



Data Article

Happiness and job satisfaction: Dataset of general school teachers and administrators in implementing new curriculum



Ly Nguyen Thanh^a, Huong Nguyen Thi^{a,*}, Hien Le Thuy^b,
An Nguyen Tuan^c, Tuan Tran Van^a

^a University of Education, Vietnam National University Hanoi, 144 Xuan Thuy, Cau Giay district, Hanoi, Vietnam

^b Hanoi University of Education, 136 Xuan Thuy, Cau Giay District, Hanoi, Vietnam

^c FPT University Hanoi, Hoa Lac High-Tech Park, Km29 Thang Long Avenue, Thach That district, Hanoi, Vietnam

ARTICLE INFO

Article history:

Received 1 April 2024

Revised 28 May 2024

Accepted 5 June 2024

Available online 11 June 2024

Dataset link: [Vietnamese General School Teachers and Administrators': Job Satisfaction and Happiness \(Original data\)](#)

Keywords:

Happiness

Job satisfaction

Curriculum implementation

Teachers

Administrators

ABSTRACT

This dataset explores the perception of happiness and job satisfaction among Vietnamese general school teachers and administrators (principals and vice-principles) in implementing a new curriculum. This study uses SPSS Statistics 26.0 and Excel to analyze data on the opinions of 782 general school teachers and administrators (principles and vice-principles) about satisfaction and happiness at work and influencing factors such as gender, age, experience, income, and workplace, workplaces, difficulties, sources of support when implementing new programs. This dataset contributes to a better understanding of the factors influencing educators' well-being and job satisfaction in the context of curriculum change, providing insights into educational policy and practice in Vietnam and beyond.

© 2024 The Author(s). Published by Elsevier Inc.

This is an open access article under the CC BY-NC license (<http://creativecommons.org/licenses/by-nc/4.0/>)

* Corresponding author.

E-mail address: nguyenhuong@vnu.edu.vn (H. Nguyen Thi).

Specifications Table

Subject	Education
Specific subject area	Educational Psychology; Curriculum Development; Human Resource Management in Education; Educational Leadership; Organizational Behavior in Education; Teacher Professional Development; Workplace Well-being in Education
Type of data	Original data file in .xlsx format at MS Excel software. Quantitative data analysis results tables in .sav format exported from IBM SPSS Statistics 26.0 software
Data collection	Data was gathered using a Google Form online survey and converted into the .xlsx format for formal analysis in SPSS Statistics 26.0. The survey link was distributed to general school teachers and administrators (from elementary, secondary, and high schools) who directly implement new educational program changes since 2018 and participating in new curriculum training programs of the Ministry of Education and Training.
Data source location	Authors' survey, with samples from 40 provinces of Vietnam Region: Asia Country: Vietnam Latitude and longitude: 16°00'N 108°00'E
Data accessibility	Repository name: Mendeley Data Data identification number: 10.17632/hn4v58fkz.1 Direct URL to data: https://doi.org/10.17632/hn4v58fkz.1

1. Value of the Data

- The data allows for a comprehensive understanding of job satisfaction and happiness levels among general school teachers, which can directly impact their performance and the learning environment.
- The data enables researchers and policymakers to identify key determinants of job satisfaction and happiness among educators by analyzing factors such as gender, age, experience, income, and workplace.
- The data provides valuable insights into administrators' and teachers' difficulties when implementing new programs. Additionally, it identifies sources of support that are instrumental in overcoming challenges and facilitating successful program implementation.
- The data's insights can guide educational policies and practices to enhance working conditions, professional development, and support systems for administrators and general school teachers. Addressing identified challenges and factors can create a better work environment, promote educator well-being, and improve education quality.
- The dataset enriches research on job satisfaction, workplace happiness, and educational program implementation. Researchers can utilize it to delve deeper into correlations, uncover new insights, and advance our understanding of educator experiences and outcomes.
- The data set helps researchers test and develop theoretical job satisfaction and happiness models, especially in education. These studies can expand understanding of how personal and work environment factors influence teachers' psychology and work performance.
- Educational administrators and school leaders can use data to understand teachers' psychology and needs better, thereby building a supportive and encouraging work environment. This may include creating psychological support programs, professional development opportunities, and stress management strategies among school staff.
- Research results from this dataset published in prestigious scientific journals will contribute to enriching academic literature in the fields of education and psychology. At the same time, this dataset can also be used in courses and training programs on educational management and human resource development.

