



Pedagogy of Kindness Through Humanitarian Activities: A Case of High School Students in Vietnam

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ABSTRACT

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Keywords

Education, kindness, Love, behaviour, Vietnam.

Purpose: The main objective of the present study was to examine the factors that can develop kind behaviour among the students of Vietnam. Therefore, the effect of trust, sympathy, love, compassion and forgiveness on the kindness behavior among school students of Vietnam. Additionally, this study also examined the mediating role of forgiveness as well.

Method: For this purpose, quantitative research was conducted in which a questionnaire survey was conducted with teachers at the high schools of Vietnam. The questionnaire was distributed among the 400 faculty members of schools in Vietnam. The usable response rate of the study was 67.5%. The data gathered was analysed using Smart PLS.

Findings: The research findings show that important factors include gratefulness, loving, sympathetic, trust, compassion and forgiveness are important factors of Kindness behaviour. Moreover, mediating relationship of forgiveness behaviour is also confirmed.

The implication to research and Practice: These findings of the study are helpful for the policymakers of the Vietnam education sector so they can develop a curriculum to promote kindness in the students' behaviour. This study also helps in promoting the importance of forgiveness so the students can adopt kindness in their behaviour. Additionally, this research is among very few studies that have highlighted important factors to develop forgiveness and kindness among students of Vietnam. In the end, this study highlighted that kindness in education can help students to know the way to show human love, to show empathy, care, sharing, help, protection and tolerance towards themselves and others.

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1.0 Introduction

The students, as well as teachers, need to be kind. Kindness is a universal term that tends to lead a person towards a better life. For Vietnam, work kindness is very old. It is as old as the 15 old tribes were able to unify this whole Vietnam and named it Van Lang. Kindness has become the value of the Vietnamese people because they have faced several enemies and natural disasters by forming bonds within their communities. Researchers have pointed out that the word kindness was first-time mentioned in ancient times by the Confucians. This word still has a lot of value in most parts of the world (Bich, 2018).

The world is divided into two halves. One is known as West and the other is East. The understanding of this word is different in the West and East. But, in the recent past, the explanation of the word Kindness in both parts of the world has come closer. It is defined as the nature of humans to perform good things. Moreover, it is also possible to teach education. It is important to mention that kindness is not general and tangible. Whereas it is manifested in conscientious behaviour and deeds. As the technology and world have grown recently, the world has become flatter. Technology has put humans in a civilized run. Therefore, people around the globe are more concerned regarding the teaching qualities of humans. Most of the countries have the aim to provide training to their young generation so these young people can meet the future as well as present social demands. Therefore, presently Kindness is one of the great concerns for society (Raisinghani, 2021; Raisinghani & Nashon, 2021).

Researchers have pointed out that kindness is considered one of the greatest gifts for every person. This is present in most people at birth as well as it can be cultivated. It can be promoted and preserved as well with the passage of life. The same is the importance of the word kindness in the context of Vietnam as well. In the recent past, most of the curriculum of Vietnam is revised for several different reasons. The main reason for this alteration was to develop a curriculum that can promote ethical values, traditional values, cultural respect and meet the modern as well as basic requirements of the society (Ferguson, 2017). Vietnam is a country with a unified culture in diversity with many ethical values, traditional culture preserved and promoted by the people in the process of building and defending the country in the history of the Vietnamese nation. Over the years, educational programs at all levels of Vietnam have always been renewed and updated to match the development realities of the country and the times, but always focus on teaching good moral values beauty, kindness, and promoting kindness in the behaviour and activities of Vietnamese students. For this purpose, it is very important to examine the factors that can help in the development of kind behaviour among the students of Vietnam. This study examined the effect of love, compassion, sympathy, trust and forgiveness on kind behavior.

2.0 Literature Review

The educational environment of the school and the development of the school always depend on the development and needs of the community. The impact of the community on the school comes from the tradition of studiousness, respect for teachers, and respect for the religion of the Vietnamese nation. Charity and humanitarian activities show the heart, love, and desire to help people without requiring any conditions. This is one of the

fine traditions of the Vietnamese nation, thus the school must assume its responsibility for educating and training students to appreciate, preserve and promote the nation's traditional cultural values (Trung & Van, 2020).

