# EDUCATING HAPPY PEOPLE AND BUILDING HAPPY SCHOOLS: A MEASURE OF EDUCATIONAL QUALITY

## EDUCAR PESSOAS FELIZES E CONSTRUIR ESCOLAS FELIZES: UMA MEDIDA DE QUALIDADE EDUCACIONAL

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**Abstract:** Happiness is the ultimate goal of humanity, and building happy schools is considered one of the most important destinations of modern education. This is also the core ideal of humanistic education, aiming at the comprehensive development of human beings. Previous studies and practical survey results have shown that happy schools are one of the most important measures of educational quality. This article aims to clarify how to educate people to be happy and create a model of happy schools in the current context. The focus of the research includes: the concept of happiness in education, the relationship between positive attitudes and happiness, as well as the necessary conditions for building a humanistic and happy school environment. Based on a survey of 153 individuals, including 19 administrators (principals and vice-principals), 104 teachers, and 30 parents, the results indicate that a sense of happiness in school is consistently linked to a positive attitude and the companionship between teachers and students in a humane educational environment. On this basis, the article focuses on analyzing the factors that constitute happiness, orienting education towards happiness, and proposing solutions to build happy schools that improve the quality of life, learning, and comprehensive development for people.

**Keywords:** Happy, educating happy people, building happy schools, educational quality.

**Resumo:** A felicidade é o objetivo final da humanidade, e construir escolas felizes é considerado um dos destinos mais importantes da educação moderna. Este também é o ideal central da educação humanística, visando o desenvolvimento integral dos seres humanos. Estudos anteriores e resultados de pesquisas práticas mostraram que escolas felizes são uma das medidas mais importantes da qualidade educacional. Este artigo visa esclarecer como educar as pessoas para serem felizes e criar um modelo de escolas felizes no contexto atual. O foco da pesquisa inclui: o conceito de felicidade na educação, a relação entre atitudes positivas e felicidade, bem como as condições necessárias para a construção de um ambiente escolar humanístico e feliz. Com base em uma pesquisa com 153 indivíduos, incluindo 19 administradores (diretores e vice-diretores), 104 professores e 30 pais, os resultados indicam que um sentimento de felicidade na escola está consistentemente ligado a uma atitude positiva e ao companheirismo entre professores e alunos em um ambiente educacional humano. Com base nisso, o artigo se concentra em analisar os fatores que constituem a felicidade, orientar a educação para a felicidade e propor soluções para construir escolas felizes que melhorem a qualidade de vida, a aprendizagem e o desenvolvimento integral das pessoas.

**Palavras-chave:** Feliz, educando pessoas felizes, construindo escolas felizes, qualidade educacional.

## Introduction

Happiness education is an education in which teaching and learning activities, experience activities, etc. are all geared towards joy and happiness for both students and teachers, including the construction of teaching topics that integrated learning with content about human happiness to teach students. In a letter published in NhanDan Newspaper, No. 600, dated October 24, 1955, President Ho Chi Minh emphasized: "Pupils' education is a common task of families, schools, and society. Parents, teachers, and adults must be in charge together; first, we must set an example for the children before everything" (Minh, 2001).

Many people misunderstand the concept of "happiness education" as for learners to "play more than learn, carefree", that is, reduce the learning content and exam pressure, do not rank up in school, etc. This is a superficial, wrong understanding. Happiness education aims to help students find joy and happiness in their studies, appreciate their achievements, not reduce exams, and reduce the amount of knowledge imparted to learners. It is necessary to understand so clearly because misunderstanding this concept in teaching can lead to a series of negative consequences such as students easily form laziness, lack of sense of studying hard, students do not being motivated to strive, unable to establish a foothold in society when growing up (Trang, 2020).

Resolution No. 29-NQ/TW of the Central Committee of the Communist Party of Vietnam on a fundamental and comprehensive renovation of education and training also emphasizes that "Development of education and training is to raise the people's intellectual level, human resource training, and talent development. To strongly shift the educational process from mainly equipping knowledge to developing comprehensively the capacity and quality of learners" (Party Central Committee, 2013). In particular, the article focuses on building a healthy educational environment, with the goal of comprehensive human development, for people and for people. In other words, is to create a school where both teachers and learners feel happy.

Happy schools aim to form core love, safety, and respect values (Seligman, 2002). In which, each member from administrators, teachers, and students can speak their minds, and have the conditions to innovate and promote their capacities. In this environment, each member feels that every day at school is a happy day and, that school is like family (Luc Brisson, 2016) To do this, each school itself, teachers, and management leaders must change to create an educational environment that makes students happy.

According to Ha Vinh Tho (2022) (an expert in the field of special education and social therapy) in an interview said that: Exams, grades, and tests are a natural part of the education system, but they are not should be its ultimate goal. They are simply means to an end. The purpose of education is to help children and adolescents develop to their full potential, intellectual, emotional, and practical (education of the head, heart, and hands); equip them with skills, competencies, and solid moral values to guide them in life. Academic knowledge is important, but in the age of AI, it's not enough; they need social skills, emotional skills, creativity, and the ability to work in groups. None of these can easily be tested in traditional exams that primarily assess memory, information, and logical thinking. Teachers and pupils (students) should not focus too much on passing exams but on teaching and learning the skills and competencies that the next generation will need to be good people, engaged citizens, and professionals to be creative (Trang, 2022).

