

RESEARCH ARTICLE

Measures to raise teachers' awareness of the criteria for establishing schools of well-being in the context of educational innovation: A Vietnamese case

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ABSTRACT

This article studies the necessity and feasibility of measures to raise the awareness of teachers about the criteria for establishing schools of well-being in the context of educational innovation in Vietnam. These measures are proposed based on research findings regarding the current level of teachers' awareness of the criteria for establishing schools of well-being. The research data shows that all six measures are evaluated on the necessary and feasible scale. This proves that the measures are necessary and can be implemented under the conditions of current schools, although appropriate adjustments can be made at each different educational institution.

Keywords: school of well-being; happiness; teacher; school of well-being model; mental health

1. Introduction

Currently, school mental health is an interest in sustainable educational development globally. Health and mental health services have long been available for school-aged children in Western countries.^[1-3] Since COVID-19 pandemic, more comprehensive school mental health programmes have been developed.^[4-6] These comprehensive mental health school-based programmes have moved forward wider and wider interpretation of the mental health concept, and well-being concept. In our understanding, the next critical step is to develop conceptual criteria to evaluate how these comprehensive mental health school-based programmes worked, based on the concept of well-being.

In October of 2023, Ho Chi Minh City Department of Education and Training promulgated Decision no 3442/QĐ-SGDĐT about establishing schools of well-being criteria at educational institutions located in Ho Chi Minh City, which expressed determination in realizing strategies to establish schools of well-being in this area.^[21] The process of creating schools of well-being aimed at strengthening school cultural behaviors; inducing fundamental alternation in cultural behaviors among staff, teachers, employees, students to improve competence, flourish human dignity, and cultural lifestyles; enhancing education and training quality; contributing to create Ho Chi Minh City citizens' images "Live in kind, civilized, modern, emotional, active, and creative ways." Besides, the list of criteria aiming at assessing the perception of teachers and students was

ARTICLE INFO

Received: 23 March 2024 | Accepted: 09 May 2024 | Available online: 24 May 2024

CITATION

Huynh VS, Ho NK, Giang TV, et al. Measures to raise teachers' awareness of the criteria for establishing schools of well-being in the context of educational innovation: A Vietnamese case. *Environment and Social Psychology* 2024; 9(7): 2690. doi: 10.59429/esp.v9i7.2690

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also worth noting. Each criterion embraced three levels: need to be improved, moderately good, good. Therefore, which criterion having been well conducted needed maintaining, which one having not been sufficiently implemented needed improving objectives and measures. Educational institutions issued a guideline for leaders, teachers, employees, and students in implementing each criterion according to material conditions, workforce, study locations... Additionally, it was essential to conduct discussions among staff, teachers, employees, and students to listen, explore existing needs and analyzing current situations for better applying the criteria.

Establishing schools of well-being is among key activities of the education section, aiming at assisting the teacher workforce to enhance their facets as well as better adapt to the dynamic innovation of the national education system^[7-9]. The expressions of love are caring, sharing, trusting, support and compassion towards each other. Schools of well-being is a space where teachers, students, as well as parents feel blessed and grateful during the process of teaching and learning. It is a location where love among teachers, students, or even between teachers and students, is appreciated and fostered on a daily basis^[10].

In order to establish a school of well-being in the context of educational innovation according to the provided criteria, managerial staff, teachers, and students at school have to put constant effort with specific and practical actions. According to Circular no 31/2017/ TT-BGDĐT promulgated by Vietnam Ministry of Education and Training, teachers are among the indispensable pillars of school mental healthcare practices. School staff and teacher workforce are responsible for directly cooperating with school psychologists in helping students cope with their issues related to study, family, relationships with others, or self-perceptions, which in turn enhances students' positive emotions, self-choice, and self-decision in their own school lives.^[20]

Therefore, teachers significantly contribute to educational activities generally and creating well-being environments in high schools specifically. Thus, if teachers are properly and sufficiently aware of the criteria for establishing schools of well-being within the framework of educational innovations, these conditions will facilitate the establishment of schools of well-being. This article studies the necessity and feasibility of measures enhancing the teacher workforce's awareness of the criteria for developing schools of well-being.