Charity and humanitarian activities contribute to building good feelings for people, contributing to raising patriotism and pride in the national traditions, educating students to be grateful to heroes, martyrs, historical and cultural well-known men, and families and clans who have made great contributions to the country. At the same time, help students to form and develop altruism, kindness, and positivity in cognition and behaviour. Humanitarian activities in the community are one of the most effective methods of educating students about kindness, contributing to improving the quality of education and developing students' human personalities and qualities. Humanitarian activities in the community both promote the role of the community in education and play a significant role in improving the quality of life for the community. The community's participation in building a cultural and educational environment is very diverse and rich, and all members of the community can participate in kindness education activities for students (Wood et al., 2016).

Humanitarian activities in the community include many different activities, in which some typical humanitarian activities such as taking care of orphans and children with disabilities through activities such as personal hygiene, environmental sanitation, shopping for supplies, teaching dance and singing, exercises, teaching foreign languages, etc. Visit and take care of the lonely elderly, wounded and sick soldiers, people with meritorious services to the country, etc (Wessells, 2015). Give gifts and visit children in difficult circumstances, unlucky or suffering from serious diseases, etc. Visit and share difficulties with local people experiencing natural disasters, fires, etc. Donate school supplies, books, toys, finance, etc. to support movements and charity activities. The students' donations of material values are not many, but many well-organized campaigns bring great results (Bealt & Mansouri, 2018).

The "Friends with open arms" campaign with rich activities is suitable for the psychology of students from the age of 11 to 15 years old, effectively deployed by the institutions through the various contents and forms such as the establishment of the "Fund for poor friends", the campaign "Pink Smile", the club "You for friends", "Pink bricks", the movement "Raising piggy banks", twinning and exchange activities, support activities to build schools for poor friends in remote areas, etc. have attracted many students across the country to actively participate. Humanitarian activities to help poor friends overcome difficulties are "Group of good friends", "Team of good friends". These are activities that contribute to connecting students together, helping each other in learning and participating in cultural activities, sharing all activities and work of daily life (Maratos et al., 2019). To effectively educate students on kindness, the contents, forms and methods of educating.

Providing kind education at the school level to the students is the planned process. The main purpose of this education is to provide planned education to the students who have age between 14 to 19 years. Moreover, these students are part of education at the high school. The main aim of this kind of education is to develop love among the children so they can learn the way to love. Moreover, their attitude can be shaped towards the behaviour of respect, gratitude, responsibility, tolerance and sympathy. These students must be able to respect another person of their societies as well (Kaplan et al., 2016).

Kindness cover content that is of a wide range because most of the life of an individual is covered in this concept of kindness. It is important to keep in view that teaching education is providing education to learn the relationships of kind education because it is promoted, developed and manifested through the relationships of the people (Oğuz-Duran & Kaya-Memiş, 2017). To educate kindness to the students, it is important to mention that it is not possible to provide education related to kindness in traditional as well as general ways. Whereas it can be taught by providing education in terms of qualities. To review the actual achievements and needs of the person, the framework of expression and criteria of kindness can be used by the schools. The research team can give the concept of kindness to the students of high school by defining the main manifest as educating kindness (Datu et al., 2022).

Moreover, the kindness of the high school students will have some limitations. They will remain limited to basic expressions and qualities in relationships of relatives, teachers and friends. They are treated as the main requirements in terms of output to show kindness among the students. It means that kindness in the students is shown by their good actions. It shows that students can believe and understand these things. Moreover, they can express as well as comprehend themselves in this kind of relationship (Binfet & Passmore, 2019).

The theories of moral development have arisen the concept of loving and sharing. Both these concepts are discussed in abundance in past studies. Particularly, researchers did a focused work to develop ethical care. The studies show that the teacher is the one who does motivational displacement and cares for the students as well. It means that the teacher is more concerned about the needs of the students. Therefore, this will be demonstrated to them as well. The teacher also acts to be attentive to express the student's needs and also give proper responses to students in a caring manner. Care for the student is key because it provides support and goes beyond the surface to develop meaningful relationships. Moreover, the outcomes of the students are also determined by the quality of care (Bich, 2018).