To create happy schools, teachers must be equipped with the understanding, knowledge, and skills to help them focus on and care for the well-being and health of all students. It broadens the scope of teachers' awareness so that it includes children's mental and emotional health (Seligman, 2002). Only when students feel emotionally secure, socially accepted, and included can they reach their full potential, learn and grow. The goal is that all schools include the three fundamental aspects of happy schools: - living in harmony with self, others, and nature - in all subjects and activities (Nga, 2022)

Based on analysis and systematization of concepts and perspectives on happiness and building happy schools, this study wants to emphasize how to build happy schools; what should a happy school include; is possible to create a happy school when all the people in that educational environment are happy, or is there a need for supporting factors in terms of policy and the support of the whole society?

However, the issues presented by the article do not represent the will of the majority, but based on the collected data and arguments, the analysis of this study continues to clarify several issues the issue of happiness education and happiness building. The specific questions are as follows:

What is happiness? What is happiness education? Why educate people to be happy?

Why build a happy school? What are the elements of a happy school?

What to do to build happy schools? Why are happy schools the basis for measuring educational quality?

What are the issues for building a successful happy school?

## Literature Review

## The concept of happiness

Plato was one of the first to classify happiness. According to Plato, happiness can be divided into levels: physical happiness, eternal happiness, and spiritual happiness (Luc Brisson, 2016). Philosopher Heraclitus said: If material satisfaction is happiness, then we can consider the cow to be happy. Karl Marx wrote in 1835, "The happiest person is the one who brings happiness to the most people". Spaniard Paul B. Preciado (2016) assessed: For Marx, happiness is political liberation.
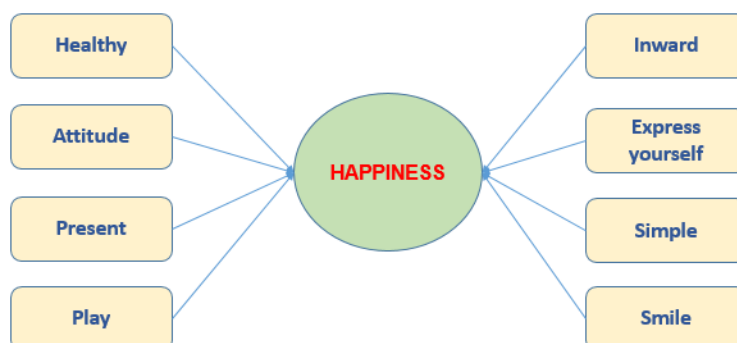
According to Maslow's hierarchy of needs (1943), human needs from low to high include physiological needs, safety needs, belonging and love needs, esteem needs, and self-esteem needs. awareness and understanding, aesthetic needs, and self-awareness needs. Although these needs are extensive and overlapping, their content can be roughly divided into three levels: physiological needs, social needs, and spiritual needs.

According to the Encyclopedia (1996): Happiness is a human emotional state when a certain abstract need is satisfied. Happiness is a higher emotion, thought to be unique to humans, it is deeply human and often influenced by reason. Happiness and pleasure are two words that we can confuse, meaning both express a feeling of comfort in thinking when we achieve good results from a result, a purpose, and a goal value that we want.

Westerners (Seligman, 2002; Paul, 2015, etc.) interpret the word happiness as follows: If we meet all these conditions, we are bound to be very happy people. This view shows that the West is not too different from Vietnam. After focusing on the educational aspect, more and more attention is paid to the happiness and health status of young people. The COVID-19 pandemic puts more emphasis on mental health because many young people have been greatly affected by self-isolation.

Thus, happiness must include health, a positive attitude, living in the present, having fun, being rich inside, expressing yourself, living simply, and always smiling. Specifically, it can be understood as follows:

**Figure 1.** The elements of happiness



**Source:** Author results

Healthy: Nothing is more precious than health, if we have a healthy and disease-free body, it can help us overcome many difficult things in front of us (Waldinger & Schulz, 2010; Paul, 2015; Trung & Hong, 2020a).

Attitude: In every situation, we should have faith in ourselves every time. Be confident that "it can be done with the best effort" (Karl Marx, 1835; United Nations Scientific and Cultural Education Organization, 2014).

Present (present is a gift): The past is gone and never comes back, don't regret and lament. The present is the most precious gift, enjoy what you have, and don't think too much about what might happen tomorrow (Waldinger & Schulz, 2010; Paul, 2015).

Play (Relax): Don't let our lives be enslaved in every way so that we have to live in stress. It's time to relax by listening to music, watching television, singing karaoke, etc (Maslow, 1943; United Nations Scientific and Cultural Education Organization, 2014).

Inward: True happiness comes from within yourself and cannot be affected by the words or deeds of others. Love, sympathy, and courage are all things that don't have to be bought because they are already in you (Luc Brisson, 2016; Preciado, 2016).

Express yourself: Don't wait for a miracle to come, but know how to get it yourself. Try drawing a picture, taking a photo, writing a love story, and so on. That's how you express yourself, how wonderful! Reveal your raw emotions! (Maslow, 1943; Hoang, 2022).

Simple: Why do you keep complicating your life? Be content with what you have and don't hold back too much. Spend time with your family, listen, and share together (Hoang, 2022; Hang & Van, 2020).

Smile: When you feel disappointed or sad, try to think of or do something to laugh, to ease your mood and emotions. You are your best friend (Paul, 2015; Trung & Hong, 2020a & 2020b).

## The right attitude and happiness

Any human being born and existing always carries in his mind countless beautiful things and aspirations so that he can stand firm can live fully with human life. Once we have touched them once, our feelings can be briefly explained by words: happiness (Seligman, 2002). It can be said that the value of those simple words is not limited or binding, but countless profound things are worth thinking about.

It is difficult for anyone to accurately define happiness. Because happiness for each person will be a different experience from which to feel also it is also different. But in general, we can call the emotional state when people get and achieve something that satisfies their desires, that is happiness. So simple for both the reader and the person who understands.

