from the perspective of social sustainability. Previous research (e.g. Nieuwenhuis, Hooimeijer, Dorsselaer & Vollebergh, 2013; Nieuwenhuis & Hooimeijer, 2015) mainly focused on the effects of the neighbourhoods on students' academic achievements at nearby schools. This paper investigated the impacts of three colleges located in the south of Vietnam on social sustainability of the neighborhoods by administering questionnaires to local residents and their staff and students living around the colleges. It attempted to answer the following questions:

- 1) What impacts of institutions of higher education on the community are perceived by the local residents?
- 2) What impacts of institutions of higher education on the community are perceived by college students and staff?

Theoretical framework

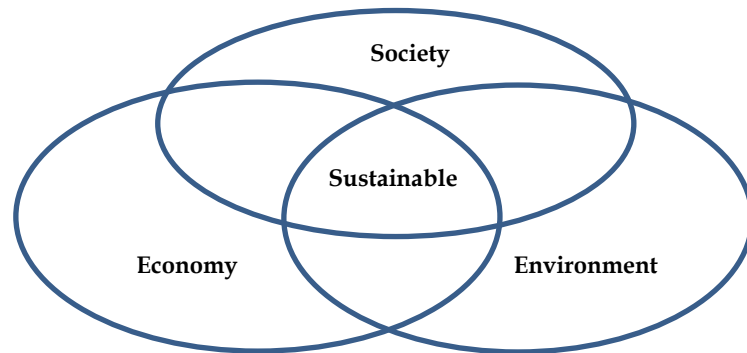


Figure 1. Three Components in Sustainable Development

(Adapted from Adams, 2006)

There are three main components in sustainability (Figure 1) in that society, economy and environment have equally significant roles in sustainable development (Adams, 2006). This model was applied in a study by Vallance, Perkins and Dixon (2011). However, Cato (2009) argues that economy plays a central role in sustainable development, an environment can restrict the social development and economic development (Figure 2). No matter what model is suggested, it is clear that sustainable development is influenced by the social, economic and environmental factors. According to a contemporary and currently applied approach to social sustainability, all these three domains are interrelated in that the other two domains are embedded within the environment. Therefore, social sustainability is comprised of all human activities that have impacts on sustainable development.

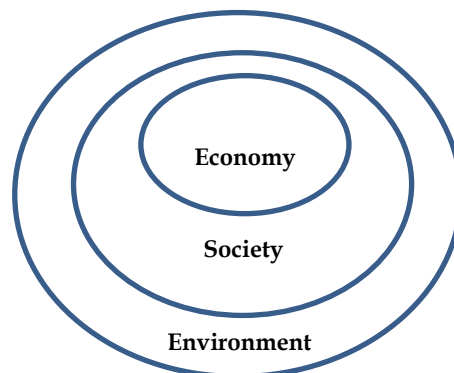


Figure 2. Three Pillars of Sustainable Development (Adapted from Cato, 2009)

A framework for social sustainability has been established by researchers. Woodcraft, Bacon, Caistor-Arendar and Hackett (2011) introduces the framework for

social sustainability. Accordingly, social sustainability has four dimensions: amenities and infrastructure, social and cultural life, voice and influence and space to grow. Vallance et al. (2011) describe the three main components of social sustainability (Figure 3) as *development*, *maintenance* and *bridge*. The development aspect may be tangible or intangible. It is “about meeting basic needs, inter- and intra-generational equity”. Maintenance is understood as what maintained in a society. Bridge refers to the change of behavior to achieve objectives which can be ecological or physical regarding the environment. Sen (2000) outlines a more detailed framework for social sustainability with six indicators: equity, diversity, social cohesions, quality of life, democracy and governance, and maturity. Equity sustainability takes place when the monetary or financial values of the community is secured. The community should also create opportunities for diversity. Social cohesions or social interactions take place when formal and/or informal interactions between members inside and outside the community take place. In other words, all community members should think that they belong to a unit. Quality of life is also crucial in that all the community members’ basic needs, such as well-being, housing, education, employment and security, are satisfied. The social sustainability is also measured by the democratic and governing policies. Maturity is defined as the community members’ development through their communication styles, behavior patterns and informal education. All these dimensions of the paradigm are interrelated and equally contribute to social sustainability. Polese and Stren (2000, pp. 16-17) make a brief definition of social sustainability as “development (and/or growth) that is compatible with the harmonious evolution of civil society, fostering an environment conducive to the compatible cohabitation of culturally and socially diverse groups while at the same time encouraging social integration, with improvements in the quality of life for all segments of the population.”