2. Literature review

A Vietnamese study depicted a process of establishing schools of well-being in Nguy Binh Khiem educational process, Cau Giay, Vietnam, including educational missions "Learning, discovering, provoking, and fostering, and fulfilling students' values and potentials;" educational objectives "Teach students about human dignity;" educational mottos "Caring individual students, helping them promote." The research findings stated that career well-being among teachers has a crucial role in achieving essential educational skills, including skills to conquer students, skills to build relationships with parents, educational skills, and positive education. Hence, learning, and self-changing among teachers are among core factors of success in establishing schools of well-being.^[23]

In 2023, Bui Hong Quan, Nguyen Thi Xuan Yen, Giang Thien Vu, and Huynh Van Son proposed four models of schools of well-being assembled from international research, within which concentrate on specific activities and measures to establish schools of well-being based on practical evidence at workplaces and promote directional roles of managerial staff, major roles of teachers in creating well-being in students at schools, as well as mental healthcare measures for teacher workforce in confronting with era changes.^[18]

Expertise and other resources ensure prosperous schools. The differences in educational quality aiming at satisfaction and well-being of students resulted from experiences and expertise of teacher workforce and school leaders. Besides, well-being is the most important strategy of schools that makes a crucial decision in the

success of establishing schools of well-being. Discussions, seminars, and programs concentrating on psychological prevention, mental healthcare, teambuilding, etc. among teachers, students, or teachers and students... are critical to enhance their well-being in educational and learning experiences at schools.^[19] This implies that teachers' perceptions are one of essential resources in the process of establishing schools of well-being.

Vietnam educational innovation continuously requires enhancing school mental healthcare practices for meeting the needs of workforces, expertise, and facilitating the sustainable development of the nation. However, the prerequisite of this mission is the establishment of schools of well-being. In other words, the schools of well-being creation must possess inner strength accompanied by other workforces to explore a general power. Simultaneously, schools of well-being practices per se also need to prove their roles, meanings, and effects. As according to Vietnamese Circular no 32/2018/TT-BGDĐT, the schools of well-being creation is among core values that the 2018 educational program has successfully accomplished, responding to the directional orientations of competence development among students.^[22] Besides, regarding Circular no 31/2017/TT-BGDĐT proposed by Vietnam Ministry of Education and Training, school psychology practices are considered guiding principles for fostering success and effectiveness of establishing process schools of well-being.^[20] Moreover, teachers are also regarded as an essential resource for the establishment of schools of well-being. The roles of teachers display a huge contribution to the implementation of schools of well-being models. Therefore, the awareness of teachers about the schools of well-being establishment and its criteria, as well as the teacher's competence in conducting model schools of well-being still draw a huge attention of Vietnam education system.^[20,22]

3. Materials and methods

3.1. The context of schools of well-being in Vietnam

Well-being is not a constant state of excitement. Instead, well-being is a general feeling experiencing more positive emotions than negative emotions^[11]. According to Holzer^[8], well-being is characterized by the association with positive emotions and satisfaction with life. Regarding well-being, it could be individuals' perception of their current or overall life. "Schools of well-being" could be deemed as a place without the existence of school violence, ethical violations of teachers, insult to one's self-respect, human dignity, and physical bodies of teachers and students^[12].

UNESCO determined 22 criteria for establishing schools of well-being. These 22 criteria are attributed to 3Ps, comprising People, Process, and Place^[13]. Based on this framework, the authors commence analyzing and selecting characteristics suitable to the Vietnam national education in several selected native locations, with 21 criteria as mentioned below (see **Table 1**):

Table 1. Criteria of Vietnamese schools of well-being.

No	Criteria
Reasonable and Fair Workload	
1	Reduce tests and examinations
2	Replace homework with optional activities
3	Emphasize other disciplines except learning, employ other standards for evaluation
4	Employ non-academic standards to evaluate students
Teamwork and Collaborative Spirit	
5	Give students group assignments to collaborate to resolve problems

6	Utilize the diversity of team learning activities
Fun and Engaging Teaching and Learning Approaches	
7	Devise learning approaches appealing and teaching process fascinating
Learner Freedom, Creativity and Engagement	
8	Perceive mistakes as a part of learning process
9	Teach students how to pose questions
Sense of Achievement and Accomplishment	
10	Offer positive feedbacks and public recognition
11	Let students engage in creativity and share their dreams
12	Offer rewards and prizes via contests established by schools
Extracurricular Activities and School Events	
13	Arrange extracurricular activities as an alternative solution to individual tutorings
14	Launch school events in order to promote collective consciousness among students
15	Draw students' attention via media and communication clubs
Learning as a Ream Between Students and Teachers	
16	Lesson plans are attributed to the collaboration between teachers and students
Useful, Relevant and Engaging Learning Content	
17	Study materials are able to be practically applied to reality
18	Further the diversity and variety of interdisciplinary learning activities
Mental Well-being and Stress-Management	
19	Have the presence of school counselor and school counseling office
20	Organize programs fostering well-being and take care of students, teachers, school staffs' mental health
21	Employ visual teaching methods during the instructional process of stress management

Regarding Bloom's Taxonomy, the version revised by Forehand^[14], the authors proposed to separate the awareness of general teachers about criteria for establishing schools of well-being into 6 levels: remembering, understanding, applying, analyzing, evaluating, and creating. The awareness of the teacher workforce concerning schools of well-being creations concentrates predominantly on remembering, understanding, and applying levels. This is also the limitation set in the article to ensure the scope of research. The awareness of teachers about the criteria for establishing schools of well-being is the understanding process of issues related to schools of well-being establishment criteria via educational activities for students.

