



Factors affecting primary school teacher's intention to implement human rights education in Vietnam

 Hang Nguyen Thi Thu¹

 Ngoc Tran Thi^{2*}

^{1,2}Thai Nguyen University of Education, Thai Nguyen University, Vietnam.

¹Email: hangnutt@tne.edu.vn

²Email: tranngoc1512288@gmail.com



(+ Corresponding author)

ABSTRACT

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Vietnam.

This study identifies factors influencing primary school teachers' intention to implement human rights education (HRE) in Vietnam using the Theory of Planned Behavior (TPB). Data were collected from 235 teachers across six provinces and analyzed using partial least squares structural equation modeling (PLS-SEM). Findings show that teachers' attitudes, self-efficacy, school support, and implementation conditions significantly affect their intention to implement HRE. Positive attitudes and strong self-efficacy enhance confidence and motivation, while supportive school policies and incentive mechanisms encourage greater engagement in HRE practices. Implementation conditions, including teaching materials, training quality, facilities, and the educational environment, also have a direct impact on teachers' perceived ability to apply HRE. Intention strongly predicts willingness to implement HRE, confirming its mediating role in transforming psychological readiness into behavioral commitment. This study contributes unique empirical evidence from Vietnam by extending the TPB model to include institutional support and implementation conditions. It offers practical implications for improving HRE implementation through enhanced training, improved teaching resources, and strengthened school-level support systems. Limitations include the restricted geographic scope and the cross-sectional nature of the survey, suggesting the need for broader and mixed-method future research.

Contribution/Originality: This study contributes to the existing literature by providing the first Vietnam-specific PLS-SEM analysis of primary teachers' intention to implement human rights education. It extends the TPB model by incorporating school support and implementation conditions and documents actionable predictors for improving HRE implementation.

1. INTRODUCTION

HRE is more than just providing theoretical knowledge; it is also about cultivating positive thinking and attitudes towards the goal of creating a just, peaceful, and mutually respectful society (Lindhardt, 2024). In the context of globalization and international integration, it is especially important to develop global civic awareness in primary school pupils (Stavrou, Brouzos, Vassilopoulos, & Koutras, 2022).

For primary school pupils, HRE serves as a tool to assist them in understanding their personal rights and responsibilities within their community (Covell, Howe, & McNeil, 2010). HRE for primary school pupils is not only a teaching content but also a decisive factor in creating a respectful and inclusive environment in primary schools. Pupils have a basic understanding of essential rights such as the right to education, the right to care, the right to safety, and the right to express their opinions (Covell et al., 2010). In addition, pupils also develop a sense of

responsibility and duty, such as following the rules, assisting others, and contributing to the school community; learning how to protect their own rights while also respecting the rights of others (Covell et al., 2010). Therefore, HRE for primary school pupils not only helps them create good habits but also has a long-term impact on personal and social development, contributing toward building a just society (Burnett, 2021; Covell et al., 2010; Struthers, 2019).

In Vietnam, the integration of HRE into the primary school curriculum also aims to fulfill the country's international commitments, such as the United Nations Convention on the Rights of the Child (Ngo, 2006; Prime Minister of Vietnam, 2017). Vietnam has adjusted its education program to accommodate HRE content (Ministry of Education and Training of Vietnam, 2018). However, the implementation of HRE continues to confront many obstacles due to a lack of instructional materials, adequate methods, and support from management agencies (Hang, Hien, & Van Tinh, 2022; Linh & Hang, 2024; Tran, 2022). Some schools have begun to include HRE in teaching through subjects such as Ethics, Civic Education, Nature and Society, Science, Vietnamese, or extracurricular activities. However, implementation remains fragmented and unsystematic. Teachers frequently lack explicit instructions, reference materials, and conditions for implementation.