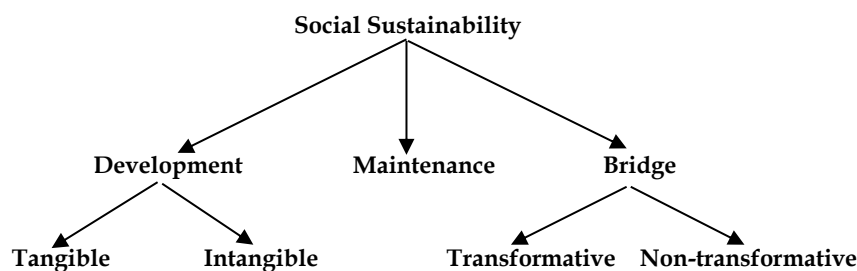


Figure 3. Dimensions of Social Sustainability

(Adapted from Sen, 2000)

The construction and existence or re-location of any large organization, especially schools and shopping malls, usually have some impacts on the place where they are located as these institutions are examples of long-term investments and have interactions with the neighborhood (Tanriogen, 2018; Wey, 2018). The neighborhood may have some influences on the success of educational institutions (Nieuwenhuis et

al., 2013), and educational institutions also have effects on the neighborhood. There is an interaction between these two communities, but the effect of the neighborhood on school is not really direct (Nieuwenhuis & Hooimeijer, 2015). However, the influence of educational institutions, especially in higher education, on the neighborhood can be clear. This influence is especially straightforward in case of off-campus students in Asian contexts. The interactions between off-campus college students in Asia and the community where the college is located are usually strong. Therefore, the influence can be positive or negative (Omar et al., 2011). Accordingly, many college students are from other places, and when they live off campus, they choose to reside in the vicinity of the school to avoid or reduce transit. Some students who do not dwell relatively close to school may also take place of the catering service in the neighborhood. Local restaurants also cater the academic and office staff in the school. Their expenditures on rental, food, entertainment and necessities in turn contribute to the business development of the nearby community to a certain extent. They may cause traffic congestion. Local people can also get employed in the neighboring institutions. The interactions between a school (teachers, office staff and students) and local people may also lead to behavior exchange. Lawhan (2009) believes that existence of an educational institution may make the members of the neighborhood feel a sense of community. In summary, there should be research on the impacts of urban institutions of higher education on the community from the perspective of social sustainability.

Research Methods

Research Approach and Design

The qualitative and quantitative approaches have their own strengths and weaknesses, and purposes. Regarding the circumstance that this topic was not an interest of research at the time of the implementation of this study, a mixed-methods approach was adopted (Hung & Van, 2018; McMillan & Schumacher, 2001, pp. 372-373). The use of this approach was considered to triangulate the data for reliability (McKim, 2017, p. 203; Tashakkori & Creswell, 2007). To avoid the contradiction between these different sources of data, the interviews to collect qualitative data were conducted within two days after the administration of the questionnaires which were used to collect quantitative data. The time interval was used to analyze the participants' responses to the questionnaires. The data from the interviews conducted within 48 hours after the occurrence could be 95% reliable (Gass & Mackey, 2000, pp. 14-17). The participants' responses from the questionnaires were used to confirm, interpret, and supplement their responses in the interviews. This model was applied by Hung (2017) and Hung, Truong and Nguyen (2018). The data triangulation was believed to increase the research reliability and validity.

However, considering research ethics, all the participants were neither forced to answer the questions nor to criticize their contradictions in the collected data. The administration of questionnaires and interviews had no room for any type of discrimination. All the participants were treated with dignity and respect. Their identities and answers were kept confidential. The names of the institutions were also

kept anonymous. In this study, the researcher played the roles as question writer, questionnaire administrator, interviewer, and data analyst.

Research Sample

1470 college employees and junior and senior students living as tenants close to three colleges located in Ho Chi Minh City, Vietnam and 120 local residents living close these colleges were randomly selected to answer the questionnaires. All the participants had dwelled in the nearby communities five years by the implementation of this study. After the questionnaires were administered, 65 students and 45 people in the vicinity were interviewed. The selection of the people for interviews was based on their answers to the questionnaires. They were informed of the importance of their answers in the study. As the communities around these three colleges were considered the target participants to be impacted by the colleges, their responses were collected prior to those from the students and college staff.