2. Background

The 2018 general education program was born to replace and inherit the 2006 education program, which is being applied to all levels of high school education in Vietnam. The new general education program is aimed at learners, changing education from focusing on educational knowledge that encourages harmonious development of virtue, intellect, body, and beauty to focusing on experiential and practical activities and applying learned knowledge to real life. The roadmap for using the 2018 general education program will follow each school year, starting from the 2020–2021 school year for grade 1; School year 2021–2022 for grades 2 and 6; School year 2022–2023 for grades 3, 7 and 10; School year 2023–2024 for grades 4, 8 and 11; and School year 2024–2025 for grades 5, 9 and 12. The implementation of Vietnam's 2018 general education program is underway, and administrators and teachers are the primary decision-makers in implementing this new program. However, the issue of whether they feel happy and satisfied with their current job is an exciting aspect to research in addition to opinions about influencing factors such as gender, age, experience, income, and workplace, workplaces, difficulties, sources of support when implementing new programs. The data set helps researchers test and develop theoretical job satisfaction and happiness models, especially in education. These studies can expand understanding of how personal and work environment factors influence teachers' psychology and work performance.

Research results from this dataset published in prestigious scientific journals will contribute to enriching academic literature in the fields of education and psychology. At the same time, this dataset can also be used in courses and training programs on educational management and human resource development. Retaining teachers, in addition to the economic aspect, also need to address the personal issues of the teacher, in which exploiting the love for teaching and participating in the process of educating learners is essential. This is the reason that prompted us to carry out this data set.

3. Data Description

A person's motivation to respond constructively to an unpleasant reality is one of the many aspects determining happiness, described as an individual state of well-being and contentment [1]. Teacher well-being is a sense of personal and professional fulfillment, satisfaction, purposefulness, and happiness constructed collaboratively with colleagues and students [2]. Al-Ali et al. [3] assume that happiness is closely associated with job satisfaction and performance. Furthermore, research has shown that happiness strongly indicates general well-being, leisure satisfaction, and life satisfaction [4].

Job-related variables and the state of the economy are also significant determinants of happiness. According to Graham and Pettinato [5], happiness is highly influenced by one's wealth, education level, and job satisfaction.

Improving productivity requires understanding the elements that affect happiness, quality of life, and job satisfaction [6]. Therefore, encouraging general pleasure and fulfillment at work requires understanding how external influences, job satisfaction, and individual well-being interact.

The Ministry of Education and Training issued the 2018 Education and Development Program [7], which states that school managers and teachers play an essential role in successfully implementing this program. Therefore, this dataset focuses on the job satisfaction and happiness levels of Vietnamese administrators and general school teachers based on different demographic variables.

The questionnaire includes three parts: (i) Demographic information of managers and high school teachers (including content such as gender, age, experience, current income, desired income, occupation, school type, school level, and place of work); (ii) Awareness of difficulties in implementing new programs and sources of implementation support. (iii) Gender awareness of

Table 1

Cronbach's alpha for questionnaire.

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronback's Alpha if Item Deleted
Difficulties encountered by teachers when implementing the 2018 program = 0,871				
Difficulties_Textbook and supplementary book (2018 education program)	16,74	15.418	0,781	0,83
Difficulties_Facility and supply (2018 education program)	16,68	15.572	0,783	0,83
Difficulties_Curriculum (2018 education program)	16,68	15.554	0,797	0,828
Difficulties_Students (2018 education program)	17,8	17.858	0,298	0,923
Difficulties_Teacher's capacity (2018 education program)	16,68	15,81	0,743	0,837
No Implementation Difficulties (2018 education program)	16,72	15.427	0,756	0,834
Teachers received support = 0,936				
Support_School board (2018 education program)	17,46	18.154	0,836	0,921
Support_Teacher's association (2018 education program)	17,44	18.075	0,882	0,915
Support_Government and Ministry of Education (2018 education program)	17,56	18.206	0,831	0,921
Support_External organizations and partners (2018 education program)	17,7	18.183	0,76	0,931
Support_Parent's association (2018 education program)	17,42	17,65	0,874	0,916
Lack of Support (2018 education program)	17,42	19.054	0,687	0,939
Level of job satisfaction = 0,918				
Satisfaction_Relationship with colleagues	25,89	40.799	0,622	0,914
Satisfaction_Colleague support impact on job	25,95	40.118	0,68	0,91
Satisfaction_Overall with colleague	25,67	40.481	0,724	0,908
Satisfaction_Student autonomy impact on job	26,11	38.929	0,771	0,904
Satisfaction_Student behavior	25,9	39.744	0,805	0,903
Satisfaction_Overall student discipline	26,42	40.064	0,609	0,916
Satisfaction_Parental involvement impact on job	26,27	39.768	0,672	0,911
Satisfaction_Parental support on job	26,26	38,97	0,757	0,905
Satisfaction_Overall of parental	26,09	38.828	0,776	0,904
Level of happiness = 0,908				
Happiness_Self-dissatisfaction	105,09	362.594	0,507	0,904
Happiness_Care others	106,98	402.986	-0,259	0,918
Happiness_Life satisfaction	106,68	402.102	-0,278	0,916
Hapiness_General warmth towards others	104,38	369.246	0,499	0,905
Happiness_Lack of restful sleep	105,06	358.335	0,61	0,903
Happiness_Low optimistic	106,51	395.433	-0,138	0,914
Happiness_High curiosity	106,02	378.405	0,121	0,914
Happiness_High engagement	106,58	404.569	-0,331	0,917
Happiness_General life satisfaction	104,39	365.445	0,581	0,903
Happiness_Pessimistic worldview	105,57	351.678	0,614	0,902
Happiness_Frequent laughter	104,54	364.715	0,57	0,904
Happiness_Life satisfaction at current age	104,56	362.536	0,614	0,903
Happiness_Self-perceived unattractiveness	105,39	353.345	0,664	0,901