In previous studies related to this field in Vietnam, the awareness of teachers about schools of well-being and their roles reported mean scores reflecting agree and slightly agree attitudes according to the standard scale^[15,16]. This indicated that teachers had already had sufficient awareness of schools of well-being and their roles, although there was still a group of teachers who had yet to have a deep awareness of this issue. The awareness of teachers about suitable criteria for school of well-being creation in this framework was insufficient and inadequate. The majority of criteria were evaluated at slightly agree level, with a remarkable number of teachers still perceiving the aforementioned criteria from not agree to slightly agree levels. Several criteria was examined as the lowest awareness degree, at the less agree level, embracing "Teach students how to pose questions," "Having the presence of school counselor and school counseling office;" "Organize programs fostering well-being and taking care of mental health of students, teachers, school staff." In other words, the awareness of teachers in forming schools of well-being was in necessity of clarification, contributing to the fundamental foundation where high schools rely to effectively create schools of well-being in the modern educational innovation.

According to the aforementioned context, the authors point out that measures to raise the awareness of the teacher workforce about the criteria for creating schools of well-being are essential in the recent study as followed:

Measure 1: Promote roles, responsibilities of school administrators aiming at enhancing the awareness of teacher.

Measure objectives:

Subjects implementing this measure are the Party Committee and School Administrators of high schools. The measure promote roles and responsibilities of Party Committee, School Administrators in order to increase the awareness of general teacher workforce about the criteria for establishing schools of well-being in the context of educational innovation is crucial to promote the leadership of Party Committee, School Administrators in the concern of schools of well-being creation currently, perceiving it as the central and key act. Additionally, this measure assists schools of well-being establishment becoming schools' policy, encouraging general teachers attaining positive attitude and actively contributing to schools of well-being.

Contents of measure:

Annually, the Party Committee enact resolutions of establishing schools of well-being to general teachers for them to grasp thoroughly and comprehensively.

School Administrators devise school development strategies and plans whose contents emphasize on the creation of schools of well-being in the framework of educational innovation, and popularize them to the school' teacher workforce.

Party Committee and School Administrators actively organize periodic meeting contents for teacher workforce, within which comprises the criteria for establishing schools of well-being in the context of educational innovation as well as the responsibilities of general teachers in schools of well-being establishment corresponding to each criteria.

Party Committee and School Administrators praise, reward, and encourage typical party members, general teachers displaying the outstanding accomplishments in establishing schools of well-being in the context of educational innovation.

Conditions for implementation:

Party Committee, School Administrators are nuclear leaders, command among schools in directing the establishment of schools of well-being in the context of educational innovation.

The leader of the Party Committee and School Administrators need to be a model and pioneer advocating schools of well-being creation and being apparently aware of the criteria for establishing schools of well-being in the context of educational innovation.

Measure 2: Supplement, improve command and instruction text; compile instructional materials

Measure objectives:

This measure aimed at attributing to the legal basis of the establishment process of schools of well-being, unifying the criteria for establishing schools of well-being among teachers in the context of educational innovation. Besides, the measure caters to managerial staff and teachers s foundation to evaluate their implementation of schools of well-being establishment based on the published criteria, strengthens and increases the validity and national effective managements about schools of well-being establishment.

Contents of measure:

The principal constructs the system of legislation about schools of well-being creation generally and its criteria specifically. This system reports timely updates on the policies, directions of the Ministry of Education and Training and native locations on establishing schools of well-being, contributing to the foundation, completion, and materialization of the materials associated with the organization and establishment activities of schools of well-being.

The principal materializes instructional documents about the creation of schools of well-being connected with criteria ensuring legality, which is subsequently popularized among school staff.

The principal frequently organizes examining, feedback, and update meetings; implements documents; collects feedback information from teachers and school managers for better editing documents corresponding to real-life situations; takes advantage of the advocacy of local and major leaders, and the public to effectively and feasibly implement the aforementioned documents.