Instruments and Procedure

The questionnaires were designed for participants' ratings in a Likert-scale of 1-5. It applied the framework by Sen (2000). However, regarding the practical purpose of this study on the effects of the schools in the nearby households as well as the student participants involved in this study, This framework was adapted for the participants to reflect what they had experienced in places. It had four main clusters: equity, diversity, social interactions and quality of life. The interview questions were open-ended to collect qualitative data and also applied this framework. Table 1 gives detailed descriptions of this framework.

Table 1

Question Framework

Category	Description
Equity	The influence of the college, including staff and students, to the incomes of the local community
Diversity	The extent to which the college contributes to the social diversity of the local community
Social cohesions	The effects of the interactions between the local residents and the college staff and students on the local residents' life
Quality of life	The improvement or decline in the quality of life, such as noise and traffic congestion, as a result of the existence of the college

Validity and Reliability

The questionnaires were first pilot-tested with 20 students and 20 local residents. These participants were not involved in the main study, and the data collected was used for revising the questionnaires. After the pilot study, some items in the clusters were removed as their Cronbach Alpha values were relatively low, $\alpha < .7$. Some other items were linguistically simplified to facilitate the participants' answers. Data triangulation was also believed to increase research validity and reliability. Finally, the comparison of local residents', students' and staff's responses was considered to contribute to the reliability and validity of the findings.

Data Analysis

The quantitative data from the participants' responses to the questionnaires were input into SPSS 22 for statistical analysis. Mean scores (M), standard deviations (SD), significance values (p), and Cronbach Alpha values (α) were first achieved. Correlation between the clusters and descriptive statistics were also used and discussed in the findings. The qualitative data from the interviews, which were audio-recorded, were coded and then theme-analyzed and transcribed. The participants' responses in the interviews were classified into four main themes: equity, diversity, social interactions, and quality of life. The data from observations before and after the constructions of the colleges were coded and analyzed into the aforementioned themes.

Results

The Impacts of the Colleges on the Local Community

Table 2

Local Residents' Opinions of the Effects of the Three Colleges

n=120	College A (n=35)				College B (n=45)				College C (n=40)			
	M	SD	p	α	M	SD	p	α	M	SD	p	α
Equity	4.18	.52	.000	.82	4.43	.61	.000	.83	4.30	.54	.000	.80
Diversity	3.67	.61	.003	.83	3.93	.77	.003	.80	3.86	.72	.003	.82
Social cohesions	4.09	1.32	.000	.82	4.16	1.21	.000	.82	3.66	1.62	.000	.84
Quality of life	3.92	1.21	.000	.81	4.02	1.36	.000	.82	3.68	1.26	.000	.81

The local residents gave answers to the questionnaires about the effects of the three colleges surveyed. Overall, they believed the three colleges had moderate and strong effects on their communities. The strongest impact was thought to generally be on the quality of life, and the weakest impact was on the diversity of the community at all three colleges. More specifically, College A had less impact on all the categories asked

about than the others. College B had strongest impact on the equity of the neighborhood than the others, but it was assumed to have as much effect on the diversity of the community as College C. College A had less effect on this concern. Regarding social interactions and quality of life, College C had slightly stronger effect. Table 2 also shows that the impacts of the colleges were significant, $p < .005$, and Cronbach Alpha coefficients were assured, $\alpha > .8$. The data achieved from the interviews generally confirmed the local residents' responses to the questionnaires. The local residents' responses provided additional information about the effects as a contribution to social sustainability. Details can be found in each sub-category below.

Equity

The financial contributions which the colleges made to the equity of the communities around these institutions were significant. In general, they made the greatest contribution to the rents. The mean scores about the contributions to rents which College A, College B and College C made were 4.45, 4.72 and 4.47 respectively. In the interviews, most local residents responded that many of the students took advantage of the homestay service offered in the neighborhoods, but relatively few employees did not live in the homestay in the neighborhoods. The local residents around College A revealed that almost no employees from this college used this service. However, the office staff from College B were considered to contribute greatly in terms of rental. Homestay owners added that the rents from the office staff were higher than those from students. Students usually shared the room with their friends; however, the office staff in the homestay lived with their spouse and children. Most of them rent comfortable rooms and paid higher than students. This may have explained the reason why the contribution of rental to the neighborhood around College B was higher.