(continued on next page)

Table 1 (continued)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronback's Alpha if Item Deleted
Happiness_Discrepancy between aspirations and achievements	105,1	356.232	0,671	0,901
High happiness	104,5	362.752	0,643	0,903
Happiness_Selective appreciation of beauty	104,46	364.179	0,647	0,903
Happiness_Bring joy to others	104,62	360.476	0,69	0,902
Happiness_Fulfillment of desires	104,7	359,09	0,69	0,902
Happiness_Low sense of control over life	105,45	350.816	0,71	0,9
Happiness_Strong self-Efficacy	104,77	359.789	0,661	0,902
Happiness_High mental alertnes	104,48	363.198	0,637	0,903
Happiness_Frequent joy and elation	104,57	362.918	0,66	0,902
Happiness_Decision-making difficulty	105,32	354.118	0,679	0,901
Lack of perceived life purpose	105,78	350.596	0,653	0,901
Happiness_High energy levels	104,59	361.162	0,637	0,902
Happiness_Positive impact on events	104,86	359.563	0,659	0,902
Dissatisfaction with others	105,97	352.874	0,612	0,902
Happiness_Poor health	105,71	354.132	0,623	0,902
Lack of happy memories	105,88	352.608	0,604	0,902

job satisfaction and happiness of administrators and general school teachers. The complete survey, codes, and measurement parameters for all variables can be found on the Mendeley Dataset [8].

The authors explain the research results through results tables provided directly from IBM SPSS Statistics 26.0 software. Table 1 shows the results of verifying the reliability of the questionnaire collected from respondents. The questions were arranged based on the questionnaire and grouped according to each assessment factor group. Table 2 provides general information about respondents' gender, work experience, personal income, etc. This is the basis for exploiting the influence of impact factors. Table 3 describes the types of difficulties that teachers encounter when implementing the 2018 General Education Program. These difficulties are classified according to many aspects, such as textbook changes and physical facilities., students, etc. At the same time, acknowledge the support sources teachers receive when implementing the new Curriculum. Sources of support may include support from the school, parents, etc. Table 4 - assessment of teachers' satisfaction with their current job. The level of satisfaction can be measured through many aspects, such as having good relationships with colleagues, students in the school following the rules, parents being interested in educating their children and the school, etc. Along with that, describe the teacher's happiness level. Happiness is assessed through personal feelings about life, such as personal feelings, sense of worldview, etc. Table 5 analyzes the differences between gender and job satisfaction. This statistic aims to explore gender differences in the level of job satisfaction of teachers and school administrators in the context of implementing the 2018 General Education Program. Measured with 2 genders, men and women, with dimensions measuring job satisfaction. Table 6 analyzes gender differences and happiness levels of teachers and general education managers. This type of analysis aims to explore the differences in happiness levels through emotional feelings, feelings about oneself, feelings about worldview, etc., between the two genders, men and women.

4. Survey Procedures

Due to the extensive coverage of respondents, the authors decided on a non-probability sampling method with a convenience sampling method. This method helps the team save time and

Table 2
Demographic information of respondents.