But life is not flat, as human thinking itself becomes more complex (Paul, 2015). Therefore, it is understandable that people think that happiness is when people know how to stop and appreciate the important moments that bring us joy in reality as well as in the past. But besides that, some people keep looking forward to something high and far away, only to race forever to find true happiness in their souls.

Life is fair to all, happiness will come to those who seek it, and receive it with a warm heart and a sober mind. It is not a matter of a short time, but it lasts a lifetime. So to understand, it doesn't matter who we are or live in any situation, but it is a wonderful affirmation that we can completely choose for ourselves a happy life.

We will see that happiness exists in many aspects, happiness is extremely close and simple because it is not the titles, the material things that we aspire to, not the high house, the wide door, the perfect lover, ideal as many people still think (Trung & Hong, 2022a & 2022b). It's located in the house we live in, where there is a dear father, mother, aunt or friend since childhood, the school you are attending, when you ask someone to help you with something support, is when we are sad, there is someone by our side to share, a lover is not rich, rich, but for you to find in him there is peace, understanding, etc.

All these things are nothing but the wonderful things of life, all that create the best for us, are completely trusted by us, and all are true feelings from the bottom of our hearts forging up for us. I have great love. Happiness is the collection of small joys when watching the sunrise with

your loved one, the new sprouts sprouting after so many days of caring, the day when you can sing and smile with funny stories, giving without regard to receiving, caring for others, is living oneself. That is happiness, that sweet feeling that can let us remember that moment for a long time, spreading strongly to beautify the soul of each person (Waldinger & Schulz, 2010). Those who have experienced happiness even once will remember it forever, so that if you accidentally lose it, you will regret it for the rest of your life, like a bottle of white water even though it has no taste at first, but after trying other drinks of all kinds, we suddenly realize that it also leaves an impression on us - an easy drink, cool, pure, but sometimes we crave it, need it more than other things.

Indeed, happiness is sometimes taken for granted and not taken for granted. After experiencing all kinds of bitter, spicy, salty, and sweet feelings in life, forgetting about them, one can feel them most clearly. There is a saying that goes, "Happiness in life does not depend as much on what happens to you as how you accept it" (Waldinger & Schulz, 2010). Indeed, when we have the right attitude to live, happiness will also come.

Happiness is when we know how to control our own emotions, learn how to look, how to listen to others, know to look at the positive side of any problem, live as serenely as our soul, and be tolerant and understanding for ourselves and others. Like the famous Nick Vujicic, although the terrible disease since birth has robbed him of the completeness and health of his body, it cannot stop him from bringing faith to overcome harsh fate to inspire life. for humanity, to make their dreams of simple happiness come true like many others right in the middle of everyday life.

It should be emphasized that happiness is not a requirement that others have to bring to us, but it is dependent on ourselves to have a happy soul, to have a happy life. It is necessary to sow the seeds of simple and true happiness from within yourself right now, besides preserving and promoting it with everyone, we have helped bring the value of happiness far away. Rather, creating conditions for it to fulfill its role, and knowing how to combine personal happiness and community happiness sincerely and correctly will lead all mankind to develop sustainably.

## Happy school

The keyword "Happy School" has gradually become familiar and important in the Education industry. In addition to equipping students with knowledge and skills, how to create a happy school is also a major focus of the education sector. The happy school model is inspired by the "Happy School" model of UNESCO (United Nations Scientific and Cultural Education Organization) (2014).

Talking Happy Schools is a UNESCO project launched in 2014 intending to promote the happiness and holistic development of learners, value and nurturing diverse talents and strengths rather than learning outcomes. Accordingly, a happy school is an environment where teaching focuses not only on what students need and lack but also supports them to maximize their potential, especially their enthusiasm for learning.

Because for a long time, sports and physical skills training have not been paid the same attention to training as mainstream subjects, a happy school is also understood as a learning environment that opens up opportunities for physical training. quality, experience many sports, and create a positive and joyful atmosphere in all learning and discovery activities of children. In addition, the meaning of the phrase "happy school" can be understood as a place where there is no school violence, no acts of violating teacher ethics, and no acts that offend honor, dignity, or friendship between teachers and students.

Thus, it can be seen that a happy school is an ideal educational environment when teachers, students as well as parents feel happy in the process of teaching and learning. It is a place where the love between teachers, between teachers and students, and between students is cherished and nurtured daily. An environment where both teachers and students have the opportunity to develop holistically, with beautiful behaviors and souls, fostering a welcoming, progressive school future. But why do we need to set a standard "Happy School"?

Concerning academic achievement and personal development, children's happiness and well-being in school influence academic performance. Specifically, students who are satisfied with school life will develop better, have a higher ability to adapt to the environment, and increase personal resources.

However, for a long time, the number of students who have problems at school leading to truancy, dropping out, depression, psychological disorders, or worse, suicide has not only not decreased but also increased. It shows that children are not happy in their educational environment. Therefore, not only Vietnam but the whole world is very interested in how students can come to school to feel comfortable and happy.

## Methodology

### Theoretical research methods:

This method is used to analyze, synthesize, and systematize scientific information collected from documents related to research issues, perspectives, and theories on ensuring the quality of education and training in the context of educational innovation. From there, draw conclusions related to the research problem. This research method aims to understand theoretical issues associated with happy schools and building happy schools; collect necessary scientific information and data from colleagues to clarify theoretical issues and serve as a basis for the process of designing survey content (Table 1).

