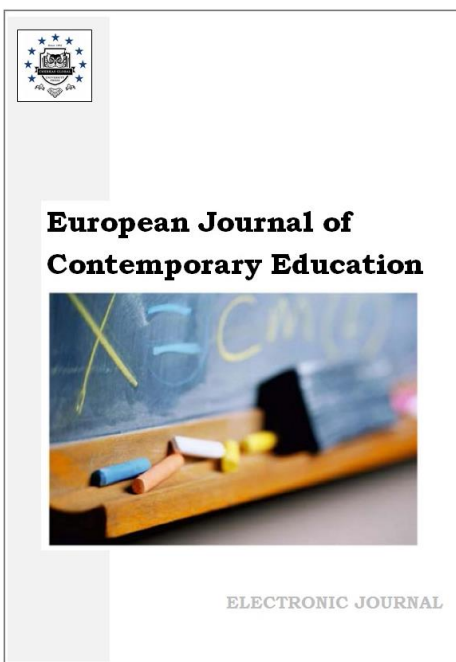




Copyright © 2022 by Cherkas Global University
All rights reserved.
Published in the USA

European Journal of Contemporary Education
E-ISSN 2305-6746
2022. 11(1): 70-80
DOI: 10.13187/ejced.2022.1.70
<https://ejce.cherkasgu.press>

IMPORTANT NOTICE! Any copying, reproduction, distribution, republication (in whole or in part), or otherwise commercial use of this work in violation of the author(s) rights will be prosecuted in accordance with international law. The use of hyperlinks to the work will not be considered copyright infringement.



The Engaged Living Of Vietnamese High School Students: Accessed from the Social and Emotional Health Perspective

Thien-Vu Giang ^a, Van-Son Huynh ^a, Ngoc-Khang Le ^{a,*}

^a Ho Chi Minh City University of Education, Vietnam

Abstract

Social and emotional learning (SEL) is not only beneficial for relationship building among students and their teachers, but it also has positive effects on their mental health. The core competencies of SEL are essential to understanding emotions and developing coping strategies to deal with mental health disorders, also called social and emotional health (SEH). This article focuses on exploring the SEH of Vietnamese high school students, emphasizing the engaged living component. The current study used a mixed-methods by combining the questionnaire and interviews on 474 students, with the supplementary from teachers, school counselors, and school administrators. The results reflected that students had a high level of engaged living. They had a good perception of engaged living through three indicators of gratitude, zest, and optimistic; but could not practice due to the gap between the knowledge taught and the practical application. The findings provide the engaged living data for schools to refer to and impact life value education's implementation. This is the foundation to strengthen SEH for students.

Keywords: engaged living, social and emotional learning, social and emotional health, mental health, life value education.

1. Introduction

Defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2017), social-emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Not only is SEL beneficial for relationship building among students and their teachers/guardians, but it also has positive effects on mental

* Corresponding author
E-mail addresses: khngln.tali031@pg.hcmue.edu.vn (N.-K. Le)

health, such as reducing stress, negative social behaviors, emotional distress, and attitudes towards the self (Greenberg et al., 2017).

According to WHO (2019), one in five children show signs of a mental health disorder each year. While not a substitute for treatment, SEL is a helpful tool in managing mental health symptoms directly in the classroom or at home (Daunic et al., 2013). The core competencies of SEL are essential to understanding emotions and developing coping strategies to deal with them healthily. When children can manage their feelings, they can better interact with family, friends, teachers, and the rest of the world around them. Weare (2010) provided an overview of the practical principles in promoting school-based mental health care and uncovers some of the debate in the field. This study examined the basis for the SEL's effects on high school students' learning and mental health. In addition, this study outlined several principles rooted in rapidly growing practical experience: (1) screening for the need for support, research, and psychological assessment in schools; (2) implementing consistently a school-wide access, ensuring clear and balanced prevention programs; and (3) defining goals, encouraging teamwork in school, and encouraging the school's autonomy. From here, the term social-emotional health (SEH) appeared. SEH is defined as the intrinsic psychological balance that allows individuals to perceive resilience in their lives, cope with and overcome mental health disorders; studying/work effectively, and contribute to society (Furlong et al., 2018). You et al. (2015) and Furlong et al. (2018) have begun developing a concept-based assessment model and tool for SEH to measure core positive psychological predispositions from a mental health perspective, manageable in a school environment. The SEH model is based on the premise that prosperity and success are grounded in the conditions of an individual's life, promoting the development of internal psychological tendencies that focus on four main components: (1) Belief-in-Self, (2) Belief-in-Others, (3) Emotional competence, and (4) Engaged living.