The main purpose of providing education is to develop love. One of the most basic needs of humans is to love or to be loved. Whereas, the present method of teaching education to the students have prevailed for a long (Raisinghani, 2021). In the present education system, there are standardised competition norms. On the other hand, there are a few untraditional students as well whom voices are not listened to in present classroom environments (Abdulrahim & Orosco, 2020).

The educational practice is advanced by the connection between humans and love. In this essence, the triangular theory of love was presented by Sternberg et al. (2008) to define and identify different components of love. He defined love as commitment, passion, intimacy and interpersonal relationships. In literature, these three components are represented visually in the form of three points of the triangle. Researchers pointed out that intimacy is the feeling of a person to remain close or attachment to another. On the other hand, passion shows the intense feeling of a person towards another. In the end, the last component known as commitment is the combination of passion and intimacy (Raisinghani, 2021).

Researchers pointed out that the component of commitment deals with the decision of a person to remain together on both long term and short-term basis. This theory also

explains that there exists friendship when there is intimacy. On the other hand, there will be love if there is only commitment. In the same way, the only presence of passion will create infatuation. Moreover, the combination of commitment and intimacy will create compassionate love, the combination of passion and intimacy will create romantic love and the combination of commitment and passion creates fatuous love (Duttille, 2020).

It is easy to express love by manifesting honesty as sympathy, altruism and love with people. It is key to understand that having mercy and sympathy means understanding other circumstances and emotions mutually. It also refers to putting yourself in the position of others and sympathising with others as well. Scholars have a highlighter that compassion and love of kindness is the main desire of a successful human. They both are the key to developing happiness and freedom among the people. It is important for a person to love their parents. Moreover, it is also important to cultivate respect, love for his ancestors, grandparents and parents. Moreover, a person must have sympathy and kindness to be shared among all families and classes (Khanh, 2019).

In the practices of education, sympathetic joy is an important concern for the happiness of people. It includes the feelings like appreciative behaviour. Appreciative behaviour means that a person becomes happy when he or she sees the advancement, success and good actions of others. It shows the glad response of the person. The sympathetic attitude of a person is reflected through tolerance and epileptics showing a positive attitude (Chang et al., 2020).

Tolerance in literature is defined by the condition in which a person is not comfortable with the existence of others in terms of the difference in attitude, belief, religion, gender and language. Tolerance is the concept that deals with the respect to the traditions, ideas and beliefs of another person. Similarly, Tolerance also shows respect for one person to the other person's traditions, ideals and beliefs. Scholars have defined tolerance in terms of allowing ideas that are different to be expressed when approached by other people within the scope of the universe. It also deals with the concept of being independent (Khanh, 2019; Potgieter et al., 2014).

The term tolerance has gained importance in past literature. There are four basic components of tolerance that are discussed in the literature. These factors include hate the evil, love the righteousness, willingness to forgive and no prejudice. Tolerance also reflects the fight of a person towards human and indifferent behaviour (Alhashmi et al., 2020).

It is important to mention that education plays a very important role to develop character and instilling the values of coexistence, tolerance and peace. In the current educational system, teaching tolerance is in very high demand. Tolerance in literature is defined as appreciation, acceptance and respect of other cultures and expressions. Tolerance shows the level of deviation from the already set value, principle, norm and standard which is allowed by a person. The rigorously and rigidity will define the tolerance of the person. These values, norms and standards are the basic principles by which a person spends his or her own life (Wolhuter et al., 2020).

Tolerance provides life to the other societies that are different in the way they spend life. Because of tolerance societal diversity in a geographic region is possible. One person must give have a place for tolerance for communication to be healthy. As a result, the process of functional communication is possible that is based on understanding, trust,

respect and love. Tolerance is based on the culture of the nations. As culture shows the lifestyle in a broader aspect. Tolerance also reflects the lifestyle of the individuals. Taking different attitudes, beliefs and ideas for granted are linked closely to the presence of tolerance in society (Sokol et al., 2021).

The base of forgiveness is that it is moral love, kindness and justice. Forgiveness or tolerance is an important part of moral love. Further, forgiveness is also an important part of mercy or giving favour to others as well. Past studies conducted on forgiveness shows that it increases well-being and resentment in a person. To reduce anger and ethnicity among young people. Moreover, it also provides a unique opportunity for the health of an individual and community. On the other hand, there can be a positive effect of forgiveness on the body of a person (Safaria et al., 2016).