**Table 1.** Research projects on happy schools and building happy schools

| Order | Author, year | Research content |
|---|---|---|
| 1 | Karl Marx, 1835 | Attitude plays an important role in determining the happiness index of people in general and in school happiness in particular. |
| 2 | Seligman, 2002 | Play and relaxation are factors that will help people reduce the stress of life. This will help teachers and learners (two important elements of a happy school) actively participate in school activities. |
| 3 | United Nations Scientific and Cultural Education Organization, 2014 | Along with people's attitudes and health, building a happy school requires the role of managers as well as the culture of the country. Building happy schools requires the State, as the national administrator, to develop strategies, tactics, and appropriate mechanisms to develop educational staff, and build facilities and issues. Related social security issues (hospitals, amusement parks, etc.) |
| 4 | Waldinger & Schulz, 2010 | Health is the first factor, the foundation of all happiness, with it present as a factor that creates happiness. |
| 5 | UNESCO, 2023 | Happy schools" for better learning. "Learning can be a key ingredient of joyful school experiences, therefore making a virtuous circle that links happiness and learning". |
| 6 | Paul, 2015 | People (Human), process (System), and place (Environment) are factors affecting a happy school |
| 7 | Trung & Hong, 2020a & 2020b | Traditional culture plays a role in guiding values in building happy schools and creating happy people |
| 8 | Hoang, 2022 | For both teachers and learners, self-expression is an important factor in personal happiness |

**Source:** Author results

### Survey of scope and subjects:

The survey was conducted for administrators and teachers in ten schools in Ho Chi Minh City. The subjects of the survey are administrators (Principals, Vice Principals), and teachers of

schools in Ho Chi Minh City, the number survey is 153 people, including 19 managers (Principal and Vice Principal); 104 teachers and 30 parents.

Survey method: The survey is in the form of a questionnaire with many answer options, there are also many open-ended questions to find out more research information. In-depth interviews with managers and teachers at schools in Ho Chi Minh City to learn more about the research issue.

The question is divided into five levels with conventional scores (table 2).

**Table 2.** Table of Scale Conventions

| Medium score | 1.00≤≤1.80 | 1.81≤≤2.60 | 2.61≤≤3.40 | 3.41≤≤4.20 | 4.21≤≤5.0 |
|---|---|---|---|---|---|
| **Convention point** | 1 | 2 | 3 | 4 | 5 |
| **Convention point** | Not important | Less important | Rather important | Important | Very important |
| **Level of achievement** | Least | Weak | Medium | Rather | Good |

**Source:** Author results

Processing survey data: Use the formula to calculate the average score:

$$\overline{X} = \frac{\sum_{i=n}^{k} X_i K_i}{n}$$

. In there: $\overline{X}$: Medium score. Xi: Score at level i. Ki: Number of participants rated at Xi level. n: Number of people participating in the assessment.

Meaning of using $\overline{X}$: The average score in the statistical results represents the degree of representation according to a certain quantity criterion of the sum consisting of many units of the same type. The average score reflects the average level of the phenomenon and compares two (or more) populations of the studied phenomena of the same type, not of the same scale.
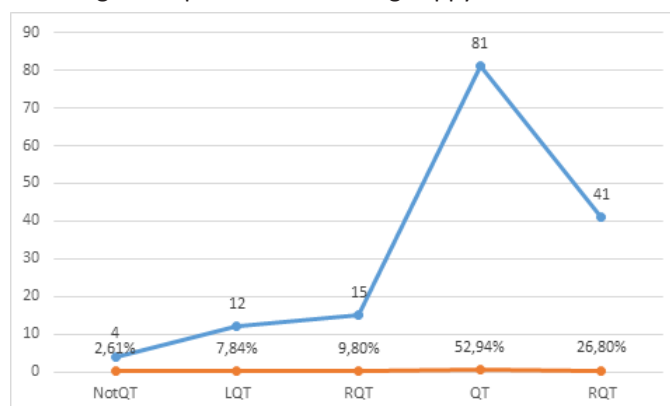
Method of handling survey results: After collecting questionnaires from survey subjects, check the validity and invalidity of the questionnaires. Next, using statistical methods, using Excel and SPSS software to process data in the form of percentages and average scores to assess the status.

## Result

## Evaluating the importance of building happy schools

To properly assess the importance of building a happy school, the author surveyed 153 people (n=153), with assessment levels specified into 5 levels: Very important (RQT), Important (QT), Rather important (RQT), Less important (LQT) and Not important (NotQT). The specific results are shown in Figure 1.

Figure 2. Evaluating the importance of building happy schools



**Source:** Author results

The survey results in Figure 1 show that: The level of assessment focuses on "Important" with 52.94% of the respondents (81/153 respondents); followed by "Very important" with 26.80% of the reviewers (41/153 respondents); the level of "Rather important" with 9.80% of the reviewers (15/153 respondents). This result shows that the number of people who rated "Very important" and "Important" prevailed. However, up to 7.84% of people rated it as "less important" (12/153 respondents) and 2.61% rated it as "Not important" (4/153 respondents). From this result, it has been shown that many people still do not fully understand the importance of building happy schools.

## Educating happy people

"Emile or on Education" (published in 1762) by French philosopher - Jean-Jacques Rousseau is perhaps the most influential work on education in the modern world. Rousseau's advocacy of learning through direct experience and creative play strongly inspired the Swiss educational reformer Johann Pestalozzi and the German educator Friedrich Froebel, who created the foundation. basics of preschool education. His emphasis on training the body as important as the mind was the precursor to the frenzied sporting movement that swept English boarding schools in the 19th century and inspired Baron Pierre de Coubertin to found the World. Olympic Games in 1896. His observations of the developmental stages of children, with their own cognitive and emotional capacities, were the basis for Swiss psychologist Jean's theory of child psychology in the 1920s.