High school students (HS) can be seen increasingly under the complex effects of an increasingly developed and integrated society. The integration into modern society and the mental health of HS in the context of the 4.0 technology era (Maputra, 2019) or the COVID-19 pandemic (Pfefferbaum, North, 2020) have had a significant impact on their SEH. Many students become irresponsible, even to themselves (Duan et al., 2020), and lack the positive value they should have (Gray et al., 2017). Positive life values are the core living values that every human being needs: love, kindness, peace, self-esteem, solidarity, and altruism (Frisch, 2005). The life value education (LVE) for HS helps them study and live positively. Many countries recognize that the LVE is an essential pillar for students' moral education (Kaur, 2015). Some other countries consider LVE their primary educational principles (Williams, Brown, 2013). In Vietnam, LVE is recognized as both an educational principle and a pillar of moral education for students, both in the old and new general education curriculum (Ministry of Education and Training, 2018). LVE can increase the engaged living component due to the similarity in content (Froh et al., 2011; Oberle et al., 2010). Concerning the above, if students have a low level of engaged living in the SEH, they will encounter many mental health disorders related to which LVE can create positive value at the school-based prevention level (Oberle et al., 2011).

In the current study, we focus on exploring the engaged living component of Vietnamese HS based on the SEH model. The discovery of Vietnamese students' engaged living will help to propose more effective LVE when approached from the perspective of developing competencies and qualities in the 2018-general education curriculum and provide more data on HS' SEH in developing countries, where have been gradually applying SEL to education.

2. Theoretical framework

According to Furlong et al. (2020), the SEH model includes many socio-emotional skills and psychological orientations associated with positive human development. Engaged living is one of the four main components in the SEH model, which relates to the individual capacity to participate in and connect with activities in life. From the SEH model and definition of SEH, we define engaged living as a practical attachment, connection, and interaction between an individual and his/her life to creating positive life values as the foundation for motivating individuals to happiness. Engaged living includes the three dependent components: (1) Gratitude – Remember and appreciate what you give and receive in life. (2) Zest – Show a deep interest in a topic or activity, as well as a willingness to engage in action.

(3) Optimistic – Expresses belief or hope about the outcome of some particular endeavor, which is positive, favorable, and desirable (Furlong et al., 2020).

With the definition of engaged living, we recognize the impact of this component on the mental health of adolescents/HSSs in previous studies. Proctor et al. (2010) believe that a positive attitude to life is an essential spiritual foundation to help HS achieve well-being while studying. Veronese et al. (2012) agree that HSSs' effective connection and interaction with friends, parents, teachers, and life events have a substantial impact on their resilience and coping with mental health disorders. Educators reported that teaching students emotional and social skills to interact effectively with life, such as gratitude, perseverance, enthusiasm, and positive thinking, will bring about mental health disorders preventive effects for students, as well as promote the development of their social-emotional competence (Wong, Lim, 2009). Engaged living helps students develop the essential skills to be effective in life, gain the skills needed to handle themselves and relationships, and work effectively and ethically. These skills include recognizing and managing emotions, developing concern and concern for others, making responsible decisions, establishing positive relationships, and handling challenging situations effectively (CASEL, 2017).

Vietnamese HSSs currently have a lot of stress-related disorders (Van-Son et al., 2019) and traumatic-related disorders (Thai, Nguyen, 2018), especially in the context of the COVID-19 pandemic and extended online learning (Nguyen, Vu, 2020). Vietnamese current studies almost reported that these mental-related problems negatively affected the attachment, connection, and interaction between an individual and his/her life to creating positive life values; or the engaged living of the SEH model. HSSs' engaged living is not yet claimed to be below, but it cannot exceed the average because social problems are rooted mainly in students' social skills (Minh-Hong et al., 2020). The findings on Vietnamese HSSs' engaged living have not been verified objectively. In addition, we also found that some previous studies on LVE in Vietnam mentioned the development of engaged living for students through skill training (Hang, 2021; Huynh, 2017; Nguyen, 2018; Tran, 2020). However, from the perspective of education and training, the effectiveness of these LVE studies is not practical; because up to now, there are still many social problems related to the imbalance in HSSs' engaged living in particular or the SEH in general (Minh-Hong et al., 2020; Hang, 2021). The following section will present our research design process to discover Vietnamese HSSs' engaged living situation.

3. Methods

Study design

The study used a mixed research methodology to clarify the current situation of Vietnamese HSSs' engaged living. We focused on two major cities in Vietnam that tested the SEL model: Ho Chi Minh City and Da Nang City. Then, Can Tho City and Soc Trang City – two areas that started applying SEL to education activities.