To mitigate the issues of stereotypes and encounters with others, education related to forgiveness plays a very important role. One of the advantages of education related to forgiveness is provided solutions to political as well as social issues. Moreover, it also helps to develop a peaceful community. Additionally, it is key to note that teaching forgiveness may not achieve justice. But still, there is a need to teach this concept to alter inequalities, psychological conditions, political conditions, social conditions and structural conditions. Teachers must understand the concept of forgiveness so they can teach forgiveness and achieve peace through education. This type of education can also help to minimize violence as well. One key point is that the students must also be taught forgiveness along with apology seeks (Porto & Yulita, 2019).

The term solidarity shows the collective understanding of humans whose ability to think, act and learn are developed powerfully when they are positioned in the spaces of intersubjectivity. The responsibilities that are devoted to the students during group projects plays a very important role to develop responsible behaviour. Otherwise, it will not be possible to emerge or understand the concept of responsibility among the students. Researchers reported that there is great power to be collective (Thomas et al., 2018). When students work together in groups, they can learn the concepts of liberations collectively. It is expected by the researchers that teachers at the schools will carry authority and knowledge and teach this concept to the students through group studies. Therefore, it is possible to conceptualize the concept of solidarity in terms of collective bonds and intrapersonal bonds. On the other hand, researchers have also explored solidarity in terms of being loyal to others and developing strong emotional connections with another person (Porto & Zembylas, 2020).

To transform society, the education of a person plays a very important and key role. The phenomenon of solidarity exists and sows a simple lifestyle way. It is mostly used to support someone and stick to that person in a bad and good way, in his failure and success. It is correct and nice to support and help each other in every field of life. Core values of social justice and nonviolence are based on peace education. Nonviolence is manifested through different aspects of life like the values of a person such as trust, freedom and human rights. It is easy to understand social justice through the principles of solidarity, responsibility and quality. In this sense, solidarity is mostly treated as an important aspect to develop and generate social cohesion as well as cooperation based on empathy among the social groups and individuals. Therefore, development at the sustainable level needs fairness, equality, respect for differences and ethical compression (Specia & Osman, 2015).

Providing respect to others is the basic concept that reflects the human relationship and quality of life throughout history. Giving respect to others is the basic attitude and value to act proactively and pay attention to the circumstances and conditions around us. It also helps us to deal with situation that involves different kind of problems. Caring people are more intended to bring kindness and inspiration to the environment. When a kind and grateful person witness a certain situation, they witness the social conditions and will tend to move. As a result, the circumstances and environment of a person are improved. Grateful people have the habit to call the person and helping those who are weak. These people also help others in overcoming difficult situations (Zhangfang, 2019).

It is more valuable to understand the concept of gratefulness than to receive any kind of gift. It is key to point out that gratefulness is the positive feeling due to which a person pays more attention to others and stop focusing on him/herself. Thus, a long-term relationship with people is developed. Past studies show that grateful people are more satisfied and happier in their lives, sleeves, neighbourhood, family and friends. It encourages a person to respect others (Yang et al., 2018).

Most of the research conducted in past is related to the characters of the children during childhood. There is very little research that has investigated the effect of love on forgiveness and the effect of love on kindness as the behaviour among the students. The study conducted by Haslip et al. (2019) reported that Love creates forgiveness among the children whereas, forgiveness has an impact on the kind behaviour among the children (Haslip & Donaldson, 2021).

On the other hand, researchers have pointed out that family is developed based on trust and love. Both these factors are important because families face several external as well as internal challenges. Therefore, there is a lot of importance in forgiveness. It is therefore important to make forgiveness an important habit of life. Care, trust and love within the family can be restored with forgiveness among the people (Aguas, 2017). Thus, trust is an important factor to promote forgiveness (Litz & Carney, 2018).

There exists a two-way relationship between forgiveness and compassion. One of the most important aspects of life is an interpersonal relationship in which forgiveness plays an important role to develop positive behaviour (Khayatan et al., 2018). On the other hand, the base of forgiveness is compassion. Thus both aspects of compassion and forgiveness are related to each other (Kim et al., 2020).

To develop forgiveness among human beings, sympathy is a very important step. If a person has the trait of sympathy, he/ she can easily have the ability to forgive someone (Oostenbroek & Vaish, 2019). Sympathy make it possible for someone to forgive another person (Lee & Elkins, 2014).