The principal commands teachers to compile the criteria for establishing schools of well-being; commands related departments instructing teachers about the criteria for creating schools of well-being which are suitable to each department characteristics, deepening the understanding of teachers about the criteria for schools of well-being establishment in the context of educational innovation.

Conditions for implementation:

High school staff have to update frequently and firmly grasp the command papers about schools of well-being creation, materialize the documents responding to the current and long-term requests, create the unity and consensus of command papers at schools.

Documents regarding the establishment of schools of well-being or its criteria need to fit with the legislation of superiors, with the economic, cultural, and social development of the local areas, practically contributing to the creation of schools of well-being in the context of educational innovation.

The interest and attention of committees, managers, as well as the contribution of ideas from the general teacher workforce in the implementation of command papers to establish schools of well-being in the framework of educational innovation.

Measure 3: Recognize, honor, praise, and reward collectives, individuals, who are typically teachers

Measure objectives:

The measure recognizes, honors, praises, and rewards typical collectives or individuals implementing the criteria for creating schools of well-being in the context of educational innovation to motivate collectives, individuals at high schools in establishing schools of well-being. This measure also attributes to the positive ambience among school collectives, creating schools of well-being in unison. Furthermore, this measure is able to assist school managerial staff recognizing collectives, individuals having positive contributions in establishing schools of well-being, who are spread widely as inspirational figures for other teachers.

Contents of measure:

The principals at high schools popularize emulation movements concerning the creation of schools of well-being at schools, with teachers being the crucial participants, as well as determining school year themes associated with enhancing the awareness of and competence in creating schools of well-being in the context of educational innovations. Departments also ensure that general teachers implement the criteria for establishing schools of well-being.

The school principal and departments discover teachers with better performance and creativity in conducting the criteria for establishing schools of well-being in the context of educational innovation.

The principal combines the contents regarding the criteria for establishing schools of well-being in the context of educational innovation into the annual evaluation standards of teachers, which is a foundation for considering competition for rewards and recognition. This in turn might contribute to the positive changes in examining public employees.

The principal cooperates with organizations at schools, especially grassroots trade unions, introduce, honor, praise, reward teacher collectives, individuals accomplishing achievements in implementing the criteria for establishing schools of well-being in the context of educational innovation in the meetings, Teacher's Day, columns on the media, schools' websites, etc.

Conditions for implementation:

Teacher workforce need to have a learning spirit, positivity, creativity in establishing schools of well-being in the context of educational innovation.

Several instructions, emulation rules, teacher evaluation are essential to be altered, supplementing the achievements in creating schools of well-being.

Managerial staff at schools must consider, encourage, instruct teachers in implementing the criteria of establishing schools of well-being in the context of educational innovation.

Measure 4: Strengthen training managerial staff, teachers about the criteria for schools of well-being

Measure objectives:

The measure places an emphasis on training managerial staff, teachers, about the criteria for schools of well-being to assist managerial staff and the general teacher workforce responding to the criteria. This measure also helps raise the general teachers' awareness of the criteria for establishing schools of well-being in a simultaneous, systematic, and planned manner, which then fosters the scientific background of their awareness. Additionally, this measure is an opportunity for general teachers to interact, learn, and create a supportive learning environment at high schools, contributing to the establishment of schools of well-being in the context of educational innovation.

Contents of measure:

The principals command that the training program needs to be devised, embracing training modules for managerial staff, teachers about the criteria for creating schools of well-being in the context of educational innovation, including the materials regarding the establishment of schools of well-being, as well as its criteria.

The principals organize training for managerial staff, teachers about the criteria for establishing schools of well-being in the context of educational innovation with the engagement and cooperation of scientists, lecturers, reported, who have experience in creating schools of well-being for managerial staff and general teachers.

Conducting training for managerial staff and teachers in two days, with learning materials comprising module, slide, and illustration video of reporters. During the training process, managerial staff and teachers need to interact with each other and with the reporters to enhance the awareness of the criteria for establishing schools of well-being in the context of educational innovation.

Conditions for implementation:

High schools need to allocate financial support for training activities of managerial staff, teachers about the criteria for establishing schools of well-being in the framework of educational innovation.

Managerial staff and teacher workforce need to have learning and progressive spirit in creating schools of well-being in the context of educational innovation.

Reporters at the training must have ample experience, prestige in the major generally, and in the domain of establishing schools of well-being in the context of educational innovation specifically.

Measure 5: Propagate on schools' websites, social media about the criteria for establishing schools of well-being

Measure objectives:

This measure contributes to the diversity and variety of approaches with regard to raising the awareness of general teachers about the criteria of schools of well-being in the context of educational innovation. Furthermore, high schools currently have their own websites and social media; therefore, the propagation via websites and social platforms regarding the criteria for creating schools of well-being in the framework of educational innovation would be more accessible and convenient for teachers.