Table 3

Local Residents' Responses about the Effects of the Colleges on the Community Equity

n=120	College A (n=35)				College B (n=45)				College C (n=40)			
	M	SD	p	α	M	SD	P	α	M	SD	p	α
Rental	4.45	.42	.000	.80	4.72	.41	.000	.81	4.47	.47	.000	.82
Food	3.71	.56	.002	.81	3.61	.72	.003	.80	3.78	.63	.002	.80
Entertainment	4.23	.72	.000	.80	4.74	.81	.000	.83	4.45	.73	.000	.81
Other services	4.31	.65	.000	.82	4.63	.94	.000	.82	4.51	.74	.000	.83

Regarding the college staff's and students' use of the catering service, the mean scores for this influence was less than those for rental, entertainment, and other services. The local residents around College B said that many people (college employees and students) did not order food from the nearby restaurants or food

suppliers. From the local residents' responses to the questionnaires, the community around College B got marginally less benefited than College A and College C in terms of their expense on food. Their responses in the interviews provided the reasons. Most married tenants around College B preferred to cook for themselves as married couples wanted to have a sense of family during the dining time, but most students living in the homestay around College A and College C often ordered food from the neighboring communities.

The academic staff and students living as tenants around the three colleges also made great contributions to the community equity regarding their use of entertainment. Their contributions were significant. The staff and students from College B were thought to spend more on entertainment than those from College A and College C. The data from the interviews explained that the places where they often went to for recreation were typically karaoke shops, coffee shops, and cinemas. The colleges were also thought to use other services available in the communities. Their expenditures were often on basic needs, such as washing powder, shampoo, and household items. Although these items were not really costly, they were the category which people from the colleges spent much on.

Although the colleges made some contributions to the equital development of the communities, the development was not really sustainable. Table 3 illustrates that the college staff and students made significant contributions in terms of rental, food, entertainment and other services. However, there was not evidence of social sustainability in these communities. In the interviews, many local residents responded that the financially and physically challenged people and the elderly in the neighborhoods did not receive direct benefits from this equital development. These disadvantaged people got some benefits from the governments, but the benefits were insufficient for them to make the ends meet because they rested against the policy set by the central government. The communities did not have any funds for helping these people. Honestly, they mainly depended on the the financial support from their families. They occasionally received financial aids from charity offered by non-government associations located outside the communities.

The local residents' responses to the questionnaires about the effects of the colleges on the diversity of the communities (Table 4) show that there had been much change to the recipes and foods in the places. This category had been affected the most. The local residents also provided some reasons for this. Some foreign teachers from College B and College C lived in the community close to the institutions, and they did not cook, but ate out or ordered foods from the nearby restaurants. In addition, most students living as tenants here were immigrants from other places in Vietnam and Laos. The catering services in the neighborhood had to customize their recipes to meet the customers' needs. The dishes were added to their menus, and they also updated the recipes to get more customers. However, College A did not have any foreign teachers and students living around the campus, so the foods in this place was less diverse. The food diversity in this community was mostly affected by native students living around campus. In the interviews, most local residents revealed that they resisted to change. Although all the participants accepted that food diversity was inevitable, 45

participants (37.5%) responded that they only cooked traditional foods at home and did not encourage food diversity. Whenever they ate out, the middle-aged and the elderly only ordered traditional foods. Interestingly, young people seemed to be more adaptable; they welcomed a wide variety of dishes.

Diversity

Table 4

Local Residents' Opinions of the Effects of the Colleges on Community Diversity

n=120	College A (n=35)				College B (n=45)				College C (n=40)			
	M	SD	p	α	M	SD	p	α	M	SD	p	α
Food	3.95	.71	.002	.78	4.61	.82	.000	.77	4.56	.94	.000	.80
Thoughts and beliefs	3.26	.52	.004	.83	3.45	.76	.004	.81	3.31	.86	.004	.81
Lifestyles	3.59	.62	.003	.80	3.92	.63	.003	.82	4.15	.72	.000	.79
Spare time activities	3.87	.81	.001	.81	3.74	.54	.002	.80	3.40	.63	.004	.82