The study used the self-developed questionnaire (self-reported questionnaire) based on the SEH model as the primary method, which contained two parts:

- Part 1 was the demographic information;

- Part 2 was the structure of the 36-items questionnaire (coding I for each item). In particular, I1-9 assessed the belief-in-yourself, I10-18 assessed the belief-in-others, I19-27 assessed the emotional competence, I28-36 assessed the engaged living. In the engaged living self-reported items, I28-30 assessed the gratitude expressions, I31-33 assessed the zest expressions, and I 34-36 assessed the optimistic expressions.

HSSs were asked to choose an answer that most accurately reflected them from five options based on the Likert-5 scale: 1 = completely incorrect, 2 = partially correct, 3 = confused, 4 = quite right, and 5 = completely right.

Simultaneously, the interviews were used to shed light on the questionnaire results of engaged living. The interviews were conducted with four groups of participants related to SEH and the mental health of Vietnamese HSSs: HSSs (leading participant), school counselors, teachers, school administrators – the auxiliary participants, to add more information in clarifying the questionnaire results. Open-end interview questions are based on the questionnaire, which focused on the expressions of the HSSs' engaged living and what they did to cope with the SEH-related problems/mental health disorders.

We contacted the school administration for permission to conduct the study for data collection. Then, we connected with the homeroom teacher and sent the questionnaire to HSs to do directly in 30 minutes (at the end of the class time). We randomly selected groups of participants at the schools to which we distributed the questionnaires with interview data. Each interview took 15 to 30 minutes at break-time in the school counseling office to ensure privacy and safety. All interviews had written consent from the participants, and consent was obtained for recording during the interviews. The researchers submitted questionnaires and interview data to the participants about compliance with professional ethics, with no conflict of interest and only for scientific purposes. The data collection process took place over three months in the identified areas from October 2020 to December 2020.

Participants

474 valid questionnaires were collected based on the 600 issued. The criterion for choosing a valid questionnaire is that the participants fully complete the questionnaire; this rate is 79 %. In which, 74 students agreed to participate in the interview section of the study. In the interview section, 10 teachers, 4 school counselors, and 6 school administrators participated for the auxiliary participants. The participants' demographic information is described as follows:

In terms of gender, out of 474 students who participated, 273 were female (57.6 %), and 191 male students (40.3 %). There were 10 students (2.1 %) who were predominantly LGBT. This rate was not much, but it proved that the Vietnamese HSs were initially more aware of gender and knew how to express gender appropriately.

In terms of grades, the participants were spread relatively evenly in 10, 11, 12 grades with the corresponding percentage of 38.2 %, 31.4 %, 30.4 %.

In terms of ethnicity, HSs with Vietnamese groups accounted for the most significant proportion with 70.9 % (336 students), ranked second as Chinese with 16.5 % (78 students), ranked third as Khmer with 12.4 % (59 students).

In terms of academic results, 304 students (64.1 %) were excellent, 155 (32.7 %) were good, 13 (2.7 %) were average and 2 (0.4 %) were fair.

In terms of living places, 191 students lived in the Ho Chi Minh City (40.3 %), 119 students lived in Soc Trang City (25.1 %), 102 students lived in Can Tho City (21.5 %), and 62 students lived in Da Nang City (13.1 %).

In terms of family traditions, 52.3 % of students do not have or do not know about their family traditions, 22.2 % had a career tradition in the family, 15 % had a religious tradition in the family, and 10.5 % lived in families with revolutionary traditions.

Data analysis

We used the Likert-5 point for range value and point division for data coding. In this study, the current range was 0.8. Therefore, the meanings are as follow: [1;1.80] = Very low; [1.81;2.61] = Low; [2.62;3.42] = Average; [3.43;4.23] = High; [4.24;5] = Very high. We encoded 'HS' for students, 'T' for teachers, 'SC' for school counselors, and 'SA' for school administrators for interview citation. Ordinal numbers were placed after the coding words to distinguish citations from different participants.

SPSS for Windows software version 20.0 was used to analyze the questionnaire data. Inference statistical calculations are used: mean (M), standard deviation (SD), ranking (R), percentage (%), and Anova One-way test.

ATLAS. Tis 9 was used to store and cite the interview data from the participants. Three authors listened carefully to all the critical sentences, ideas, and keywords from the tape to highlight the shared experience. Using the thematic analysis, the authors systematize different themes related to the expressions associated with the defined engaged living.