Contents of measure:

The principals at high schools command departments, individuals devising columns concentrating on establishing schools of well-being published on schools' websites or social forums in order to capture general teachers' attention when accessing.

The high schools principals command the diversity and variety of postings relative to the information of creating schools of well-being, especially the criteria for establishing schools of well-being in the context of educational innovation. The postings are categorized into themes, such as conceptions of schools of well-being, roles of schools of well-being, missions of teachers in establishing schools of well-being, the criteria for establishing schools of well-being, to name a few, with each theme being transformed into diagrams, models, or videos for better liveliness and comprehension.

The principals collaborate with organizations conducting propagation, instruction for general teachers accessing schools' websites and media for the search of information, materials connected with schools of well-being establishment.

Conditions for implementation:

Each high school needs to have their own website and media platforms which have been popularized to their teacher workforce.

The designer workforce is essential to ensure the communication contents are vibrant, concise, and concentrating on the criteria for establishing schools of well-being in the context of educational innovation.

The published information must be kept accurate and novel via timely updates, assisting general teachers to raise their awareness of creating schools of well-being in the framework of educational innovation.

The information related to the criteria for establishing schools of well-being in the context of educational innovation need to be censored, cited and reported postal address.

Measure 6: Organize extracurricular activities at schools

Measure objectives:

This measure aims at increasing the diversity and variety of approaches to enhancing the awareness of the criteria for establishing schools of well-being in the context of educational innovation among both teachers and students. The act of organizing extracurricular activities about the criteria for creating schools of well-being in the context of educational innovation results in the content diversity, the meaningfulness and practicality of these activities.

Contents of measure:

The principals command, instruct teachers to tailor topics, including the signs of schools of well-being via the expressions of managerial staff, teachers and students, the criteria for establishing schools of well-being, for instance. Each topic embraces the signs of well-being in each subject, and how to accomplish the criteria for establishing schools of well-being in the context of educational innovation.

The principals command organizations, individuals to arrange flag salutation. Besides, high schools could employ happy school news or design panos associated with the establishment of schools of well-being. These items are subsequently located at spaces where collective activities of schools frequently occur, such as schools halls, teacher meeting rooms and so on. Therefore, teachers are able to promote their awareness of the criteria for establishing schools of well-being in the context of educational innovation.

Conditions for implementation:

Schools managers have to command, instruct and combine the criteria for establishing schools of well-being in the context of educational innovation into schools' extracurricular activities.

Extracurricular activities have to ensure the diversity and variety of approaches, the vibrancy and effectiveness of contents.

Teacher workforce need to have the cooperative, positive, and active spirit in engaging extracurricular activities in order to promote the awareness of the criteria for establishing schools of well-being in the context of educational innovation.

3.2. Methods

3.2.1. Study design

This study aims to evaluate the measures to raise the awareness of teachers about the criteria for establishing schools of well-being in the context of educational innovation in Vietnam. Therefore, the author designed a cross-sectional study with the method of data collection from the questionnaire and interview.

3.2.2. Participants

This study participants were 1,000 in-service teachers residing in Long An Province and Ho Chi Minh City, who were assembled by convenience sampling method. These participants also have seniority in education worktime ranging from 5 to over 15 years, with graduate and postgraduate degrees accounting for 96.4%. Thus, the participants were distributed diversely in many aspects: gender, school, seniority, qualifications and position (see **Table 2**).

Table 2. Demographic information.

Demographic information		Frequency	Percentage
Gender	Male	521	52.1
	Female	479	47.9
Seniority	Under 5 years	243	24.3
	From 5 to 10 years	256	25.6
	From 10 to 15 years	271	27.1
	Above 15 years	230	23.0
Qualification	College	36	3.6
	Bachelor	859	85.9
	Master	105	10.5
Position	Subject teacher	97	9.7
	Hoomroom teacher	785	78.5
	Senior teacher	69	6.9
	School administrator	49	4.9

3.2.3. Data collection and analysis

A letter was designed for the teachers to introduce the project, explain the purpose of the survey, and ask their permission to participate in the study. The survey process took place online via Google Forms. Participants were informed about the study via an information sheet, which was attached to every single questionnaire. The information sheet provided details about the study aims, the questionnaire content, confidentiality, choice of participation, and withdrawal, as well as the contact details of the research team. Completion of the questionnaire indicated implied consent on the part of the teacher. Only fully completed questionnaires were included in the final analysis. The survey took place entirely online from October 2023 to January 2024. The Google Form link is sent via email. The results obtained received many positive responses with 1000 valid answer sheets.