The second most influenced category in the community around College B and College C was the lifestyles, but it was about interests in the community around College A. According to the local residents, the lifestyles of the students and the academic staff living as tenants influenced the homeowners a great deal. For instance, as students usually stayed up late, most local residents, except the retired people, now went to bed at around midnight instead of 8 or 9 o'clock as they used to. Young people picked it up first, and then spread it out to other family members. All the traditional families who had dinner, watched television, and communicated together were affected. This constituted 56.5%. Nevertheless, those families whose members lived independently were not really affected. In this type of family, most young people went to bed around midnight, and the middle-aged went to bed at around 10 o'clock. Other clear-cut examples of lifestyle diversity included preferences of fashion, habits, and behaviors. Local residents also responded that young people were eager to change and adapt to the diversity. On the one hand, many teenagers picked up Korean and Japanese fashion styles, but resisted Korean and Japanese sets of etiquette because they were thought to be complicated. On the other hand, they picked American style of communication. In traditional communication etiquette of Vietnam, teenagers were advised to bow slightly or to shake with two hands in business to show their respect to elder people, but they did not do so. Instead, they preferred to smile and greet with Vietnamese equivalent of "hello" and shake with only one hand even when greeting with older people. Local residents attributed this change to the impact of foreigners' lifestyles. An examination into the demographic features showed that 4 Korean teachers, 2 Japanese teachers, and 5 American teachers from College B lived in the

nearby community for 3.5 years, and 5 Korean teachers, 3 Japanese teachers, and 5 American teachers from College C dwelled in the community around it for about 4 years. Also, these foreigners communicated with young people more often than the elderly in the communities. The demographic features of these foreigners were in line with the local residents' opinions about their influence on the young people's lifestyles in the communities.

Thoughts and beliefs were considered to be influenced the least in terms of the community diversity. The differences in the residents' opinions about the effects of the colleges on the communities were marginal, within the range of slightly over 3.25 to 3.45. Statistical analysis showed that these effects were significant, $p < 0.05$. The residents' responses in the interviews confirmed this. In general, thoughts and beliefs in Vietnam were of relative uniformity and solidity. The students and Vietnamese academic staff living as tenants softened some family traditions. For example, parents' words were not law any longer. That is, families were democratic. However, most families still practiced ancestral worship, a long-lasting tradition in Vietnamese culture. Considering the effects of foreigners, residents responded that the 3-4 year period was too short to change the common thoughts and beliefs. In addition, although most of these foreigners practiced Christianity, the communities around the three schools still remained buddhists or pagoda-goers. None of them changed their religions or appeared to have an intent to change their religions.

The reasons for the influence on spare time activities originated from their contact with the people from the colleges. College A had sports teams and clubs, and local residents around it were allowed to join them. However, the local residents around College B revealed that its influence was from the students and staff. Previously, people had preferred to read books and watch television in their spare time. Nonetheless, as the tenants wanted to relieve their homesickness, they set up sports teams. The most popular ones were soccer and badminton because they were easy to play and did not require any special instruments. Critically, some residents said that College B neither often organize sporting events for its students nor did it have a stadium. Foreigners here also interacted with the community much. That was the reason why the physical activities done in this community were also diverse. Interestingly, College C had a stadium, but it only served its students and staff. Students and staff living in the community around the college did not participate regularly in the events held by the community.

Social Cohesions

Statistical analysis (Table 5) demonstrates that the colleges had significant effects of the cohesions of the communities. College B was considered to influence the community the most. The community close to College C moderately influenced, with a mean score of slightly above the average. College A, according to the residents' responses, had considerable effects on its community activities and equality. In the interviews, the residents responded that students and staff (including foreigners) of College B living as tenants were sociable. They participated in most of the community activities, such as sporting events and celebrations. The students and Vietnamese staff

also initiated a few leisure activities for community cohesions. As a result of the existence of young people in the community, parents seemed to become more tolerant. As a result, equality was obtained. However, all the students and staff from College A living as tenants were Vietnamese. Their participation in community events was easy, but they usually returned to their hometown on holidays and in the summer. That did not mean they had no effects on the community cohesions. Their interactions with the local residents in daily life activities were the source of change. Although College C shared similarities with College B in that its Vietnamese and foreign staff lived off campus, they did not interact a great deal with the local residents. Their influences were less direct.