4. Results

Questionnaire results of the engaged living of Vietnamese high school students

Table 1. The engaged living of Vietnamese high school students

Expressions	Level					Mean	SD	Ranking
	1	2	3	4	5			
(I28) Think positive and wait for joys and positive things every day	N 10	24	34	88	318	4.43	0.973	2
	% 2.1	5.1	7.2	18.6	67.1			
(I29) Expect good, positive things to come to you	N 10	17	23	83	341	4.53	0.903	1
	% 2.1	3.6	4.9	17.5	71.9			
(I30) Maintain existing relationships well, and constantly strengthen and develop positive relationships for yourself	N 11	22	33	106	302	4.40	0.969	3
	% 2.3	4.6	7.0	22.4	63.7			
(I31) Be grateful for life and be active to create great things in your own life	N 23	70	116	148	117	3.56	1.152	6
	% 4.9	14.8	24.5	31.2	24.7			
(I32) Grateful to those who have merits to nurture, teach, and protect	N 13	58	82	154	167	3.85	1.114	4
	% 2.7	12.2	17.3	32.5	35.2			
(I33) Accept reality, do not be fussy, and stick to existing values (relationships, self-limitations, personal goals, etc.)	N 24	58	90	138	164	3.76	1.194	5
	% 5.1	12.2	19.0	29.1	34.6			
(I34) Communicate, behave energetically, proactively, enthusiastic	N 30	90	106	172	76	3.37	1.146	9
	% 6.3	19.0	22.4	36.3	16.0			
(I35) Cooperation, coordination and teamwork in a way that is attentive and good listener	N 21	101	105	167	80	3.39	1.126	8
	% 4.4	21.3	22.2	35.2	16.9			
(I36) Always strive to build a better self-image, create every day towards happiness, optimism, and peace	N 23	90	120	156	85	3.40	1.128	7
	% 4.9	19.0	25.3	32.9	17.9			
Average						3.85	1.078	

Table 1 describes the average mean of Vietnamese HSS' engaged living reached $M = 3.85$, $SD = 1.078$, corresponding to the High level. The first ranking is I29 with $M = 4.53$, $SD = 0.903$ (Very high level). The second ranking is I28 with $M = 4.43$, $SD = 0.973$ (Very high level). The third ranking is I30 with $M = 4.40$, $SD = 0.969$ (Very high level). All these three expressions belong to the gratitude in engaged living.

Next is the group of zest expressions with a ranking of 4, 5, 6, including I32 ($M = 3.85$, $SD = 1.114$, high level), I33 ($M = 3.76$, $SD = 1.194$, high level), I31 ($M = 3.56$, $SD = 1.152$, high level).

The last ranked group belongs to the optimistic expressions, including I36 (ranked 7th, $M = 3.40$, $SD = 1.128$, average level); I35 (ranked 8th, $M = 3.39$, $SD = 1.126$, average level); I34 (ranked 9th, $M = 3.37$, $SD = 1.146$, average level).

Table 2. ANOVA test for the difference between gender, grades, ethnicity, academic results, living places, family traditions, and the HSs' engaged living

Variables	Gender			Grade			Ethnicity			Academic results				Living place				Family tradition			
	Male	Female	Others	10	11	12	Vietnamese	Chinese	Khmer	Excellent	Good	Average	Fair	Ho Chi Minh	Da Nang	Can Tho	Soc Trang	None	Career tradition	Revolutionary traitin	Religious tradition
F	5.127			2.335			2.445			2.739				6.655				3.772			
Sig.	0.031			0.291			0.204			0.162				0.001				0.034			

Table 2 described the one-way ANOVA test for the difference between gender, grades, ethnicity, academic results, living places, family traditions, and the HSs' engaged living. The terms of grade ($F = 2.335$, $p = .291$), academic results ($F = 2.739$, $p = .162$), ethnicity ($F = 2.445$, $p = .204$) have no significant difference ($p > .05$) with HSs' engaged living. The terms of gender ($F = 5.127$, $p = .031$), living place ($F = 6.655$, $p = .001$), and family tradition ($F = 3.772$, $p = .034$) have the significant difference ($p < .05$) with HSs' engaged living.

Interview findings of the engaged living of Vietnamese high school students

The findings from the interview data are presented into themes corresponding to the leading participant and the auxiliary participants.

High school students: They were grateful and appreciative of life, but their living attitude was quite forced

HSs thought positively. They did not mind the difficulties and challenges that happened in their life. They are ready to take on these challenges. However, when we discovered some problems. HS1 (grade 10) said:

'I always hope tomorrow will be a good day for me. My family belongs to near-poor households. I am not discouraged because I know that I will help my mother get rid of suffering one day.'

It can be seen that behind the thoughts and desires of a good day for students are events that help them grow. No matter how difficult or challenging it is, it will not discourage and deter students from expecting the joys that appear in their lives. HS2 (grade 11) và HS3 (grade 12) reported:

'Anyone who does not expect to have much fun every day. I want to have at least one joy with me every day. It is what drives me to go to school every day.'

'It is impossible to live without joy. To be happy, we must first make our lives happy. Joy will make it easier for sadness to drift away, help anger calm down more quickly, and help the fear no longer be too great.'