SPSS 22.0 was employed to analyze results via encrypting questionnaires (likert-3 scale), frequencies, means, with the research scale being scored as mentioned below (see **Table 3**):

Table 3. Coding score.

Mean	Necessity levels	Feasibility levels
2.34 - 3.00	Essential	Feasible
1.67 - 2.33	Less essential	Less feasible
1.00 - 1.66	Not essential	Not feasible

4. Results

Table 4. Results of the necessity levels of aforementioned measures.

Measures	Percentage			Mean	SD	Rank
	Essential	Less essential	Not essential			
Promote roles, responsibilities of school administrators aiming at enhancing the awareness of teacher workforce	97.6	2.4	-	2.98	1.020	1

Supplement, improve command and instruction text; compile instructional materials	94.9	5.1	-	2.95	0.873	2
Recognize, honor, praise, and reward collectives, individuals, who are typically teachers	97.7	2.3	-	2.98	0.984	1
Strengthen training managerial staff, teachers about the criteria for schools of well-being establishment	87.9	12.1	-	2.88	1.201	3
Propagate on schools' websites, social media about the criteria for establishing schools of well-being	78.6	21.4	-	2.79	1.102	4
Organize extracurricular activities	97.7	2.3	-	2.98	0.982	1

The statistical data indicated that measures for raising the awareness of the criteria of establishing schools of well-being in the context of educational innovation among teachers reported a mean from 2.79 to 2.98, reflecting the essential level. According to this result, it could be concluded that measures proposed in the study were essential to enhance the awareness of the criteria of establishing schools of well-being in the context of educational innovation attributed to the self-evaluation of teacher workforce participating in this research.

The highest score recorded in the study was 2.98 by means and reflects the essential level, embracing “Promote roles, responsibilities of school administrators aiming at enhancing the awareness of teacher workforce”; “Recognize, honor, praise, and reward collectives, individuals, who are typically teachers”; “Organize extracurricular activities”. These measures were highly appreciated, at only 2.3% to 2.4% teacher workforce evaluating at the less essential level, with the remaining proportion implying the essential level. The majority of teachers engaging in interview displayed an consensus on the idea that to establish effectively schools of well-being, the first crucial thing was the promotion of strategies and policies of school administrators, from which teachers obtained the scientific and systematic instruction. An opinion of participant 01 stated that: “*Establishing schools of well-being is an issue stated in our country a long time ago. Therefore, to raise the awareness of the criteria for establishing schools of well-being in the context of educational innovation, the act of honoring, rewarding teachers with accomplishments and creativities in creating schools of well-being associated with the criteria is indispensable.*”

The following measure was “Supplement, improve command and instruction text; compile instructional materials about the criteria for establishing schools of well-being”, with mean score = 2.95 (the essential level), which was also evaluated as essential in raising the awareness of the criteria of establishing schools of well-being in the context of educational innovation by general teachers. According to interview results, 100% general teachers reckoned that the supplement of command papers, instruction as well as compilation of instructional materials about the criteria also necessary to improve the awareness of the criteria of establishing schools of well-being in the context of educational innovation. This is a prerequisite measure to increase the awareness of the criteria of establishing schools of well-being in the context of educational innovation in an appropriate and legally sufficient way.

The measure “Strengthen training managerial staff, teachers about the criteria for schools of well-being establishment” was reported at 2.88 by mean score (the essential level), with 87.9% teachers appraising it as essential. Despite 12.1% teachers valuing this measure as less essential, this measure still depicted its necessity in enhancing the awareness of the criteria of establishing schools of well-being in the context of educational innovation. Participant 02 claimed that: “*The fact of being trained to perform the criteria for establishing schools of well-being is splendid. We would be instructed to create schools of well-being according to the*

specific criteria, hindering waste of time, or divergent viewpoints.” This measure not only helps enhance the awareness, but also assists the awareness of general teachers about the criteria for establishing schools of well-being in the framework of educational innovation in a comprehensive and sufficient manner, gravitating towards equipping the soft skills responding to each specific criterion.