Teachers play an important role in implementing integration in general and integrating HRE in particular (Hang et al., 2022; Tudor, 2014; Worawuth et al., 2014). Teachers not only impart knowledge but also shape students' attitudes and behaviors. They must provide a respectful learning environment that stimulates active student engagement and sets an example of respect for rights, fair treatment, and non-discrimination. To achieve this properly, teachers must have a comprehensive understanding of human rights and be equipped with the appropriate pedagogical skills to deal with circumstances that emerge in the classroom (Bruggink, Goei, & Koot, 2016; Woods, Jeffrey, Troman, & Boyle, 1997; Zakirova, 2016). Additionally, factors such as attitudes toward behavior, self-efficacy, incentive mechanisms, and implementation conditions can all directly influence teachers' intentions to implement HRE (Vogelfanger, 2021; Zembylas, Charalambous, Lesta, & Charalambous, 2015). A positive attitude will foster enthusiasm for teaching, while pedagogical competence and a thorough understanding of human rights will lay the groundwork for the efficient integration of HRE content into the lecture (Vogelfanger, 2021). Furthermore, school support, incentive programs, and teaching materials all play a vital role in persuading teachers to participate in HRE implementation intentions. To our knowledge, there is no study that has investigated Vietnamese teachers' intentions and readiness to adopt HRE in primary schools, necessitating consideration of filling the gap. Understanding teachers' views is crucial to enabling the effective implementation of HRE in primary schools.

In this study, teachers' willingness refers to teachers' readiness to act on their intentions and implement HRE in practice. Several scholars have conducted studies on teachers' willingness, such as the impact of teachers' intentions on the application of technology, artificial intelligence, and STEM education (Ayanwale, Sanusi, Adelana, Aruleba, & Oyelere, 2022; Cheung & Tse, 2021; Sanusi, Ayanwale, & Chiu, 2024); teacher competencies and beliefs affecting the teaching of media and ICT (Grgic, 2023); factors affecting teachers' willingness in inclusive classrooms (Gilor & Katz, 2021); the influence of gender, experience, teacher beliefs in educating respectful and social-emotional relationships (Molina, Cahill, & Dadvand, 2022) and more.

This study examined the factors that influence teachers' willingness and behavioral intentions to implement HRE in primary schools in Vietnam. We conducted a survey to fulfill our research objectives. Factors such as teachers' attitudes, self-efficacy to implement HRE, school support mechanisms, and HRE implementation conditions were applied to propose a framework guided by the TPB. The findings of this study can serve as a valuable resource for researchers seeking to advance or integrate existing models, as well as for managers and policymakers in developing policies and solutions that promote the effective implementation of HRE in primary schools.

Partial least squares structural equation modeling (PLS-SEM) is an appropriate method for analyzing these relationships since it can handle complex models and does not require the data to adhere to a normal distribution. This method also allows for the simultaneous analysis of numerous latent variables and the evaluation of the influence

of each element on primary school teachers' intention to implement HRE. Furthermore, PLS-SEM is suitable for small samples and emphasizes predictive capacity, enabling the study to provide more accurate and actionable conclusions and recommendations within the educational context of Vietnam.

Originality and novelty. This paper makes four contributions. First, it provides a Vietnam-specific, large-sample PLS-SEM analysis of primary teachers' intention to implement HRE, addressing a critical evidence gap. Second, it extends TPB by jointly modeling attitudes, self-efficacy, school support mechanisms, and implementation conditions, and by distinguishing intention from willingness as sequential endogenous outcomes. Third, it validates a concise multi-factor measurement battery with satisfactory reliability and convergent validity (outer loadings $\geq .70$; CR $> .80$; AVE $\geq .50$). Fourth, the model shows meaningful explanatory/predictive power (e.g., R^2 for intention and willingness), yielding actionable levers for policy and school-level interventions in HRE.

1.1. Research Questions (RQs)

RQ1: What are the relationships between attitudes, self-efficacy, school support, and implementation conditions and teachers' intention and willingness to implement HRE?

RQ2: To what extent do these variables predict intention and willingness?

RQ3: Does intention explain teachers' willingness to implement HRE?

1.2. Hypotheses

H1: Attitude \rightarrow Intention. H2: Self-efficacy \rightarrow Intention. H3: School support mechanisms \rightarrow Intention. H4: Implementation conditions \rightarrow Intention. H5: Intention \rightarrow Willingness to implement HRE.