These findings reflected that Vietnamese HS always hope and expect good things to come rather than bad things. But can you avoid these bad things when you always try to deny them in your thoughts? Interview data from some students give us other aspects of the problem. HS4 (grade 12), HS5 (grade 11) and HS6 (grade 12) shared that:

'I always want better things for the worse. But my reality has not changed. My father still abused my mother and me. I don't know how long I can maintain this optimism. I am reaching my sufferance.'

'I often hear that 1 % is intelligence to succeed, and 99 % is due to our self-study and self-creation. However, even though I worked hard and studied a lot, I still could not improve. For some reason, all my efforts seem to go unanswered.' (HS5)

'My parents have often corrected me that I must be polite when I talk to adults... But, sometimes I see my parents angry and arguing loudly with neighbors.' (HS6)

In general, it is suitable for students to think about optimistic things, but not performing actions that are consistent with thinking will not create good values. This finding reflects the reality of Vietnamese students' living values today.

High school teachers, school counselors, and school administrators understood the life value, but their expression was not appropriate.

When HSs talked about optimism, they often talked about thoughts. Some students took action to make that thought a reality, but some stopped coming up with ideas. To shape and clarify this view, we interviewed the auxiliary participants. T1 shared:

'My students are optimistic in life. There is hardly any event that can shake their optimism. I thought this was good at first, but later I hesitated. I found that my class members were innocent, carefree, and optimistic in all situations because they always had support and were protected by their parents. They have almost no problem, even if their academic results are bad. This is dependence and lack of learning motivation. If their family is in trouble, are they sure they will still confidently express this optimism?'

In a different perspective, when evaluating the current gratitude of HSs, T2 said:

"Gratitude is a topic students have learned and experienced from primary school. More or less, it has an impact on their mental health. They show this gratitude to the little things or the relationships that result from that long ritual educational process. However, some students are misaligned and engage in contrary behaviors, such as hatred, jealousy, selfishness contrary to the national educational values, most specifically the phenomenon of insulting teachers on social networks today."

SA1 commented: "I always organize a seminar on gratitude at least once a year for students. My students express the values of gratitude and propagate this positivity to friends and family. The problem I am concerned about is their performance. Many of them know about it, but they do not know how to show it is right for them. Because it takes real emotions from the heart to show up and touch the heart. I would love to give students intensive lessons to guide them to express their gratitude in line with their personality."

With these findings, the proposal of training and training measures on expressing/expressing gratitude skills is appropriate and practical for HSs. T3 reported that:

"My students are not very interested in learning. They all have parents' lobby. Some of them plan to work after graduation, so they are not interested in studying. They think very openly about studying, exams, like passing, it is okay to drop. I am worried about their future."

T4 agreed with T3, 'Does the indulgence of parents, the indulgence of the students themselves today, inadvertently create a lack of motivation for learning, enthusiasm, dynamism, striving to overcome challenges in life? My students are very active in school. However, when doing it halfway, they are conflicted, at odds, and then quit working. They are active initially, but the more they step, the more they falter.'

SC1 shared the experience: 'Students are not motivated to study. They do not enjoy learning and do not actively study because they are not instructed to learn effectively and how to motivate learning. They lack the skills to train and apply to the reality of their studies and life. The school organizes many educational programs and activities to propagate the spirit of optimism, gratitude and learning motivation... Just at the level of understanding, not applying and not giving skills.'

SC2 analyzed the situation: 'Students do not know how to express life values following their perception. They lack skills! They are not guided to practice life values through educational activities properly. They always think positively and optimistically in all aspects of life. We need to rely on this foundation to provide them with knowledge and skills to help them deploy their ideas and realize their positive things. Only in this way can they overcome difficulties and challenges, as well as minimize denial and patch up the past with unreal positive thoughts.'

SC3 agreed that: 'The lessons of life values in schools today are formal and have almost no content. It is impossible to create a positive and engaged lifestyle effect in students. They know it. It is just that they are not interested in giving feedback on the school's value education method.'

We see only the floating – the right perception of life values and the deviant behavior as it is now. If change is to be made, it is necessary to include a skills training program to correct the bottom part of the problem. The sink [right view of life value and right behavior] is left unresolved by no one because I cannot produce that effect myself.'

5. Discussion

The current study used a mixed-method (questionnaire and interview) to explore the engaged living component in SEH of Vietnamese HS in areas where the SEL model has been applied to educational activities. The skill-based approach in the original SEH term is to equip students with knowledge and skills to perceive resilience in their lives, copes with and overcome mental health disorders, study/work effectively, and contribute to society; we explored the expressions of these aspects in Vietnamese HSs with an emphasis on the engaged living component. Based on the questionnaire results, we conducted random interviews with the participants to shape the features of HS's engaged living. Participants related to SEH and students' mental health were interviewed to clarify the findings. Accordingly, we discovered that Vietnamese HS's level of engaged living is high, but there are many potential risks of misrepresenting life values and negatively affecting their SEH.