Teacher satisfaction		N	Mean	Std. Deviation	Std. Error	Max	95 % Confidence Interval for Mean		Min
							Lower Bound	Upper Bound	
Gender	Male	175	1.775	0,417	0,015	2	1.971	2.029	1
	Female	607	1.777	0,417	0,015	2	1.971	2.029	1
Age	20 - 30	91	2.277	0,905	0,032	4	3.937	4.063	1
	30 - 40	532	2.278	0,904	0,032	4	3.937	4.063	1
	40 - 50	9	2.280	0,904	0,032	4	3.937	4.063	1
	50 - 60	150	2.281	0,906	0,032	4	3.937	4.063	1
Exp	Less than 5 years	91	2.644	1,077	0,038	5	3.925	4.075	1
	From 5 to 10 years	351	2.645	1,076	0,038	5	3.925	4.075	1
	From 10 to 15 years	100	2.646	1,076	0,038	5	3.925	4.075	1
	From 15 to 30 years	224	2.648	1,077	0,038	5	3.925	4.075	1
Current income (USD)	More than 30 years	16	2.649	1,079	0,039	5	3.924	4.076	1
	< 211	55	2.557	0,975	0,035	5	3.932	4.068	1
	211 ~ 337	425	2.558	0,974	0,035	5	3.932	4.068	1
	337 ~ 420	141	2.559	0,973	0,035	5	3.932	4.068	1
Expected income after implementing new curriculum (USD)	420 ~ 505	132	2.561	0,975	0,035	5	3.932	4.068	1
	505 or more	29	2.562	0,977	0,035	5	3.932	4.068	1
	211 ~ 337	36	3.008	1,412	0,050	5	4.901	5.099	1
	337 ~ 420	444	3.009	1,411	0,050	5	4.901	5.099	1
Job	420 ~ 505	0	3.010	1,411	0,050	5	4.901	5.099	1
	505 ~ 631	80	3.011	1,411	0,050	5	4.901	5.099	1
	613 or more	222	3.013	1,412	0,050	5	4.901	5.099	1
	Teachers	754	1.091	0,481	0,017	4	0.966	1.034	1
School type	Assistant principals	13	1.093	0,485	0,017	4	0.966	1.034	1
	Principal	15	1.095	0,492	0,018	4	0.966	1.034	1
	Other	0	1.096	0,500	0,018	5	0.965	1.035	1
	Public	777	1.006	0,080	0,003	2	0.994	1.006	1
School level	Private	5	1.008	0,087	0,003	2	0.994	1.006	1
	Primary school	147	3.439	0,791	0,028	4	2.945	3.055	2
	Junior high school	143	3.439	0,789	0,028	4	2.945	3.055	2
Work areas	High school	492	3.442	0,789	0,028	4	2.945	3.055	2
	City	605	1.094	0,291	0,011	2	1.978	2.022	1
	Countryside	97	1.095	0,293	0,011	2	1.978	2.022	1
	Islands/High mountains	80	1.097	0,301	0,012	3	1.977	2.023	1

costs and quickly obtain information for research. This topic aims to evaluate the happiness and satisfaction of educational managers and high school teachers with their work. In the overall scale of the survey population, the authors calculated that the country currently has more than 800,000 teachers at all general school levels and about 63,000 educational managers at all levels [9]. To ensure the sample's representativeness and calculations in the study, the authors determined the minimum sample size needed to reach 385 responses according to the sampling convention of not knowing the population size, according to Yamane Taro [10]. After completing the questionnaire, the team surveyed accessible respondents and applied the snowball data collection method to spread the questionnaire widely and simultaneously satisfy the mentioned survey criteria.

The questionnaire was designed on Google Forms. The questionnaire includes questions collecting personal information of respondents and evaluation questions. The study used sets of questions developed by the research team based on available research results (difficulties in implementing new programs [12]; sources of support for implementation [13,14].); and available questionnaires on job satisfaction [15] and happiness[16]. The level assessment questions all use the same 5-level Likert scale. Each question has answers from 1 to 5 points according to the

Table 3Descriptive statistic of difficulties in implementing new curriculum and source of implementing supports ($N = 782$).

	N	Range	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Difficulties in implementing new curriculum							
Difficulties_Textbook and supplementary book (2018 education program)	782	3	2	5	2,37	,027	,763
Difficulties_Facility and supply (2018 education program)	782	4	1	5	3,91	,028	,782
Difficulties_Curriculum (2018 education program)	782	4	1	5	3,92	,027	,760
Difficulties_Students (2018 education program)	782	4	1	5	3,77	,029	,806
Difficulties_Teacher's capacity (2018 education program)	782	4	1	5	2,56	,031	,873
No Implementation Difficulties (2018 education program)	782	4	1	5	2,30	,029	,801
Source of implementing supports							
Support_School board (2018 education program)	782	4	1	5	4,06	,027	,744
Support_Teacher's association (2018 education program)	782	4	1	5	4,04	,027	,748
Support_Government and Ministry of Education (2018 education program)	782	4	1	5	3,99	,026	,728
Support_External organizations and partners (2018 education program)	782	2	1	3	1,93	,022	,605
Support_Parent's association (2018 education program)	782	4	1	5	3,98	,026	,738
Lack of Support (2018 education program)	782	4	1	5	3,11	,049	1372

Table 4
Descriptive statistic of job satisfaction and happiness of teachers ($N = 782$).