However, Rousseau himself remarked that his work "has not yet reached the level of an educational treatise but transcends an ordinary educational vision". Emile was a thought experiment of his own in which the philosopher imagined an educational system designed to protect the innocence of students' consciousness from the corruptions of civilization. The starting point of this thinking is Rousseau's optimism about human nature: he argues that, only over time, as social bonds broaden and civilization becomes more complex, This primordial innocence is disturbed. The natural man is inherently honest, pure, and free, and the social man - he met him often in Parisian pubs during the Enlightenment - is selfish, calculating, deceitful, and self-righteous. tall and depraved. Rousseau's goal was to establish an educational system that would produce a complete, free, and good natural man.

Rousseau calls the process by which traditional schools teach students "negative education" and urges teachers to start over by "getting to know your students better." Instead of cramming children with moral precepts and academic knowledge, schools should work more with students' innate abilities and desires. Rousseau was one of the first to put romantic faith in the nobility of childhood, its freedom from the bonds and alienation of adult society and closer to nature.

In the work, Emile (the main character of the work) learned directly from nature in a rural setting. He was protected from the influence of books until the age of 12 and then restricted for several years to a single book: Daniel Defoe's "Robinson Crusoe" (1719), for its message of self-reliance. establishment and the importance of being self-aware. Until the age of 15, Emile will learn

practical craft skills, rather than theoretical subjects like history and religion. The tutor's role is to design an environment so that he can experiment on his own. natural and moral laws. For Rousseau, Emile could be happy, free, and kind only on the condition that "it was seen with his own eyes, felt with his own heart, and had no power over him but his reason.

Nevertheless, despite his enormous influence today, Rousseau's legacy is felt more as a cultural ideal of divinity and childhood than as a part of actual curricula. The mass education systems of the 19th and 20th centuries were primarily concerned with cramming academic knowledge and preparing students for the workplace of the future, rather than fostering happiness, freedom, and their inherent goodness. In general, modern education means sitting in a room, hunched over a desk, listening to the teacher, trying to pass exams, and prioritizing intellectual education over crafts and vocational training.

Even with methods labeled "radical" or "child-centered," the ultimate goal is to prepare students for future roles in an increasingly complex and critical modern society. The most fundamental aspects of Rousseau's philosophy and the most profound philosophical questions it addresses about the nature of human freedom and happiness have largely been excluded from the actual financial activity of education. In the most extreme passages of the work, Rousseau even declares that his goal is to teach his students the "art of ignorance", to strive for a happy nature, and to think more deeply about themselves.

One of the most radical and also most eccentric attempts to reduce the pressures of negative education emerged in Fourier's early 19th-century idealistic socialism (utopia). He envisioned a universally literate society without schools or teachers, in which education would emerge spontaneously from children being allowed to play and be free at will. Like Rousseau, Fourier did not believe in the sifting of civilizations. But, unlike Rousseau, who argued that Emile had to exercise stoic self-control to be able to endure life in a corrupt adult society. Fourier argues that freedom and happiness can only be achieved through the release of human passions, a process that requires total reconstruction.

Fourier argues that education is central to building an ideal society, believing that children are less likely to be deformed when exposed to the grave diseases of civilization. At each stage of the curriculum Fourier, children are allowed to discover their true desires through activities that serve the broader needs of the community. For example, children aged 9-15 years old may choose to become adults. members of small groups, depending on their personalities. They can play community patrols to collect trash or clean toilets, creating an innate passion for order and order. Seeing repressed desires and desires as a source of social discord and disorder, Fourier prioritizes acknowledging and responding to these.

Throughout his life, Fourier struggled to raise funds for his grand scheme, and it was after he died in 1839 that the idea began to materialize, with the most vivid example being Brook, a farm in West Roxbury, Massachusetts. It is the oldest and most famous Fourier-style community in America, which has adopted the designs of the French thinker in an attempt to raise happy and free children. They are free to choose community groups, from kindergartens, and craft workshops, to theatres, and can contribute to the community however they want from a young age. However, at the end of this education system, the program still has to focus on traditional subjects to prepare students for college entrance exams.

It could be a compromise solution to soften the rigors of mainstream education, which is characterized by competition and the gap between classes similar to adult society. Today, as we increasingly realize that the "work" of children's learning is becoming heavier and causing more severe mental consequences, it is necessary to rethink the philosophy of Rousseau and Fourier, as well as remember our childhood, is not superfluous. You and your children can feel happier with learning.

## Building a happy school

Characteristics of a happy school:
The goal of the school's activities is not only to make teachers and students feel happy in the teaching and learning process but also from that starting point, happiness will spread to students'

parents and the whole society. UNESCO (2014) has launched a model "Happy School" around 3Ps: People (Human), Process (System), and Place (Environment). To accurately assess a happy school's factors, the authors surveyed 153 people (n=153). The test results of Cronbach's Alpha scale show that all seven independent variables have high reliability (Table 3).

Table 3. Test scale of Cronbach's Alpha

| Order | Content (scale) | Number of variables accepted | Cronbach's Alpha |
|---|---|---|---|
| 1 | People (Human) | 8 | .781 |
| 2 | Process (System) | 7 | .787 |
| 3 | Place (Environment) | 7 | .778 |

**Source:** Author results

After assessing the scale's reliability by Cronbach's Alpha coefficient, 22 variables of the scale of factors affecting happy schools were included in the factor analysis. Through EFA analysis, we have identified three factors affecting school happiness. To determine the specific impact of each element, the author conducted a survey of 153 people (n=153). Specific regulations 1. Weak, 2. Poor, 3. Medium, 4. Rather, 5. Good. The results are shown in detail in Table 4.