Table 5

Local Residents' Opinions of the Effects of the Colleges on the Community Cohesions

n=120	College A (n=35)				College B (n=45)				College C (n=40)			
	M	SD	p	α	M	SD	p	α	M	SD	p	α
Social event	4.15	1.26	.001	.85	4.27	1.09	.000	.87	3.72	1.07	.000	.78
Interactions	3.92	1.34	.002	.81	4.08	1.13	.001	.83	3.31	1.23	.004	.76
Equality	4.22	.85	.000	.82	4.13	1.04	.001	.81	3.97	.97	.002	.80

Quality of Life

The local residents' responses revealed the three colleges had different influence patterns on the quality of life of local residents (Table 6). College A had most influence on the mental health of the community, while College B and College C had most influences on sense of safety and living conditions. A closer look shows that College B had more influence on its nearby community than did the other two colleges. The local residents explained, in the interview, that the Vietnamese and foreign staff from College B and College C helped to improve the locals' living condition. The local residents added interesting information that College B seemed to be from wealthier families, and their expenditures added materialistic values to homestay owners.

The statistical analysis also showed that the local residents were concerned about sense of safety as an effect of the colleges. Regarding this concern, a female resident named Dan around College A said "They have different backgrounds. We do not know much about their families. We felt unsafe." Another resident said "Traffic has been becoming worse, especially in peak hours. It is always crowded with students here now." A landlord around College B said "Although most tenants here looked wealthy, we are not worried about theft, but violence. It may influence our children's development." Another resident responded "Traffic is terrible. Streets are congested with students in the daytime. Traffic accidents, as a result, are more frequent now." A resident around College C was also concerned about violence. He said "The staff from the college were nice, but the students sometimes drink alcohol. They gather and drink

beer or wine. Their friends outside the community also come over and join them. Thus, violence occurs between the students and their friends or between them and the local young people. However, they apologize afterwards.” Another local resident living close to College C said “Thefts sometimes happened, but landowners did not call the police because they did not want the police to look into their business.” She added “We do not care much about those tenants who have been living here for a year or more. We know them well. First-year students living as tenants often caused trouble. Sometimes they are asked to move.” In a word, the local residents were concerned about traffic problems, theft, violence, and first-year students’ adaptability.

Table 6

Local Residents’ Opinions of the Effects of the Colleges on the Community Life Quality

n=120	College A (n=35)				College B (n=45)				College C (n=40)			
	M	SD	p	α	M	SD	p	α	M	SD	p	α
Physical health	3.25	1.01	.005	.76	3.21	1.52	.005	.74	3.09	1.34	.005	.74
Mental health	4.22	1.35	.001	.84	4.19	1.47	.001	.83	3.32	1.28	.004	.78
Sense of safety	4.15	1.16	.001	.83	4.32	1.39	.001	.87	4.21	1.32	.001	.82
Living condition	4.03	1.51	.001	.85	4.37	1.09	.000	.86	4.10	1.21	.001	.83

The quantitative data also showed that the colleges had the least effect on public physical health. In the interviews, the local residents confirmed that these influences were positive. As College A allowed the local people to join its institutional activities, young people in the community joined the school league. Public health had been improving, as a result. College B, although did not welcome the participants of the local residents in the school activities, was considered to have positive effect on public health. A local resident said “Since the college began to operate, sports clubs have been constructed in the community to serve both local residents and tenants.” However, College C was believed to have the least effect on public health of the nearby community.

Regarding mental health, most local residents around College C believed that the influence was caused mostly by the students. They were noisy. College A and College B were supposed to have more influence on mental health of the nearby communities. Most of the responses criticized public noise caused by the students. A landowner revealed that “They laugh and speak very loud. I warned them many times. Sometimes they made loud noise at night.” A female resident said “They make noise even in public in the daytime. They speak loud along the street.” Another resident

responded "Because the community did not have a soccer court, some local young people together with the tenants played soccer in the streets late in the afternoon. It was very noisy." However, one landlady in the community around College B provided positive feedback that she was less worried because her living condition had been improving. She added "I have learned about cultures of Japan, United States of America, and Korea from the foreigners from the college."