	N	Range	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Level of Satisfaction							
Satisfaction_Relationship with colleagues	782	4	1	5	3,43	,036	1.004
Satisfaction_Colleague support impact on job	782	4	1	5	3,37	,036	1.006
Satisfaction_Overall with colleague	782	4	1	5	3,65	,033	,919
Satisfaction_Student autonomy impact on job	782	4	1	5	3,21	,037	1.021
Satisfaction_Student behavior	782	4	1	5	3,42	,032	,909
Satisfaction_Overall student discipline	782	4	1	5	2,90	,039	1104
Satisfaction_Parental involvement impact on job	782	4	1	5	3,05	,038	1.051
Satisfaction_Parental support on job	782	4	1	5	3,06	,037	1.032
Satisfaction_Overall of parental	782	4	1	5	3,23	,037	1.025
Level of Happiness							
Happiness_Self-dissatisfaction	782	5	1	6	3,93	,049	1.357
Happiness_Care others	782	3	1	4	2,03	,049	1.367
Happiness_Life satisfaction	782	3	1	4	2,34	,041	1.145
Happiness_General warmth towards others	782	5	1	6	4,63	,038	1.058
Happiness_Lack of restful sleep	782	5	1	6	3,96	,047	1.324
Happiness_Low optimistic	782	3	1	4	2,51	,039	1.080
Happiness_High curiosity	782	5	1	6	3,00	,067	1.861
Happiness_High engagement	782	3	1	4	2,44	,041	1.142
Happiness_General life satisfaction	782	5	1	6	4,63	,039	1.082

(continued on next page)

Table 4 (continued)

	N	Range	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Happiness_Pessimistic worldview	782	5	1	6	3,45	,057	1.584
Happiness_Frequent laughter	782	5	1	6	4,48	,041	1.133
Happiness_Life satisfaction at current age	782	5	1	6	4,46	,041	1.146
Happiness_Self-perceived unattractiveness	782	5	1	6	3,63	,051	1.415
Happiness_Discrepancy between aspirations and achievements	782	5	1	6	3,91	,046	1.293
High happiness	782	5	1	6	4,52	,039	1.091
Happiness_Selective appreciation of beauty	782	5	1	6	4,56	,037	1.029
Happiness_Bring joy to others	782	5	1	6	4,40	,039	1.105
Happiness_Fulfillment of desires	782	5	1	6	4,32	,041	1.156
Happiness_Low sense of control over life	782	5	1	6	3,57	,051	1.421
Happiness_Strong self-Efficacy	782	5	1	6	4,25	,042	1.175
Happiness_High mental alertnes	782	5	1	6	4,53	,039	1.082
Happiness_Frequent joy and elation	782	5	1	6	4,45	,038	1.059
Happiness_Decision-making difficulty	782	5	1	6	3,70	,049	1.357
Lack of perceived life purpose	782	5	1	6	3,24	,055	1.542
Happiness_High energy levels	782	5	1	6	4,43	,042	1.162
Happiness_Positive impact on events	782	5	1	6	4,16	,042	1.188
Dissatisfaction with others	782	5	1	6	3,05	,055	1.539
Happiness_Poor health	782	5	1	6	3,31	,052	1.466
Lack of happy memories	782	5	1	6	3,14	,056	1.568

Table 5
Differences regarding gender and Job satisfaction.

		Sum of Squares	df	Mean Square	F	Sig.
Satisfaction_Relationship with colleagues	Between Groups	0,256	1	0,256	0,194	0,66
	Within Groups	1028,988	780	1319		
	Total	1029,244	781			
Satisfaction_Colleague support impact on job	Between Groups	0,011	1	0,011	0,007	0,935
	Within Groups	1232,62	780	1,58		
	Total	1232,63	781			
Satisfaction_Overall with colleague	Between Groups	0,637	1	0,637	0,945	0,331
	Within Groups	525,799	780	0,674		
	Total	526,436	781			
Satisfaction_Student autonomy impact on job	Between Groups	0,016	1	0,016	0,022	0,882
	Within Groups	566,337	780	0,726		
	Total	566,353	781			
Satisfaction_Student autonomy impact on job	Between Groups	0,862	1	0,862	1351	0,245
	Within Groups	497,615	780	0,638		
	Total	498,477	781			
Satisfaction_Student autonomy impact on job	Between Groups	0,546	1	0,546	0,765	0,382
	Within Groups	556,392	780	0,713		
	Total	556,937	781			
Satisfaction_Parental involvement impact on job	Between Groups	0,028	1	0,028	0,02	0,886
	Within Groups	1053,743	780	1351		
	Total	1053,771	781			
Satisfaction_Parental involvement impact on job	Between Groups	0,119	1	0,119	0,175	0,676
	Within Groups	528,92	780	0,678		
	Total	529,038	781			
Satisfaction_Parental involvement impact on job	Between Groups	0,009	1	0,009	0,013	0,909
	Within Groups	522,871	780	0,67		
	Total	522,88	781			