2. LITERATURE REVIEW

2.1. HRE

As technology advances, human interactions grow in a variety of ways and approaches, posing numerous obstacles for children in protecting their own rights and obligations. Over the years, numerous international studies on HRE for children have been conducted (Burrige & Chodkiewicz, 2017; Covell et al., 2010; Lindhardt, 2024; Lundy, 2007; Martínez-Bello, Martínez-Rojas, & Lahuerta-Contell, 2020; Reynaert, Bouverne-De Bie, & Vandevelde, 2010; Stavrou et al., 2022). In addition to research that aligns with the educational standards of the United Nations Convention on the Rights of the Child (UNCRC), studies on HRE have been conducted from various perspectives and with diverse content.

Many studies have focused on the concept of HRE and its meaning. HRE is seen as an educational process that strives to build knowledge, skills, and attitudes so that learners can comprehend, implement, and protect human rights in life. HRE not only provides information but also helps students become human rights activists through empowerment. However, the successful implementation of HRE is contingent upon teachers' attitudes as well as national education policies (Struthers, 2019).

HRE aims not only to increase awareness but also to shape responsible and socially concerned citizens (Lindhardt, 2024). HRE can help students develop critical thinking and re-evaluate historical narratives (Nygren & Johnsrud, 2018). HRE significantly improved students' understanding of rights, attention, sense of belonging to school, awareness of the learning process, emotional support, and love of school; and strengthened communication and attachment among primary school students (Stavrou et al., 2022).

For some economically or socially vulnerable groups, HRE also contributes to creating a safe, learning-ready environment for vulnerable children and training them in important skills such as communication, cooperation, and creative thinking, thereby teaching students the value of coexistence and respect for cultural diversity (Mylonakou-Keke, 2018).

2.2. Approaches to HRE for Primary School Pupils and the Role of Teachers

Human rights values can be realized in a variety of ways. Teachers can use HRE to enhance HRE through a historical approach (Nygren & Johnsrud, 2018). History and human rights can be combined to build a deeper awareness of human rights issues. Teachers should encourage students to contrast “classical” (familiar, simplified) historical narratives with more complex, factual sources. This helps students develop critical thinking, while also gaining a better understanding of how human rights ideals were realized in history.

HRE can also be integrated into textbook content. This is the primary method of adopting HRE for students. However, existing textbooks mostly focus on cultural values or traditional conventions without a practical approach suitable for children's understanding (Martínez-Bello et al., 2020). This study demonstrates that in order to implement HRE for primary school pupils, teachers must exploit and redesign textbooks so that human rights issues (such as the right to protection, the right to participation, and the right to equality) are presented fully, clearly, and easily understood by children, linked to the context of practice. In addition to strengthening teaching materials, an effective type of HRE for primary school pupils requires a thorough integration of materials, learning environments, and instructional approaches (Martínez-Bello et al., 2020). This also poses major challenges in terms of knowledge and skills in implementing HRE for primary school teachers. Specific HRE training serves to raise awareness among teachers and students, resulting in improved teaching efficacy. According to research, teachers who receive human rights-specific training have a higher understanding and capacity to identify content than those who do not (Messina & Jacott, 2013).

In addition to the specific studies stated above, many scholars in the field of HRE argue that fostering a school culture that respects human rights is central to the success of HRE. Students learn about human rights through both classroom lessons and real-life experiences. HRE is most effective when schools and community cultures teach children about their rights and responsibilities on a daily basis (Burrige & Chodkiewicz, 2017; Lindhardt, 2024; Ozturk, 2018). If simply theoretical instruction is done without developing a human rights culture in schools, pupils may feel the gap between knowledge in books and practice (Burrige & Chodkiewicz, 2017; Covell et al., 2010; Lundy, 2007; Reynaert et al., 2010). When implementing HRE, it is critical to ensure that freedom of religion and belief is not compromised. The implementation of HRE concepts contributes to building an objective and multidimensional approach to religious education (Lindhardt, 2024).