Effects of Institutions of Higher Education on the Community Perceived by College Students and Staffs

Table 7

College employees' and students' opinions of the effects of the colleges on community

n=1,470	College A (n=423)				College B (n=520)				College C (n=527)			
	M	SD	p	α	M	SD	p	α	M	SD	p	α
Equity	4.03	1.24	.001	.85	4.12	1.31	.001	.82	4.15	1.05	.001	.83
Diversity	3.03	1.36	.005	.80	3.21	1.42	.004	.81	3.06	1.34	.005	.78
Social cohesions	3.97	1.43	.003	.83	4.32	1.25	.000	.86	3.23	1.56	.004	.79
Quality of life	3.78	1.02	.002	.83	4.11	1.14	.000	.84	3.91	1.42	.002	.80

The employees and students of the three colleges living off campus responded that their impacts on all areas of concerns about the communities were at least moderately significant (Table 7). In general, their responses confirmed the local residents' opinions about the effects of the colleges. However, the employees and students believed that they had less influence than did the local residents.

Regarding the equital contributions, the respondents around College B and College C were supposed to have more effect than College A. They explained that college staffs and students living off campus contributed greatly to developments of the communities by their expenses, especially overheads and food. They further explained that the electricity and water supply they used were overcharged by the landowners. They were mostly double-priced. Regarding social equity, most of them revealed that many disadvantaged people did not receive sufficient care. Most elderly and disabled people mainly depended on their families. Communal aids were rare, but some people personally received financial aids or charity from generous people. One student said "Some people cannot even afford health care." He added "Health care for disabled and old people should be free of charge." A Vietnamese employee said "Health care is partially included in the health insurance for working people, but unemployed people had to pay the whole bill." A foreign employee also responded "Health care for physically and financially challenged people should be free of charge.", "There should be a community fund for this if health care benefit is not provided by the government.", he added.

Diversity was considered to be the least concerned area, with a mean score slightly above the average. The diversity of the community around College B was considered to be the most influenced. In the interviews, the students and employees revealed that harmony was always a problem. Young people could integrate easily, but new lifestyles, thoughts, and interests were not really welcomed by the middle-aged and elderly. They seemed to be closer to those people born in the community than to people from other places. A student further explained "I do not think it is an example of generation gap. They even criticize lifestyles of foreigners here. I sometimes overheard about it." A Vietnamese employee detailed that "They even made jokes of tenants' accents." A foreigner said "I do not care much about their discrimination, although I know it exists." She added "The problem is that I find it hard to communicate with the local people sometimes. You know, communications between people in the same community are inevitable." Another foreigner said "I usually ask my students or school staff to assist me when I am in need of help." It can be seen from the tenants' responses that the local residents did not really encourage diversity. However, the effects of the colleges on the communities were unwanted and unavoidable.

The influences of the colleges on social cohesions were also considered by the employees and students to be significant. College B was assumed to have the most effect in this respect. In the interviews, the respondents said that unimportant social events or community activities provided circumstances for their interactions with the community members. They also said that interactions between tenants and landowners were rare. For example, student Thanh said "Do I talk to them only when it is really necessary." A further student said "When there are important celebrations, such as national holidays, tenants here often return home. Foreigners travel instead." A foreigner revealed interesting information "Language barriers often make interactions between local people and foreign tenants impossible." Another foreigner added "Culture shocks make communications infrequent." He recounted his personal experience that the local people often asked him personal questions. He explained "It seemed that I was being investigated. That made me uncomfortable." However, most students and employees as tenants around College B said that people were open-minded and understanding. Many of them could speak English, although not very proficiently. They respected personal styles and privacy. In summary, social cohesions in the community around College B were considered to be modified by its employees and students living around the campus as a result of their interactions. However, the infrequent interactions between the employees and students as tenants around College A and College C made effects on the communities less direct and solid.

Finally, the employees' and students' opinions about their effects on quality of life were generally positive. All of them responded that their expenses improved the living conditions of the communities, which in turn greatly contributed to the well-being of the communities. One student said "Landowners do not worry about income now." They accepted that some tenants were very noisy. "But noise is usually caused by new comers.", another student said. They also expressed that "Traffic is unavoidable, but students should not be blamed. Traffic congestion is a concern of macro-management." However, they admitted that some students rode motorbikes

carelessly, and accidents, therefore, happened. One student added "Local young people caused more traffic accidents than tenants. They behaved carelessly because they thought they were indigeous." The Vietnamese and foreign employees confirmed their words by the students. Concerning sense of safety, the respondents around College A also revealed that they did not feel a sense of security; however, the respondents from those living around College B and College C were mostly positive.