respondent's assessment: (1) Completely disagree; (2) Disagree; (3) Normal; (4) Agree; (5) Completely agree.

Data is collected for one year, from January 2023 to December 2023, with two semesters of 2 consecutive academic years to ensure objectivity and diversity of respondents at different times and in different provinces. The respondents are all administrators and teachers who participated in the training program to implement the new 2018 general education program of the Ministry of Education and Training and were randomly selected. We have randomly collected more than 1000 feedback forms from administrators and high school teachers from classes and training courses implementing the new curriculum through a separate survey URL on the Google Form tool.

At the end of the survey, we preliminary processed the results. With more than 1000 response sheets, we cleaned the data and removed questionnaires that did not meet the criteria and incomplete questionnaires that did not meet the standards. First, the authors decided to eliminate error votes, which meant incomplete answers to the questions. Next, we filtered the results and typed votes based on respondents' demographic criteria. Evaluations from respondents who are not teachers or administrators (principals, vice principals, etc.) will not be used. The responses from teachers and administrators working at the general school level will be kept; the rest will be discarded. When considering the factors of the respondents' places of work, provinces/cities/areas that are not explicitly stated, are unclear, or lack accuracy, we will not retain them to ensure the survey's objectivity of the dataset. The remaining answer sheets must meet the requirements of objectivity in respondents' demographics, satisfy diversity in data collection, and ensure nationwide coverage. The remaining data set has 782 satisfactory observations with more female than male respondents (Table 2). The gender disparity seen above may be partially explained by the gender bias in employment selection, which naturally views teaching as a career for women [11].

Table 6
Differences regarding gender and happiness.

		Sum of Squares	df	Mean Square	F	Sig.
Happiness_Self-dissatisfaction	Between Groups	1725	1	1725	0,936	0,334
	Within Groups	1437,407	780	1843		
	Total	1439,132	781			
Hapiness_General warmth towards others	Between Groups	0,884	1	0,884	0,473	0,492
	Within Groups	1459,184	780	1871		
	Total	1460,068	781			
Happiness_High curiosity	Between Groups	0,17	1	0,17	0,129	0,719
	Within Groups	1024,297	780	1313		
	Total	1024,467	781			
Happiness_Pessimistic worldview	Between Groups	1884	1	1884	1686	0,194
	Within Groups	871,518	780	1117		
	Total	873,402	781			
Happiness_Self-perceived unattractiveness	Between Groups	5611	1	5611	3211	0,074
	Within Groups	1362,91	780	1747		
	Total	1368,522	781			
Happiness_Selective appreciation of beauty	Between Groups	0,426	1	0,426	0,365	0,546
	Within Groups	911,054	780	1168		
	Total	911,48	781			
Happiness_Low sense of control over life	Between Groups	0,227	1	0,227	0,065	0,798
	Within Groups	2705,768	780	3469		
	Total	2705,995	781			
Happiness_Frequent joy and elation	Between Groups	0,076	1	0,076	0,058	0,81
	Within Groups	1018,718	780	1306		
	Total	1018,794	781			
Happiness_High energy levels	Between Groups	0,02	1	0,02	0,017	0,896
	Within Groups	914,947	780	1173		
	Total	914,967	781			
Happiness_Poor health	Between Groups	2535	1	2535	1,01	0,315
	Within Groups	1957,308	780	2509		
	Total	1959,843	781			
Happiness_Care others	Between Groups	6936	1	6936	5431	0,02
	Within Groups	996,194	780	1277		
	Total	1003,13	781			
Happiness_Lack of restful sleep	Between Groups	0,984	1	0,984	0,749	0,387
	Within Groups	1025,287	780	1314		
	Total	1026,271	781			
Happiness_High engagement	Between Groups	2819	1	2819	1409	0,236
	Within Groups	1560,4	780	2001		
	Total	1563,219	781			
Happiness_Frequent laughter	Between Groups	1442	1	1442	0,862	0,353
	Within Groups	1303,818	780	1672		
	Total	1305,26	781			
Happiness_Discrepancy between aspirations and achievements	Between Groups	0,08	1	0,08	0,067	0,795
	Within Groups	929,05	780	1191		
	Total	929,13	781			
Happiness_Bring joy to others	Between Groups	0,002	1	0,002	0,002	0,964
	Within Groups	826,428	780	1,06		
	Total	826,43	781			
Happiness_Strong self-Efficacy	Between Groups	1034	1	1034	0,847	0,358
	Within Groups	951,868	780	1,22		
	Total	952,902	781			
Happiness_Decision-making difficulty	Between Groups	0,311	1	0,311	0,233	0,63
	Within Groups	1043,039	780	1337		
	Total	1043,35	781			
Happiness_Positive impact on events	Between Groups	14,523	1	14,523	7246	0,007
	Within Groups	1563,248	780	2004		
	Total	1577,771	781			