Teachers play a central role in implementing HRE (Martínez-Bello et al., 2020; Matheolane & Makura, 2014; Messina & Jacott, 2013; Struthers, 2019; Vogelfanger, 2021; Zembylas et al., 2015). Teachers' teaching methods have a great influence on the effectiveness of HRE (Martínez-Bello et al., 2020). Teachers who are equipped with basic knowledge and trained in HRE before entering the profession will have an effective way to organize HRE for children (Messina & Jacott, 2013). Teachers' HRE activities are greatly influenced by their knowledge of international and local legislation, as well as their understanding of child protection. Teachers not only apply this knowledge to advocate for the protection of children involved in HRE activities but also seek appropriate aid when children's rights are known to be violated (Matheolane & Makura, 2014). Cooperation between families and schools is critical for the successful implementation of HRE. However, restrictions in terms of material and teaching environment require teachers to use appropriate teaching strategies (Burrige & Chodkiewicz, 2017; Croke et al., 2021).

2.3. HRE for Students in Vietnam

In 2017, the Prime Minister of Vietnam approved a project to incorporate human rights content into the national education curriculum (Prime Minister of Vietnam, 2017). This project has been described in the new General Education Program, beginning with the 2020-2021 school year. During the implementation phase, education on children's rights was expanded to encompass broader HRE. The content included promoting equal opportunities for students' rights to care, protection, learning, and development, as well as their rights to be heard, respected, and to participate (Ministry of Education and Training of Vietnam, 2018). This sets the framework for a humane, sustainable,

and prosperous society, and teachers focus on adopting numerous solutions to assist students in fully developing their qualities and abilities. Teachers expertly integrate human rights topics into lessons, particularly Vietnamese language, ethics, social, and natural sciences classes (Ministry of Education and Training of Vietnam, 2018).

In many primary schools in Vietnam nowadays, teachers are given the right to actively develop lesson plans and teach in class in a way that combines human rights topics for pupils. Furthermore, primary schools are obligated to offer extracurricular activities and communication activities for children on a variety of HRE-related topics, such as protecting children's rights, the right to live safely, educating students on preventing domestic violence, preventing abuse, etc. In some localities in Vietnam, teachers receive training on children's rights based on the 2016 Law on Children, which outlines four fundamental groups of rights: the right to survival, the right to development, the right to protection, and the right to participation. This training aims to equip teachers with basic knowledge of human rights (National Assembly of the Socialist Republic of Vietnam, 2016).

In Vietnam, human rights research and education have primarily concentrated on high school and university students. Non-public schools have a more flexible approach to HRE than public schools (Ngo, 2006). Although there are innovations in the way HRE is implemented, there are currently very few guidance materials on HRE for primary school pupils, and the HRE approach remains largely theoretical (Hoang, 2006; Ngo, 2006; Tran, 2022).

2.4. Hypotheses Development

Many studies have shown that teachers' intention to implement HRE is influenced by a variety of factors, including attitudes, perceptions, abilities, support, and implementation conditions (Croke et al., 2021; Martínez-Bello et al., 2020; Matheolane & Makura, 2014; Messina & Jacott, 2013). According to Ajzen's TPB, the intention to perform a particular behavior depends on three main factors: attitude toward the behavior, subjective norms, and perceived behavioral control (Ajzen, 1991). Recent studies have applied TPB to explain teachers' intentions in integrating instruction (Ayanwale et al., 2022; Sanusi et al., 2024). We extended Ajzen's TPB to examine the relationships between Human Rights Education Attitude (HREA), teachers' perceptions and self-efficacy regarding HRE, teacher support mechanisms for HRE implementation, and implementation conditions influencing primary school teachers' intentions and willingness to engage in HRE implementation in Vietnam. This study's findings will be useful for practitioners, academics, and policymakers in developing professional learning programs and tools to improve primary school teachers' HREI (Human Rights Education Intention).

2.5. Attitude towards HRE

Attitudes are described as positive or negative feelings about specific behaviors (Ajzen, 1991). Teachers' positive attitudes toward HRE may motivate them to integrate this content into the curriculum. According to studies, teachers with positive attitudes are more motivated and willing to overcome obstacles when implementing HRE content (Struthers, 2019; Vogelfanger, 2021). This attitude is based not only on the impression of the importance of HRE but also on attitudes regarding teaching efficacy and the relevance of HRE to real-life circumstances (Messina & Jacott, 2013). Based on previous findings, the following hypotheses are proposed.

H₁: Primary school teachers' attitudes toward HRE (HREA) positively and significantly influence their intention to implement HRE (HREI).