Discussion, Conclusions, and Recommendations

The domains of sustainable development may be hard to be separated. A conclusion if a place has sustainably developed required examinations into different indicators (Davidson, 2010). This study investigated only social sustainability as an indicator of sustainable development. From the results, it can be said that the communities around College A, College B and College C had been developing. However, social sustainability was still quite far. Effects of built institutions on the nearby community were both possitive and negative. From the results, the effect on social equity was positive and highly appreciated by the community. However, the impacts on diversity, social cohesions, and quality of life were both positive and negative. From the positive view, quality of life developed as a result of economic development. However, the local residents, especially the middle-aged and elderly, took the detrimental effects serious.

The findings also illustrated that the re-location or construction of college or university may cause effects on equity, diversity, social cohesions, and quality of life. An educational institution with most students and employees, including teachers, living off campus is usually of the most influence. The construction of dormitories for these groups may be ideal. However, in contexts where this is impossible, school administrators are advised to establish a professional or business network with the landowners in the neighborhood to assist their students' and employees' lodging.

The employees from the colleges living off campus were of more benefit than harm to the community. The local residents did not really complain much about them. They were considered to add much materialistic values to the community. Foreign teachers from the colleges were assumed not to cause any concern of safety either. However, these people did not integrate much with the community in which they lived. From the view of social sustainability, this was not really positive. All the community members should have had social interactions or cohesions instead. Their cohesions could lead to strong development of the whole community through meetings.

Cultural differences were generally unwelcome. This made the expatriate teachers feel uncomfortable in communication with local residents. Open-mindedness may be helpful. The use of your own culture to judge people from other cultures cannot bridge the gaps between different ethnic groups (Hoa & Vien, 2018). Also, new comers to a particular community, in case of college and university, can be students and non-native teachers who find the local culture and practices different from theirs. They should find some ways to understand and adapt to the local norms. Adaptation can

give them a sense of well-being. Mutual respect should be an issue in contemporary life. In the age of globalization, it is common that people living in the same community are from different places, and mutual respect is appreciated, which in turn contributes to social sustainability (Bagceli Kahraman & Onur Sezer, 2017). In summary, accepting the existence of different cultures may help to make the social cohesions in this case better.

In addition, apart from contributions of new community members, such as equity, infrastructure should be an issue of concern. When an educational institution of higher education is constructed, there should be a concern of transportation. The governmental authority of the community should improve transport systems. Schools should also have mass transits for their own students. The equital gains from the colleges should be partly distributed as a return to the community as financial aids to disadvantaged people or funds for infrastructure development and maintenance. Community planning is essential in that it should predict and foresee both positive and negative effects so that necessary preparations can be done.

It is also significant to educate people, including local residents and tenants about the importance of social sustainability. In particular, education can be implemented cognitively, which may help carve knowledge and result in retention of knowledge (Hung, Vien & Vu, 2018). Alternatively, education of social sustainability can be undertaken from a social approach in that people and media play a crucial role in transmitting knowledge and arouse awareness of social sustainability.

What's more, sense of security is essential. Noise and violence may make people unproductive and may cause detrimental influence on health. In celebrations, young people may make uncontrolled and unexpected noise and violence. This probably accumulates a bad public image in a long run. Interactions in community are essential so that sympathy is grasped. In interactions between groups of people in a community, people understand what they should do and what they are expected to do. Thus, they can make adjustments.

As this study was a type of primary research on the effects of educational institutions on community from the view of social sustainability, it was difficult to conclude if these communities had been improved over time. In a broad scale, because social sustainability was not widely researched in the world, it may be early to construct a model or framework about the effects of institutions of higher education on the neighborhood. However, the findings could generally confirm the model by Cato (2009) that economic development could be in the center of sustainable development. The respondents accepted that their living conditions, well-being and health improved tremendously from the tenants' expenditures. Finally, the impacts of the institutions of higher education involved in this study were mainly based on the participants' responses. Although a number of measures were taken to increase the research validity and reliability, this could not describe the whole picture of the issue.

Further studies can take a holistic approach to sustainable development as a result of the effects of educational institutions. They may also include observations of the

changes of a community over time. Researchers may also take into account more educational institutions of higher education in other contexts.

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