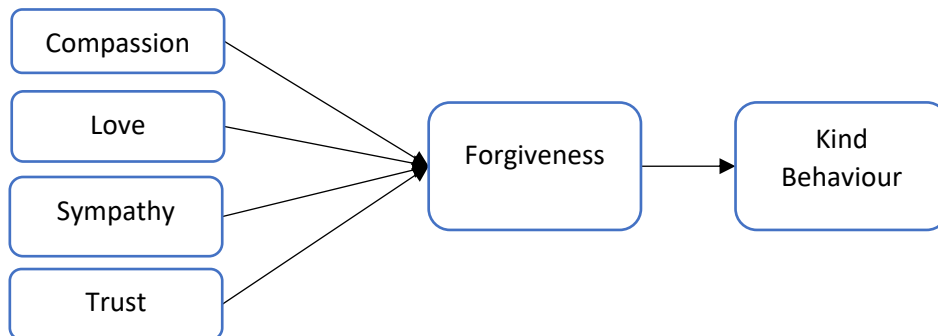


Figure 1. Theoretical Framework

Following Hypotheses are developed from the above literature:

- H1: Compassion has a positive significant effect on forgiveness.
- H2: Forgiveness has a positive significant effect on Kindness behaviour.
- H3: Love has a positive significant effect on forgiveness.
- H4: Sympathy has a positive significant effect on forgiveness.
- H5: Trust has a positive significant effect on forgiveness.
- H6: Forgiveness Mediates the relationship between trust and Kindness behaviour.
- H7: Forgiveness Mediates the relationship between sympathy and Kindness behaviour.
- H8: Forgiveness Mediates the relationship between Compassion and Kindness behaviour.
- H9: Forgiveness Mediates the relationship between love and Kindness behaviour.

3.0 Methodology

As this research is quantitative in nature, therefore this research is based on explanatory by research design. This study used a cross-sectional research design. The questionnaire was developed to collect the data from the respondents. The items of the questionnaire were adapted from past studies. The questionnaire was developed through a five-point Likert scale. The questionnaire was distributed among the 400 faculty members of the Vietnam High schools. This study received 298 questionnaires from the respondents. 28 of these questionnaires were omitted because they were incomplete. The remaining 270 were used for the analysis showing a usable response rate of 67.5%. Moreover, the present study used the non-probability sampling approach and utilized the purposive sampling method to collect the data. This method is more appropriate when a certain population is the main target of the research (Calder et al., 1981). In the end, keeping in view the complexity of the research model, the present study used Smart PLS 3 for the analysis of the data.

4.0 Results

Before testing the proposed conceptual model of the study. Scholars performed several validity and reliability tests. For this purpose, this study has used Smart PLS 3. Table 2 in this study reported the values of Cronbach Alpha and composite reliability showing the reliability and validity of the data. Whereas table 1 of the study shows the factor loading values.