The questionnaire results reflected that Vietnamese HS showed gratitude, enthusiasm, and positivity in life. They are engaged and think positively about relationships and learning. This is an essential indicator for SEH development to reach social-emotional well-being (Watson, Emery, 2012). However, the group that showed an optimistic component was average. This result made us concerned about the enthusiasm for learning, social relationships, or HSs' mental health. This proved that there were still students who did not feel interested in learning, self-developing, or connecting with others and therefore were not optimistic. Are the results of zest and gratitude components for analysis really at a high level? Or is that just the floating of the problem? According to the theory of learning motivation of Schunk and Zimmerman (2012), the spirit of curiosity, positivity, trust, and gratitude in life will create motivation to motivate individuals to learn and develop. Thus, if the student's enthusiasm for learning and life is average, it proves that the two indicators of zest and gratitude only reflect the problem's surface. This is explained because HSs initially knew about life values and living closely but did not understand deeply and could not apply what they knew to life, or it might be self-study so they used it in the wrong way. In Vietnam, the cause of misunderstanding of life values or LVE stemmed from teachers teaching subjectively or theoretically (Huynh, 2017; Nguyen, 2018). This caused the students not to know how to practice these life values. Therefore, the engaged living in SEH can hardly be adequately formed and consolidated. Our results reinforce the current situation of LVE for Vietnamese HSs about mental health. Existing LVE programs are ineffective and do not produce a preventive effect on mental health disorders or a positive attitude for students.

The findings of the interview results shaped the questionnaire results. They provided us a more profound knowledge about the current obstruction of the Vietnamese HSs' engaged living, which lay in how they express the practical attachment, connection, and interaction between an individual and his/her life through the three indicators of gratitude, zest, and optimistic. Vietnamese HSs knew and understood the meaning of gratitude, zest, and optimistic in learning and life, but they did not yet know how to express and apply these values to life in the right ways. They met some obstacles in practice and application the life values. Findings in HSs' interviews showed us the compulsive life values practicing. The findings in the auxiliary participants' interviews clearly defined the cause of this compulsive practice in students, which was the current inappropriate and unsuitable LVE method in schools. LVE is the primary method to help form and develop life values for students (Ministry of Education and Training, 2018), strengthening their engaged living. If the implementation of the educational content of LVE is not suitable with the students' psychological characteristics of the social context, it will negatively affect students' engaged living in the current context (Kaur, 2015; Oberle et al., 2010). Huang (2008) confirmed that LVE must associate with the diversity of cultures, social contexts, and social phenomena to provide learners with the most appropriate life values and ensure the principle of conformity in learning and teaching. Therefore, to enhance the engaged living and the student's SEH, it is essential to propose measures related to skill-based training competency-based implementing and must be followed the principle of conformity in learning and teaching.

Analyzing the ANOVA's results, there is a statistically significant difference between the HSs' engaged living and the gender, living place, and family tradition factors. These results allow us to discuss and suggest appropriate ways to impact students' engaged living. Firstly, focus on living experiences and practicing life values of different genders to broaden their views on society. Secondly, the programs or content of LVE must be suitable to the geographical location and geographical characteristics of the learners' living place so that they have the best experience following the characteristics of their culture and society. Thirdly, pay attention to the cooperation with families to improve engaged living for students, especially in family traditions, to increase students' gratitude, zest, and optimism.

In this study, we also recognized some limitations. Firstly, the findings did not cover all four SEH components of Vietnamese students. Therefore, we could only analyze the engaged living aspect of students. The impact of the remaining components has not been emphasized. Secondly, our data processing techniques were only descriptive. We have not deeply analyzed the factors affecting students' engaged living. Thirdly, we approached the content of engaged living in SEH, which is similar to LVE in Vietnam, as a perspective of moral and lifestyle education, and this may be controversial with some other countries when they are defined at LVE differently.

6. Conclusion

This study focused on exploring the current situation of Vietnamese HSs' engaged living approaching from the SEH term of Furlong et al. (2020) as a foundation to promote research on LVE. The results showed that students had a high level of engaged living. However, this component currently faces obstacles in practice. This is why HSs have a good perception of life values and engaged living through three indicators of gratitude, zest, and optimistic; but could not practice due to the gap between the knowledge taught and the practical application. The educational methodology of LVE in Vietnamese schools is currently not suitable with the psychological characteristics of students' age and social context. This fact leads to LVE in Vietnam not following the principle of conformity in teaching and learning. The results also reflected that the basis for proposing measures to improve engaged living and building a prevention program must be based on gender, living place, and family tradition. In addition, measures must instruct students how to practice life values, focusing on how to show a practical attachment, connection, and interaction between individuals and their lives to create positive life values as the foundation for motivating individuals to happiness. Only when Vietnamese HSs are guaranteed engaged living through school educational activities can they develop. These findings are the basis for designing LVE programs and data to be inherited in empirical SEH studies in Vietnam.