(continued on next page)

Table 6 (continued)

		Sum of Squares	df	Mean Square	F	Sig.
Lack of happy memories	Between Groups	4989	1	4989	3624	0,057
	Within Groups	1073,87	780	1377		
	Total	1078,859	781			
Happiness_Life satisfaction	Between Groups	0,307	1	0,307	0,262	0,609
	Within Groups	914,261	780	1172		
	Total	914,568	781			
Happiness_Low optimistic	Between Groups	0,009	1	0,009	0,008	0,928
	Within Groups	875,126	780	1122		
	Total	875,136	781			
Happiness_General life satisfaction	Between Groups	10,963	1	10,963	5,99	0,015
	Within Groups	1427,417	780	1,83		
	Total	1438,38	781			
Happiness_Life satisfaction at current age	Between Groups	22,66	1	22,66	9642	0,002
	Within Groups	1833,176	780	2,35		
	Total	1855,836	781			
High happiness	Between Groups	0,913	1	0,913	0,676	0,411
	Within Groups	1053,129	780	1,35		
	Total	1054,042	781			
Happiness_Fulfillment of desires	Between Groups	3793	1	3793	2691	0,101
	Within Groups	1099,174	780	1409		
	Total	1102,967	781			
Happiness_High mental alertnes	Between Groups	26,942	1	26,942	11,526	0,001
	Within Groups	1823,211	780	2337		
	Total	1850,153	781			
Lack of perceived life purpose	Between Groups	11,687	1	11,687	5467	0,02
	Within Groups	1667,423	780	2138		
	Total	1679,11	781			
Dissatisfaction with others	Between Groups	17,715	1	17,715	7262	0,007
	Within Groups	1902,644	780	2439		
	Total	1920,359	781			

After preliminary processing, we imported data into IBM SPSS Statistics 26.0 software to analyze and export results in text format. [Table 1](#) provides the scale's reliability results, calculated according to Cronbach's Alpha reliability coefficient. In addition to the demographic information of respondents presented in [Table 2](#), difficulties in implementing the new program [12], sources of implementation support [13,14], and job satisfaction [15] and happiness [16] of administrators and general school teachers are also presented in [Tables 3 and 4](#), gender differences in job satisfaction, and happiness levels are shown in [Tables 5 and 6](#).

Limitations

The study, which polled 782 participants and focused on how happy and satisfied they were with their jobs in the face of curricular changes in Vietnamese schools, might not accurately reflect the nation's varied geographic and demographic environments. Its cross-sectional approach makes it difficult to determine causality and monitor changes over time. Its heavy reliance on quantitative analysis like Excel and SPSS Statistics 26.0 may cause it to miss the subtle experiences that qualitative research captures. Self-reported data may introduce biases, and the study's findings, specific to Vietnam, may not translate well to other educational or cultural contexts. Furthermore, the study focuses exclusively on the impact of curriculum implementation, thus overlooking other essential aspects like job stability or teacher autonomy. Additionally, respondents are not evenly distributed in each province due to a lack of facilities such as the Internet in remote and rural areas. Not considering the effect of the curriculum change on students is also a limitation of this research.

Ethics Statement

The authors have read and followed the ethical requirements for publication in Data in Brief and confirm that the current work does not involve human subjects, animal experiments, or data collected from social media platforms.

We declare that these studies are carried out with the consent of the Ministry of Education and Training, the organizer of training classes for managers and teachers. At the same time, there was a voluntary agreement with more than 1000 administrators and teachers nationwide to participate in training classes on implementing the new general education program. We also clearly inform them that the survey's purpose is purely scientific and not-for-profit goals, and participants' opinions will be kept entirely confidential.