Eventually, the measure “Propagate on schools’ websites, social media about the criteria for establishing schools of well-being in the context of educational innovation” was appraised with the lowest mean score, at 2.79 (the essential level), with 21.4% teachers evaluating as less essential. Nevertheless, this measure still displayed the necessity in raising the awareness of the criteria of establishing schools of well-being in the context of educational innovation among general teachers. Participant 03 shared that: *“To my point of view, conducting this measure is good, as if we have numerous measures to enhance our teachers’ awareness of the criteria for creating schools of well-being, it will not be redundant but sufficient and varied about the accessing method for teacher workforce.”*

Conclusively, among 6 examined measures, 3 measures were evaluated at the first rank (Mean = 2.98), including “Promote roles, responsibilities of school administrators aiming at enhancing the awareness of teacher workforce”; “Recognize, honor, praise, and reward collectives, individuals, who are typically teachers”; “Organize extracurricular activities”. The measure “Propagate on schools’ websites, social media about the criteria for establishing schools of well-being” was ranked at the lowest position.

Table 5. Results of the feasibility levels of aforementioned measures.

Measures	Percentage			Mean	SD	Rank
	Feasible	Less feasible	Not feasible			
Promote roles, responsibilities of school administrators aiming at enhancing the awareness of teacher workforce	97.7	2.3	-	2.98	0.822	1
Supplement, improve command and instruction text; compile instructional materials	86.0	14.0	-	2.86	0.785	5
Recognize, honor, praise, and reward collectives, individuals, who are typically teachers	95.7	4.3	-	2.96	1.002	2
Strengthen training managerial staff, teachers about the criteria for schools of well-being establishment	87.6	12.4	-	2.88	1.122	4
Propagate on schools’ websites, social media about the criteria for establishing schools of well-being in the context of educational innovation	80.4	19.6	-	2.80	1.009	6
Organize extracurricular activities about the criteria for establishing schools of well-being in the context of educational innovation at schools	92.1	7.9	-	2.92	0.878	3

The data pointed out that the scores of all measures were evaluated from 2.80 to 2.98 by teachers, with scores reflecting the feasible level. Regarding these results, it could be concluded that these measures were able to be implemented in practice at high schools to enhance the awareness of the criteria of establishing schools of well-being in the context of educational innovation.

The measure “Promote roles, responsibilities of school administrators aiming at enhancing the awareness of the teacher workforce” ranked first, with the mean score at 2.98, reflecting feasible level. The statistical data indicated that approximately 2.3% teachers stated that this measure was less feasible. Participant 04 shared that: *“The promoting role, responsibilities of school administrators in creating schools of well-being is totally*

able to be performed at high schools on a legal basis. The action of establishing schools of well-being need to be conducted under the direction of management and leader level, but not the individual implementation of each teacher. Only in this occasion that establishing schools of well-being in the context of educational innovation is effective.”

Subsequently, the measure “Recognize, honor, praise, and reward collectives, individuals, who are typically general teachers, implementing the criteria for creating schools of well-being in the context of educational innovation” was evaluated with the mean score at 2.96 (the feasible level), among which 95.7% appraising at the feasible level. Participant 05 perceived that “*The successful implementation of this measure is excellent, it could encourage teachers, motivate them to dedicate, and establish schools of well-being. This is a thing that high schools are able to conduct. This measure could not contain the tangible value but the intangible one is dramatically significant.*”

The following measure was “Organize extracurricular activities at schools”, with the mean score being at 2.92 (the feasible level). This measure comprises 92.1% general teachers responding as feasible. According to this result, it is strongly believed that this measure is completely able to implement under the conditions facilitated by high schools aiming at raising the awareness of the criteria of establishing schools of well-being in the context of educational innovation.

With the mean score – 2.88 (the feasible level), the measure “Strengthen training managerial staff, teachers about the criteria for schools of well-being” was rated as feasible by the teacher workforce. Although there were 12.4% teachers reporting it as less feasible, the authors certainly perceived that this measure attributed to the efficiency in enhancing the awareness of the criteria of establishing schools of well-being in the context of educational innovation if high schools organized, popularized the training in a systematic and scientific way.

Subsequently, the measure “Supplement, improve command and instruction text; compile instructional materials” with the mean score being 2.86 was rated as feasible by 86% general teachers, which means that it could be performed in high schools. Participant 06 stated that: “*This measure was not an optional method but a compulsory one. It indicates that the establishment of schools of well-being has already had the legal background and is permitted to undergo, and must be implemented.*” This result points out that around 14% general teachers have yet to highly appreciate the feasibility of this measure. However, the authors still believe that this measure may have a huge contribution to the enhancement of the awareness of the criteria of establishing schools of well-being.

Finally, the measure “Propagate on schools’ websites, social media about the criteria for establishing schools of well-being” was appraised at 2.80 (the mean score, at the feasible level) by the teacher workforce. This measure was the only one depicting one-fifth of teachers evaluating as less feasible. Although the proportion stating the less feasibility level of this measure was negligible, if this measure was conducted in the practice, the thorough organization and preparation should be taken into consideration.