References

- CASEL, 2017 – Collaborative for Academic, Social, and Emotional Learning (CASEL). Key implementation insights from the Collaborating District Initiative, 2017. Author.
- Daunic et al., 2013 – Daunic, A., Corbett, N., Smith, S., Barnes, T., Santiago-Poventud, L., Chalfant, P., Pitts, D., Gleaton, J. (2013). Integrating social-emotional learning with literacy instruction: an intervention for children at risk for emotional and behavioural disorders. *Behavioural Disorders*. 39(1): 43-49. DOI: <https://doi.org/10.1177/019874291303900106>
- Duan et al., 2020 – Duan, L., Shao, X., Wang, Y., Huang, Y., Miao, J., Yang, X., Zhu, G. (2020). An investigation of mental health status of children and adolescents in china during the outbreak of COVID-19. *Journal of affective disorders*. 275: 112-118. DOI: <https://doi.org/10.1016/j.jad.2020.06.029>
- Frisch, 2005 – Frisch, M.B. (2005). Quality of life therapy: Applying a life satisfaction approach to positive psychology and cognitive therapy. John Wiley & Sons.
- Froh et al., 2011 – Froh, J.J., Emmons, R.A., Card, N.A., Bono, G., Wilson, J. (2011). Gratitude and the reduced costs of materialism in adolescents. *Journal of Happiness Studies*. 12: 289-302. DOI: <https://doi.org/10.1007/s10902-010-9195-9>
- Furlong et al., 2018 – Furlong, M.J., Dowdy, E., Nylund-Gibson, K. (2018). Social Emotional Health Survey-Secondary – 2015 edition. Santa Barbara, CA, University of California Santa Barbara, International Center for School Based Youth Development.
- Furlong et al., 2020 – Furlong, M.J., Nylund-Gibson, K., Dowdy, E., Wagle, R., Hinton, T., Carter, D. (2020). Modification and standardization of Social Emotional Health Survey-

Secondary—2020 edition. Santa Barbara, CA, University of California Santa Barbara, International Center for School-Based Youth Development.

Gray et al., 2017 – Gray, C., Wilcox, G., Nordstokke, D. (2017). Teacher mental health, school climate, inclusive education and student learning: A review. *Canadian Psychology/psychologie canadienne*. 58(3): 203-210. DOI: <https://doi.org/10.1037/cap0000117>

Greenberg et al., 2017 – Greenberg, M.T., Domitrovich, C.E., Weissberg, R.P., Durlak, J.A. (2017). Social and emotional learning as a public health approach to education. *The future of children*. 13-32.

Hang, 2021 – Hang, N.T. (2021). Solutions to improve the effectiveness of moral education for Vietnamese students in the current international integration context. *European Journal of Social Sciences Studies*. 6(4): 14-22. DOI: <http://dx.doi.org/10.46827/ejsss.v6i4.1065>

Huang, 2008 – Huang, Y. (2008). Politeness Principle in Cross-Culture Communication. *English Language Teaching*. 1(1): 96-101.

Huynh, 2017 – Huynh, V.S. (2017). Practicing life skills for students in grades 1-9. Vietnam Education Publishing House.

Kaur, 2015 – Kaur, S. (2015). Moral values in education. *IOSR Journal of Humanities and Social Science*. 20(3): 21-26. DOI: <https://doi.org/10.9790/0837-20332126>

Maputra, 2019 – Maputra, Y. (2019). Proceedings of the 1st ICOPEM International Conference on Psychology, Education and Mental Health: Education Innovation and Mental Health in Industrial Era 4.0. *International Conference on Psychology, Education and Mental Health "Education Innovation and Mental Health in Industrial Era 4.0"*. Sciendo. P. 235.

Ministry of Education and Training, 2018 – Ministry of Education and Training. Circular 32/2018/TT-BGDDT on promulgating the general educational curriculum. Vietnam Government Publishing Service, 2018.

Minh-Hong et al., 2020 – Minh-Hong, N.T., Van-Son, H., thien-Vu, G., Hong-Quan, B. (2020). Many Social Problems in Vietnam Stem from the Communication Problems among High School Students While No School Counseling Support is Provided – the Urgent Need of Forming School Counseling Model for Vietnamese High School Students. *European Journal of Contemporary Education*. 9(1): 102-113.