Table 4. Evaluating factors affecting happy school

| Oder | Survey content | Frequency (people) | Degree evaluation | | | | | $\overline{X}$ |
|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 | |
| 1 | People (Human) | 153 | 3 | 9 | 13 | 82 | 46 | **4.04** |
| 2 | Process (System) | 153 | 4 | 8 | 15 | 82 | 44 | **4.01** |
| 3 | Place (Environment) | 153 | 4 | 8 | 17 | 81 | 43 | **3.99** |
| Total | | 153 | 3.67 | 8.33 | 15.00 | 81.67 | 44.33 | 4.01 |

**Source:** Author results

The survey results in Table 4 show that all the $\overline{X}$s are in the range of 4.01 (as specified in Table 2), reaching the "Rather" level. However, when looking at the survey results in detail, it was found that in most of the survey subjects, there were people who rated "Weak", "Poor" and "Medium". In which the "Rather" level is placed the highest. From the results of theoretical research, the results of practical surveys as well as considering the results of previous studies, we can make the following assessments:

People (Human) ($\overline{X}$ = 4.04): To have a happy school, it is necessary to focus on building human values and positive behavior standards between people. Specifically, between teachers and students, teachers and teachers, teachers and school administrators, and teachers and parents.

Process (System) ($\overline{X}$ = 4.01): Procedures, policies, activities, etc. designed to operate the school properly. It is difficult for students to be happy when they have to deal with a huge amount of homework every day, and there is almost no time to play. Just as it is difficult for teachers to create happy classrooms for their students with an overloaded program, the pressure of achievement is heavy on their shoulders, the supporting tools are meager and the salary is meager.

Place (Environment) ($\overline{X}$ = 3.99): The physical and cultural spaces make the school a safe, student-friendly environment. In it, there will be no dirty toilets, school violence, no scenes of teachers forcing students to drink water from rags, etc.

*Curriculum approaches and teaching methods, including the following:*

The authors surveyed 153 people (n=153) regarding curriculum approaches and teaching methods. The test results of Cronbach's Alpha scale show that all seven independent variables have high reliability (Table 5).

**Table 5.** Test scale of Cronbach's Alpha

| Order | Content (scale) | Number of variables accepted | Cronbach's Alpha |
|---|---|---|---|
| 1 | Learning according to aptitude, breaking the limit | 8 | .769 |
| 2 | Focusing on developing soft skills | 7 | .772 |
| 3 | Positive physical and mental development | 7 | .780 |
| 4 | Extracurricular programs and activities outside of the classroom | 6 | .692 |

**Source:** Author results

After assessing the scale's reliability by Cronbach's Alpha coefficient, 28 variables of the scale of factors affecting happy schools were included in the factor analysis. Through EFA analysis, we have identified three factors affecting school happiness. To determine the specific impact of each element, the author conducted a survey of 153 people (n=153). Specific regulations 1. Weak, 2. Poor, 3. Medium, 4. Rather, 5. Good. The results are shown in detail in Table 6.

**Table 6.** Evaluating curriculum approaches and teaching methods

| Oder | Survey content | Frequency (people) | Degree evaluation 1 | 2 | 3 | 4 | 5 | $\overline{X}$ |
|---|---|---|---|---|---|---|---|---|
| 1 | Learning according to aptitude, breaking the limit | 153 | 6 | 11 | 15 | 77 | 44 | 3.93 |
| 2 | Focusing on developing soft skills | 153 | 6 | 12 | 17 | 77 | 41 | 3.88 |
| 3 | Positive physical and mental development | 153 | 8 | 13 | 19 | 72 | 41 | 3.82 |
| 4 | Extracurricular programs and activities outside of the classroom | 153 | 11 | 14 | 20 | 68 | 40 | 3.73 |
| **Total** | | **153** | **7.8** | **12.5** | **17.8** | **73.5** | **41.5** | **3.80** |

**Source:** Author results

The survey results in Table 4 show that all the $\overline{X}$s are in the range of 3.80 (as specified in Table 2), reaching the "Rather" level. However, when looking at the survey results in detail, it was found that in most of the survey subjects, there were people who rated "Weak", "Poor" and "Medium". In which the "Rather" level is placed the highest. From the results of theoretical research, the results of practical surveys as well as the results of previous studies, we can make the following assessments:

Learning according to aptitude, breaking the limit ($\overline{X}$=3.93): Joy in learning is the soul of the school, schools need stickers, and creative and innovative learning programs but also need to be suitable for students to find subjects suitable for their interests, forte, and aptitude. At the same time see how this subject, that knowledge is useful to me.

Not only learning - learning and studying, but also focusing on developing soft skills ($\overline{X}$=3.88): In a happy environment, life skills are necessary to be ready for students' present and future lives. Skills such as communication, teamwork, problem presentation, criticism, information processing,

health, recognition of psychophysiological development of the puberty body, understanding of sex and reproduction, etc., are extremely important and urgent.

Positive physical and mental development ($\overline{X}$=3.82): Developing a system of modern sports facilities for sports and physical training activities.

Extracurricular programs and activities outside of the classroom ($\overline{X}$=3.80): Each student is a unique individual with abilities and talents in different areas. Schools should develop a comprehensive and dynamic extracurricular program with a wide selection of sports, arts, informatics, science, crafts, and extracurriculars. This program helps students discover their strengths and talents and build friendships among like-minded people in different groups of years.