Data Availability

Vietnamese General School Teachers and Administrators': Job Satisfaction and Happiness (Original data) (Mendeley Data)

CRedit Author Statement

Ly Nguyen Thanh: Conceptualization, Methodology, Supervision, Writing – review & editing; **Huong Nguyen Thi:** Methodology, Writing – original draft, Supervision; **Hien Le Thuy:** Data curation, Validation; **An Nguyen Tuan:** Visualization, Investigation; **Tuan Tran Van:** Software.

Acknowledgements

This research received no specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

References

- [1] J. Lambin, *Rethinking the Market Economy: New Challenges, New Ideas, New Opportunities*, Springer, Cham, 2014.
- [2] R. Acton, P. Glasgow, Teacher wellbeing in neoliberal contexts: a review of the literature, *Austral. J. Teacher Educ.* 40 (8) (2015) 99–114, doi:10.14221/ajte.2015v40n8.6.
- [3] W. Al-Ali, A. Ameen, O. Isaac, G.S.A. Khalifa, A.H. Shibami, The mediating effect of job happiness on the relationship between job satisfaction and employee performance and turnover intentions: a case study on the oil and gas industry in the United Arab Emirates, *J. Bus. Retail Manag. Res.* (04) (2019) 13, doi:10.24052/jbrmr/v13is04/art-09.
- [4] J. Liang, T. Yamashita, J. Scott Brown, Leisure satisfaction and quality of life in China, Japan, and South Korea: a comparative study using AsiaBarometer 2006, *J Happiness Stud.* 14 (3) (2012) 753–769, doi:10.1007/s10902-012-9353-3.
- [5] C. Graham, S. Pettinato, *Happiness and Hardship : Opportunity and Insecurity in New Market Economies*, Brookings Institution, 2002.
- [6] S. Mousazadeh, S. Yektatalab, M. Momennasab, S. Parvizy, Job Satisfaction Challenges Of Nurses In The Intensive Care Unit: a Qualitative Study, *Risk Manag Healthc Policy* 12 (2019) 233–242, doi:10.2147/rmhp.s218112.
- [7] MoET Total General Education Curriculum (Issued with Circular No. 32/2018/TT-BGDĐT dated December 26, 2018, by the Minister of Education and Training), 2018 <https://thuvienphapluat.vn/van-ban/Giao-duc/Thong-tu-32-2018-TT-BGDĐT-Chuong-trinh-giao-duc-pho-thong-403454.aspx>.
- [8] Lý Nguyễn, Huong Nguyen Thi, Hien Le Thuy, An Nguyen Tuan, Tuấn Trần, Vietnamese general school teachers and administrators': job satisfaction and happiness, *Mendeley Data V1* (2024), doi:10.17632/hn4v58fkz.1.
- [9] MoET Overview of the Number of High School Teachers Nationwide, *Online Education and Times Newspaper*, 2024 <https://shorturl.at/qWf0D>.
- [10] Taro Yamane, *Statistics : An Introductory Analysis*, Harper & Row, 1973.

- [11] General Statistics Office, Ministry of Planning and Investment Vietnam Gender Statistics 2020: Some Main Results, Figures and Events Review, 2022 <https://consosukien.vn/thong-ke-gioi-viet-nam-2020-mot-so-ket-qua-chinh.htm>.
- [12] Minh Khue. (2023). *What Are the Advantages and Disadvantages of the 2018 General Education Program?* <https://luatminhkhue.vn/chuong-trinh-giao-duc-pho-thong-co-nhung-thuan-loi-va-kho-khan-nhu-the-nao.aspx>.
- [13] T. Cameron, An investigation into factors which influence teachers' implementation of curriculum reform: a framework for successful implementation, *J. Educ. Dev. Caribbean* 19 (1) (2020) 144–168, doi:10.46425/j119016397.
- [14] C.-T. Vu, A.-D. Hoang, V.-Q. Than, M.-T. Nguyen, V.-H. Dinh, Q.-A.T. Le, T.-T.T. Le, H.-H. Pham, Y.-C. Nguyen, Dataset of Vietnamese teachers' perspectives and perceived support during the COVID-19 pandemic, *Data Br.* 31 (2020) 105788, doi:10.1016/j.dib.2020.105788.
- [15] A. Pepe, *Measuring teacher job satisfaction: a quantitative empirical tool*, 8th International Conference of European Research Network About Parents in Education, 2011.
- [16] P. Hills, M. Argyle, The Oxford Happiness Questionnaire: a compact scale for the measurement of psychological well-being, *Pers. Individ. Dif.* 33 (7) (2002) 1073–1082, doi:10.1016/S0191-8869(01)00213-6.