The results about the feasibility levels stated that “Promote roles, responsibilities of Party Committee, School Administrators aiming at enhancing the awareness of general teacher workforce about the criteria for establishing schools of well-being in the context of educational innovation” ranked first, whereas “Propagate on schools’ websites, social media about the criteria for establishing schools of well-being in the context of educational innovation” remained the lowest position. The results illustrated the compatibility between the necessity levels and the feasibility levels.

5. Discussion

Inspired by the decisions and circulars promulgated by the Vietnamese government, the study was conducted to explore the necessity and feasibility of measures aiming at raising teachers' awareness of the criteria to establish schools of well-being, which was deemed as a prerequisite in conducting the proposed plan. This cross-sectional study focused on evaluating the measures to raise the awareness of teachers about the criteria for establishing schools of well-being in the context of educational innovation in Vietnam. Based on the established criteria for building schools of well-being, we conducted a questionnaire on the necessity and feasibility of measures to raise teachers' awareness of these criteria in 1,000 participants. The overall results show that the proposed measures are considered necessary and feasible in the context of educational innovation in Vietnam. In particular, building a legal corridor as well as influencing school management subjects is a key issue that needs attention to have a strategy to develop a sustainable school of well-being.

Comparing with several previous studies on the comprehensive school of well-being model, we recognized some barriers. Firstly, in Holzer et al.^[8]'s study, school of well-being is a concept that most in-service teachers and pre-service teachers have been trained throughout their undergraduate time. Therefore, for trained teachers, actively teaching or promoting students' well-being at school is a mission in professional development. In the context of our study, current and former teachers must participate in training courses to raise awareness about the criteria for building schools of well-being, meaning they have not been trained before. Even, in a previous study by Huynh and Ho^[15], Son and Kieu^[16], Vietnamese teachers mostly did not have a correct and in-depth understanding of schools of well-being concept. Therefore, raising teachers' awareness about this concept and training them how to implement and evaluate these criteria were necessary. Teachers are the first and most important component that promotes the success of a school of well-being.

Another issue that needs to be identified is that the current activities of building schools of well-being in many developed countries reported in the studies of O'Reilly et al.^[2], Holzer et al.^[8], Powell et al.^[9], Galton et al.^[10], Simmons et al.^[12] and Løhre et al.^[17] are all recognized as a legitimate educational policy. However, in the Vietnamese context, although there are legal documents requiring the building of schools of well-being, the results are not clear due to the lack of evaluation criteria. Our research proposed 21 criteria for evaluating happy schools based on inheritance from UNESCO's theoretical framework and a cognitive assessment tool (Bloom's taxonomy) for application in educational practice. This set of criteria is the first foundation for implementation in Vietnamese educational practice, starting with the step of raising awareness of teachers and educational managers implementing these criteria.

6. Conclusion

The results of the necessity and feasibility levels indicated that six measures raising the awareness of the criteria of establishing schools of well-being in the context of educational innovation among the teacher workforce reflected the essential and feasible level. This means that all measures are essential and able to be implemented under the conditions of high schools. Meanwhile, the measure "Promote roles, responsibilities of school administrators aiming at enhancing the awareness of the teacher workforce" ranked the first position. The authors ascertain that these findings will be crucial data facilitating the research and application conducted at high schools, which in turn raises the awareness of the criteria of establishing schools of well-being in the context of educational innovation among the teacher workforce.

7. Limitations

Because the study participants were collected by convenience sampling method in two specific areas Long An Province and Ho Chi Minh City, the research sample could not be seemed as a representative for the Vietnamese teacher population. However, the research findings are presented as a reference for future research and practical applications in this specific domain.

Author contributions

Conceptualization, Van-Son Huynh and Ngoc-Kieu Ho; methodology, Thien-Vu Giang; validation, Vi-Dieu Vu-Thi, Thanh-Ngan Pham-Ngoc and Ngoc-Kieu Ho; formal analysis, Thien-Vu Giang; investigation, Thanh-Ngan Pham-Ngoc; resources, Vi-Dieu Vu-Thi; data curation, Ngoc-Kieu Ho; writing—original draft preparation, Thien-Vu Giang; writing—review and editing, Van-Son Huynh; supervision, Van-Son Huynh; project administration, Ngoc-Kieu Ho; funding acquisition, Van-Son Huynh. All authors have read and agreed to the published version of the manuscript.

Funding

This research was funded by Ho Chi Minh City University of Education, grant number CS.2023.19.14ĐH and The APC was funded by Ho Chi Minh City University of Education.

Conflict of interest

The authors declare no conflict of interest.

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