## Happy schools and quality education

As analyzed above, the Happy Schools framework according to UNESCO (2014) was built based on a survey with responses from 650 responses from students, teachers, parents, school principals, and support staff from across the Asia-Pacific region, people shared their views on what can make school satisfying or unsatisfying, what can make teaching and learning enjoyable, and what can be implemented in schools to make all students feel included.

The Happy Schools framework provided by UNESCO (2014) is a vision of quality education that does not only focus on cognitive or academic indicators but also promotes socio-emotional skills such as happiness, love, empathy, and interdependence. This approach highlights the importance of understanding others and learning highlights the role of education in enabling learners to reach their full potential and become members of community and society. In a comprehensive vision of education, happiness is considered an important foundation for achieving comprehensive quality learning outcomes.

**Table 7.** Comparing happy schools and unhappy schools

| What makes a happy school? | What makes a school unhappy? |
| --- | --- |
| Friendships and relationships within the school community are based on trust, respect and tolerance. | The environment is unsafe, prone to bullying, school violence and lack of respect among students. |
| The learning environment is friendly and warm. | Students' workload is high and stressful due to exams and grades. |
| Learner freedom, creativity, and participation. | Negative learning environments, such as feelings of stress, apathy, and silence, as well as a lack of smiles', lack of trust, and poor harmony within the school community. |
| Pupils have a sense of belonging and collective identity. | Teacher attitudes and negativity, such as being harsh, unkind, unfair, unsupportive, and insincere, using conservative teaching methods. |
| The teacher's attitude and positivity. | Bad relationships within the school community, such as a lack of concern, selfishness, and competition between students, teachers, or between students and teachers. |
| Friendships and relationships within the school community are based on trust, respect, and tolerance. | The environment is unsafe, and prone to bullying, school violence, and a lack of respect among students. |

**Source:** United Nations Educational Scientific and Cultural Organization, 2014

From survey results and the reality of building happy schools, it has been shown that not only have the results changed, but students' academic achievements have increased, but the teaching staff also constantly changes in "quality". Teachers have constantly innovated teaching methods and proactively explored, created, and improved the quality of each lesson. Thereby, the teaching staff is increasingly strong in all aspects and ready to actively accompany the country's educational innovation roadmap.

## A Few Issues to Discuss

The desire that the movement launched by the head of the education sector become a pervasive, effective, and meaningful model, so that every day going to school is a happy day so that school is truly "a place of dreams, hope to return" with a large number of students, we would like to discuss some basic solutions in building a happy school. As follows:

*Raise awareness about a happy school:*

For the happy school model not to stop at slogans and temporary movements, it is necessary to raise the awareness of the entire team of teachers, education administrators, students, parents, and the whole society in the future. the creation of a healthy, humane, and progressive learning and educational environment. Happy school is a friendly school that brings satisfaction, satisfaction, and a good response to people's needs and rights to study, education, and training totally physically, mentally, and intellectually. learn. When people are happy, and emotions are sublimated, it will create spiritual motivation for learners to constantly strive to rise to occupy the heights of human knowledge, assert themselves and make great contributions to the world. society.

For learners to have joy, and happiness every time they go to school, responsible people (educational administrators, teachers) must give love through specific actions; know how to care about each child's situation; grasp the psychology, capacity, and forte of learners to have the most appropriate and effective educational measures.

A happy school is when each student feels the warmth and love radiating from teachers and friends with joy multiplied and sorrow shared. Happiness with learners is sometimes very simple, a greeting, message, encouragement; an accurate and sincere critique or comment; a good, interesting lecture; a simple, pure, standard style with the erudite wisdom of the teachers all leave beautiful impressions and images that will follow the learners for a lifetime. Happiness is also when the efforts and efforts of the learners are rewarded, recorded through the correct scores, with small rewards of encouragement; is the sincerity, innocence, and purity of friendship; are the problems, the first vibrations of adolescence; is a poetic, lyrical scene of trees, stone benches, etc. Beautiful actions, beautiful words, and beautiful scenery of teachers, friends, and school roofs all contribute to creating feelings of happiness and joy in the hearts and minds of students.

When people feel happy, cared for, and loved; a school is a helpful place, that will give them excitement, and passion for learning and scientific research to become useful people in society. Therefore, it can be said that a happy school is the foundation and spiritual pedestal for the ideas and goals of education and training to be implemented in the most effective and meaningful way. To build a happy school, the first thing is the unity of awareness and determination to act on the whole education sector, especially the head of each agency and unit.

*Creating a safe and friendly school environment:*

In the past time, before the impact of many subjective and objective factors, especially the negative effects of the negative side of the market economy, the explosion of information technology, the Internet, and social networks on age psychology, Students cause many children to have wrong thoughts and actions. This is dominating and greatly affecting the educational environment.

One of the values and goals of the happy school is the safety of both teachers and students, but currently, many schools are unable to stand up to the massive and sophisticated attack of the ideological trends, complex lifestyles imported from outside; are social evils, drugs, violence; are the erroneous thoughts and habits of many young people; are the uncultured actions of many parents; is the degradation of morality and personality of many education administrators for the immediate benefit, which destroys humanity.

Cases, negative phenomena, cheating in exams in the past time; heartbreaking stories

when some students were sexually abused and harassed by teachers; incidents of some nannies abusing children; tragic accidents of students due to the neglect and carelessness of adults; cases of parents denouncing the school, trampling on the dignity and honor of teachers; commercialization, promotion of benefits, the currency of some educational institutions, etc.

Although these cases are not many, the aftershocks and consequences that it leave are extremely large, causing skepticism, loss of faith in education, and distance between teachers and students, families, and schools. For parents and students, with just a little doubt about the school (in educational activities, financial spending, behavior, and communication), it isn't easy to have peace and happiness every time go to school.