Nguyen, 2018 – Nguyen, D.S. (2018). Capacity building document for staff, teachers working as psychological counseling in high schools. Vietnam Education Publishing House.

Nguyen, Vu, 2020 – Nguyen, T.H., Vu, D.C. (2020). Impacts of the COVID-19 pandemic upon mental health: Perspectives from Vietnam. *Psychological trauma: theory, research, practice, and policy*. 12(5): 480-481. DOI: <https://doi.org/10.1037/tra0000694>

Oberle et al., 2010 – Oberle, E., Schonert-Reichl, K.A., Thomson, K.C. (2010). Understanding the link between social and emotional well-being and peer relations in early adolescence: Gender-specific predictors of peer acceptance. *Journal of Youth and Adolescence*. 39: 1330-1342. DOI: <https://doi.org/10.1007/s10964-009-9486-9>

Oberle et al., 2011 – Oberle, E., Schonert-Reichl, K.A., Zumbo, B.D. (2011). Life satisfaction in early adolescence: Personal, neighborhood, school, family, and peer influences. *Journal of Youth and Adolescence*. 40: 889-901. DOI: <https://doi.org/10.1007/s10964-010-9599-1>

Pfefferbaum, North, 2020 – Pfefferbaum, B., North, C.S. (2020). Mental health and the Covid-19 pandemic. *New England Journal of Medicine*. 383(6): 510-512. DOI: <https://doi.org/10.1056/NEJMp2008017>

Proctor et al., 2010 – Proctor, C., Linley, P. A., Maltby, J. (2010). Very happy youths: Benefits of very high life satisfaction among adolescents. *Social Indicators Research*. 98: 519-532. DOI: <https://doi.org/10.1007/s11205-009-9562-2>

Schunk, Zimmerman, 2012 – Schunk, D.H., Zimmerman, B.J. (Eds.). (2012). Motivation and self-regulated learning: Theory, research, and applications. Routledge.

Thai, Nguyen, 2018 – Thai, Q.C.N., Nguyen, T.H. (2018). Mental health literacy: knowledge of depression among undergraduate students in Hanoi, Vietnam. *International journal of mental health systems*. 12(1): 1-8. DOI: <https://doi.org/10.1186/s13033-018-0195-1>

Tran, 2020 – Tran, T.T.T. (2020). Key components of teaching from students' perspectives—Some positive shifts in Vietnamese higher education. *Journal of Further and Higher Education*. 1-15. DOI: <https://doi.org/10.1080/0309877X.2020.1847259>

- [Van-Son et al., 2019](#) – Van-Son, H., Thien-Vu, G., Tat-Thien, D., Luong, T., Duc-Hoi, D. (2019). The stress problems and the needs for stress counseling of high school students in Vietnam. *European Journal of Educational Research*. 8(4): 1053-1061. DOI: <http://doi.org/10.12973/eu-jer.8.4.1053>
- [Veronese et al., 2012](#) – Veronese, G., Castiglioni, M., Tombolani, M., Said, M. (2012). 'My happiness is the refugee camp, my future Palestine': optimism, life satisfaction and perceived happiness in a group of Palestinian children. *Scandinavian Journal of Caring Sciences*. 26: 467-473. DOI: <https://doi.org/10.1111/j.1471-6712.2011.00951.x>
- [Watson, Emery, 2012](#) – Watson, D., Emery, C. (2012). Children's social and emotional well-being in schools: A critical perspective. Policy Press.
- [Weare, 2010](#) – Weare, K. (2010). Mental health and social and emotional learning: Evidence, principles, tensions, balances. *Advances in school mental health promotion*. 3(1): 5-17.
- [Williams, Brown, 2013](#) – Williams, D., Brown, J. (2013). Learning gardens and sustainability education: Bringing life to schools and schools to life. Routledge.
- [Wong, Lim, 2019](#) – Wong, S.S., Lim, T. (2009). Hope versus optimism in Singaporean adolescents: Contributions to depression and life satisfaction. *Personality and Individual Differences*. 46: 648-652. DOI: <https://doi.org/10.1016/j.paid.2009.01.009>
- [World Health Organization, 2019](#) – World Health Organization. The WHO special initiative for mental health (2019-2023): universal health coverage for mental health. World Health Organization, 2019. [Electronic resource]. URL: <https://apps.who.int/iris/handle/10665/310981>
- [You et al., 2015](#) – You, S., Furlong, M., Felix, E., O'Malley, M. (2015). Validation of the Social and Emotional Health Survey for five sociocultural groups: Multigroup invariance and latent mean analyses. *Psychology in the Schools*. 52(4): 349-362.