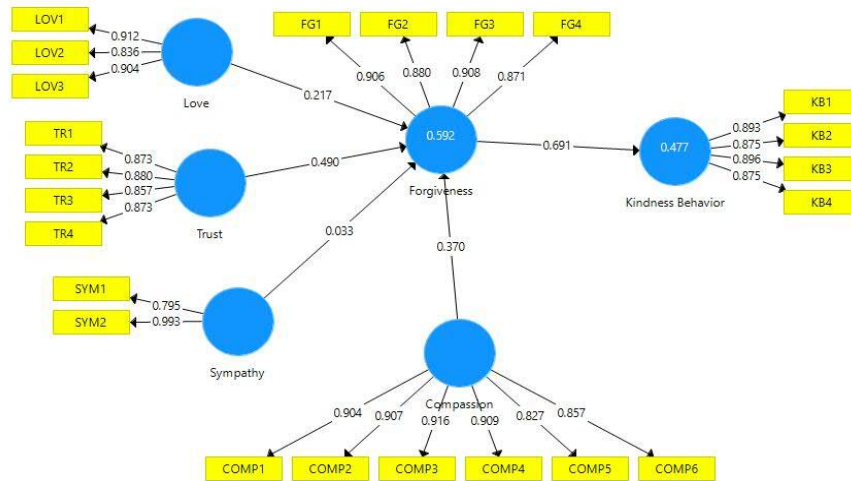


Figure 2. Measurement Model

Table 1

Factor Loading

	Compassion	Forgiveness	Kindness Behavior	Love	Sympathy	Trust
COMP1	0.904					
COMP2	0.907					
COMP3	0.916					
COMP4	0.909					
COMP5	0.827					
COMP6	0.857					
FG1		0.906				
FG2		0.880				
FG3		0.908				
FG4		0.871				
KB1			0.893			
KB2			0.875			
KB3			0.896			
KB4			0.875			
LOV1				0.912		
LOV2				0.836		
LOV3				0.904		
SYM1					0.795	
SYM2					0.993	
TR1						0.873
TR2						0.880
TR3						0.857
TR4						0.873

Hair Jr et al. (2017) proposed that the items having values more than 0.70 can be retained. Whereas the items of the variables in factor loading having values less than 0.70 should be dropped. It is evident from the values of 0.70 are retained.

Table 2*Reliability*

	Cronbach's Alpha	Composite Reliability	(AVE)
Compassion	0.946	0.957	0.787
Forgiveness	0.914	0.939	0.794
Kindness Behavior	0.908	0.935	0.783
Love	0.861	0.915	0.782
Sympathy	0.835	0.893	0.809
Trust	0.894	0.926	0.758

As mentioned above that the validity and reliability tests are mentioned in table 2. Nunnally (1978) proposed that the values of Cronbach Alpha more than 0.70 are considered good. From table 2, it is clear that the values of Cronbach Alpha are between 0.835 and 0.948, which is well above the proposed range. On the other hand, the value of composite reliability is also more than 0.893, showing the reliability of the present study to be excellent. On the other hand, Fornell and Larcker (1981) proposed the value of AVE must be 0.50 in order to be acceptable. The values of AVE as mentioned in table 2 are more than 0.50. Thus, they are in acceptable range. As a result, the requirements of convergent validity are fulfilled.

Table 3*Discriminant Validity*

	Compassion	Forgiveness	Kindness Behavior	Love	Sympathy	Trust
Compassion	0.887					
Forgiveness	0.511	0.891				
Kindness Behavior	0.262	0.691	0.885			
Love	0.601	0.568	0.472	0.884		
Sympathy	0.119	0.181	0.392	0.095	0.900	
Trust	0.014	0.557	0.667	0.255	0.170	0.871

Discriminant validity is the next test performed in this study. This test is performed to assess that the items of the variables do not correlate with other items of the study (Henseler et al., 2015). For this purpose, scholars in the present study used Fornell and Larcker (1981) approach. According to Fornell and Larcker (1981) approach, the square of AVE at the diagonal must be more than the remaining values of the matrix. The values mentioned in table 3 shows that the highlighted values are higher than the remaining values. Thus, the discriminant validity of the present study is confirmed.

Table 4*R Square*

	R Square
Forgiveness	0.592
Kindness Behavior	0.477

Later, this study evaluated the values of R square showing the effect of IVs of the present study on the outcome variables. It is evident that the forgiveness is being affected 59.2% and kindness is being affected 47.7% by the proposed Iv's of the present study which is well above the range proposed by Cohen (1988).

After confirming the measurement model in the present study, this study moved towards the second step known as the structural model. This step is used to confirm the proposed hypothesis. Therefore, the present study used bootstrapping procedure. Table 5 represents the results of the direct hypothesis.

Table 5*Direct Relationships*

HYP	Relationship	Beta	SD	T Value	P Values	Decision
H1	Compassion -> Forgiveness	0.370	0.103	3.608	0.000	Supported
H2	Forgiveness -> Kindness Behavior	0.691	0.084	8.206	0.000	Supported
H3	Love -> Forgiveness	0.217	0.102	2.139	0.016	Supported
H4	Sympathy -> Forgiveness	0.033	0.075	0.437	0.331	Not Supported
H5	Trust -> Forgiveness	0.490	0.109	4.516	0.000	Supported

The results mentioned in table 5 demonstrate that H1, H2, H3 and H5 are supported. Whereas H4 is not supported.