Assessing the shortcomings and limitations of the education sector in recent years, the document submitted to the 13th National Congress of the Communist Party of Vietnam (2021) states: "Renovation of thinking and activities in education and training has not been done yet. meet the requirements, etc. Not paying due attention to the development of learners' qualities and skills Education as a person, ethics, and lifestyle are sometimes overlooked, etc. There are still many standards. in education and training". Therefore, to build a happy school model, the first criterion that each educational institution must create is the safety of learners, that is, learners can live and study in a healthy, vibrant environment, humanity, and democracy. The first safety is the safety of life and body, do not allow dangerous situations within the school premises such as falling trees, electric shock, sagging fences, cracked classrooms, and degradation (Trung & Hong, 2020). The school needs to coordinate well with the local authorities and police to promptly prevent and repel counter-cultural acts from outside attacking and infiltrating the school. Each educational institution needs to create peace in the soul of each student with the knowledge and life skills that teachers provide and share. Lessons from books, and from the life experiences of teachers will create resistance, a solid shield for learners to be confident and proactive in responding to all possible situations in a safe and appropriate manner.

Practicing democracy in schools is when teachers and learners are well aware of their rights, responsibilities, and obligations to those around them, to agencies and organizations; promote the spirit of initiative, active debate, and exchange of learners; recognize unique and novel ideas; respect differences in culture, religion and ethnic customs. When people are respected and treated equally with individual initiatives being heard, it will be a great motivation for learners to assert themselves and will have more contributions to society.

In order for a school to be friendly, happy, and worthy of being a second home, family, and home for each student, the values of love, care, and sharing need to be well practiced in each school. Education must come from love and deep concern for each person. It is a place to cherish and give wings to dreams and aspirations (Van, 2022). Education must be for people, for the progress of students. Education must sensitize and help learners realize their own shortcomings and limitations in order to constantly strive to improve themselves. But, love must be associated with discipline, discipline, with a civilized and progressive lifestyle.

Building a humane, friendly, progressive, and scientific learning environment is essential to implementing a happy school. To do that requires perseverance, effort, determination of the entire education sector, and the contribution of the whole community.

*Unleash the power of community:*

In the current context of exchange and integration, the school cannot stand in isolation, and cannot mobilize itself without the support, sharing, and construction of the whole community. For the school to be happy, and for the values of love, safety, and respect to be well implemented, it is necessary to call for a hand in helping with the socialization of the community, people, and construction businesses, coincidentally. School training is extremely necessary, especially for educational institutions in remote, isolated, and ethnic minority areas. Shortly, it is necessary to eliminate dilapidated, dilapidated, and dilapidated temporary schools, with new solid, spacious, and modern schools with a system of equipment and learning materials, that synchronously, meet the learning and research needs of learners.

School is a special cultural-educational institution, paying attention to and investing in education is considered an important factor for the development and bright future of the nation. In practice, the issues of education and training always receive the deep attention of millions of

Vietnamese families. Therefore, to create value of happiness in each school, it is important to invest resources, from the state budget, from socialization capital to build a school institution suitable to the conditions and characteristics of the school. specific culture of each region; do not arrange school sites too far away from residential areas; do not arrange or arrange classrooms too narrow; classrooms are overcrowded with students; in the school, there must be creative, fun, and relaxing spaces for learners. In the school campus, it is necessary to create a green - clean - beautiful pedagogical environment, space, and environment, close to nature and life with ancillary works (such as libraries, practice rooms, educators, etc., physical facilities, restrooms) are appropriately arranged, and aesthetically pleasing, creating friendliness and closeness.

To build a happy school, the space and landscape of the school play an important role, creating a good impression and feeling for each person when coming here. That is the initial emotion and an important catalyst to create relaxation, evoke beautiful emotions, and energize learners to constantly strive in the process of studying and taking exams. But to have the dream schools (in terms of modern infrastructure) it takes the cooperation and cooperation of the whole community, in various forms, contributing human and financial resources to the same education industry to build the new happy school.

"Children of today, the world of tomorrow", the education and training of the young generation with knowledge, intelligence, and personality is the responsibility of the previous generation, of the whole community, in which the teachers play an important role. The goal of education is to take learners as the center, helping them to develop comprehensively their abilities and qualities to increasingly perfect their personalities and become useful people for society. Listen to students speak, to understand simple wishes, thereby bringing happiness to them from the simplest and dearest things.

## Conclusion

Building a "Happy School" is always a concern for every teacher and the whole education system. This is also the main goal and task of the education sector, which requires leaders, teachers, and students to strive for change. To build a happy environment, each school itself needs to build a happy classroom first. Being inspired every time children go to school, does not bring school anxiety instead, children feel comfortable, interested, and excited about going to school.

Taking students as the center of educational activities, meeting the needs and rights of learning, educating and training comprehensively, and building schools where there is only love and joy between students. teachers and students, friends for each other, etc. Those are the things that schools are trying to do to "build" happy schools where there is always "love, safety, and respect".

For schools as well as educators, the next necessary thing is to design schools that are friendly to nature. This will be an important factor contributing to creating a green, clean, fresh, and healthy school environment. Nutritious and safe school meals, a clean and cool cafeteria, and a happy and friendly atmosphere will strengthen students' resistance, helping them to become positive and comfortable in their moods.

In the end, creating a happy school is not only the school's responsibility but also depends on the close relationship between the school, students, and parents. This cooperation is described as the three sides of a triangle, which can only be strong when linked together and support each other.

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