Table 6*Mediating Relationships*

HYP	Relationship	Beta	SD	T Value	P Values	Decision
H6	Trust -> Forgiveness -> Kindness Behavior	0.339	0.095	3.584	0.000	Supported
H7	Sympathy -> Forgiveness -> Kindness Behavior	0.023	0.053	0.426	0.335	Not Supported
H8	Compassion -> Forgiveness -> Kindness Behavior	0.256	0.065	3.960	0.000	Supported
H9	Love -> Forgiveness -> Kindness Behavior	0.150	0.074	2.015	0.022	Supported

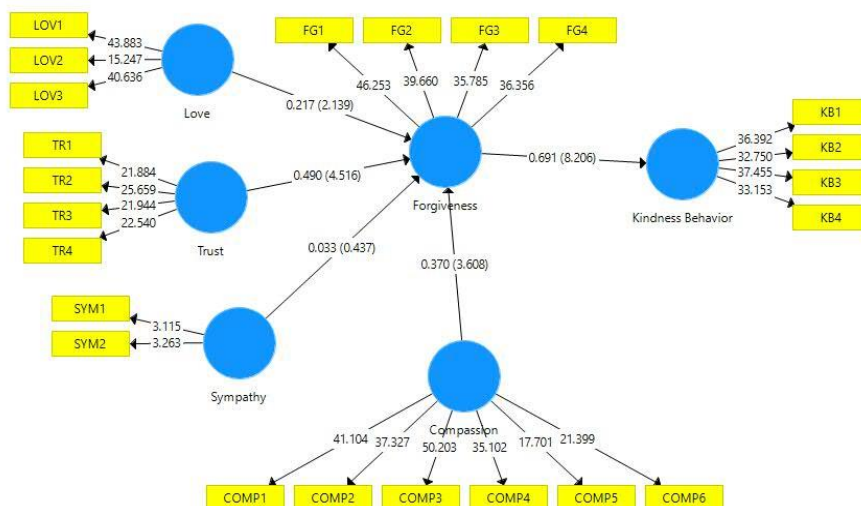


Figure 3. Structural model

5.0 Discussion

This research was designed to assess the effect of different variables on kindness behaviour and forgiveness. This study finds that love is positively affecting forgiveness among the students. This shows that students must be taught love related syllabus for forgiveness development. These findings of the study are in line with the findings Haslip et al. (2019). On the other hand, this study also finds that compassion is an important aspect to develop forgiveness among the students at school. These results are similar to the findings of Khayatan et al. (2018). Additionally, the findings confirm that trust is also an important factor to develop forgiveness among the students. This result is the same as Kim et al. (2020).

The findings of the study also revealed that forgiveness among students can be developed through sympathy. It is the factor that has an important role in making students forgive the other classmates, seniors, juniors, friends and family members. This finding is similar to the findings of (Oostenbroek & Vaish, 2019). On the other hand, this study also supported the mediating effect of forgiveness among sympathy, love, compassion, trust and kindness.

Conclusion, Recommendations and Implications

The higher schools need to implement the programs to improve the behaviour of the students. To develop the behaviour the main focus of the institutes must be on the development of character traits. To achieve these goals, all community of the school is involved to develop the process of training the so the student's kindness. This process must be evaluated with time. If such kind of educational program in the schools of Vietnam

becomes successful, it will help in minimizing the violence and bullying among the students. Such an educational program will also help students to become forgiving, compassionate, kind and tolerant. Another important trait that students may learn from such an educational program is to be sympathetic. On the other hand, the climate and culture of the schools in Vietnam must be altered to bring behavioural change among the students.

The present study has a few limitations as well. This study is cross-sectional in nature. Future studies can use longitudinal research design in future. Moreover, this study is conducted in the context of Vietnam. Future studies can conduct similar studies in other Asian countries as well. In the end, the present study conducted data from 400 respondents in this study. Upcoming studies in a similar context can increase the number of respondents so the response can be further generalized.

The present study fills several theoretical gaps. One of the theoretical significances is that a proper process of student behaviour change is proposed in this study so that kindness among the students can be developed. Moreover, several benefits of behavioural change among students are also mentioned in this study. The outcomes of the study may play a very critical role to foster positive behaviour among students. The findings of the present study are helpful for the policymakers of high schools of Vietnam to alter their curriculum to develop positive psychology among students.

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