2.6. Beliefs about the Ability to Perform HRE

An individual's confidence in their ability to control their behavior, including whether they have the resources, skills, or time to perform the behavior, directly influences their intentions and actions (Ajzen, 1991). In the field of education, pedagogical competency and ideas about teaching capacity play an important role in implementing HRE. To effectively implement HRE, teachers must not only have a broad understanding of human rights but also know how to incorporate this content into their topics in a flexible manner.

Teachers who are well-trained and confident in their abilities are more likely to successfully implement HRE (Bruggink et al., 2016). Furthermore, the use of active teaching methods and the creation of a learning environment that respects human rights are important factors contributing to improved teaching efficacy (Zakirova, 2016). Thus, the following hypothesis can be given:

H₂: Primary school teachers' self-efficacy for implementing HRE (HREB) strongly and positively influences their intention to implement HRE (HREI).

2.7. School Supports

Social norms are social pressures that shape people's behavioral intentions (Ajzen, 1991). Teachers in education are frequently impacted by a variety of sources, including colleagues, students, parents, and school administrators (Ayanwale et al., 2022; Barua & Urme, 2025). These factors can be considered as environmental forces that influence teachers' behavioral intentions when implementing HRE. Support from schools has a direct impact on the intention to implement HRE. Teachers will be motivated to implement HRE if schools provide constant assistance, such as encouraging and inspiring teachers, providing timely awards and support, supplying adequate teaching materials, and establishing ideal conditions for teachers to do so. Support from schools and the community helps increase teachers' confidence and motivation (Zembylas et al., 2015). From the above analysis, the following hypothesis can be given:

H₃: School support mechanisms (HRES) positively influence primary school teachers' intention to implement HRE (HREI).

2.8. HRE General Conditions

This factor extends Ajzen's concept of "Perceived Behavioral Control" (Ajzen, 1991). It emphasizes that teachers' ability to implement HRE is influenced by practical factors such as facilities, support resources, and buy-in from parents and pupils. One of the significant challenges for primary school teachers in Vietnam is the lack of specific materials and guidance (Tran, 2022).

Furthermore, creating a welcoming, diverse, and human rights-respecting learning environment is a necessary requirement for successful HRE implementation (Martínez-Bello et al., 2020).

From these premises, the following hypothesis can be given.

H₄: Implementation conditions (HREC) have a significant positive influence on primary school teachers' intention to implement HRE (HREI).

2.9. HRE Intentions

According to Ajzen (1991), behavioral intention is the most direct and powerful predictor of actual behavior. The stronger the intention, the greater the likelihood of performing the behavior, especially when supporting factors are present. (Ajzen, 1991). In the context of HRE, teachers' implementation intention refers to their desire and active commitment to integrate HRE content into their teaching practices. Research indicates that individuals with clear intentions are more likely to translate those intentions into action, even when faced with resource limitations and support challenges (Sheeran & Orbell, 1999).

The transformation from intention to action is determined not only by intention but also by teachers' willingness to engage. Teachers with strong intentions will feel more dedicated and driven to implement HRE content. According to Trafimow, those who are highly motivated in their aims will prioritize action even when faced with obstacles (Trafimow, Kiekel, & Clason, 2004).

Empirical research has shown that individual differences in intentions have a significant impact on actual behavior. According to Armitage and Conner's (2001) research, intentions account for a significant portion of the diversity in behavior between groups, particularly in education and public health (Armitage & Conner, 2001).

From the above theoretical and empirical bases, the following hypothesis can be given.

H₂: Teachers' intention to implement HRE (HREI) positively influences their willingness to implement HRE (HREW).

3. METHODOLOGY

This study empirically validated the proposed model using a survey of 235 primary school teachers in Vietnam, examining teachers' willingness to implement HRE within their schools and identifying the underlying factors that facilitate effective HRE implementation in primary education. In accordance with the approved ethics protocol and at the request of participating institutions, sampling locations are reported at the provincial level only; respondents were drawn from the provinces of Thai Nguyen, Lao Cai, Phu Tho, Hanoi, Ha Giang, and Cao Bang.

Table 1. Description of research sample.

Category	Group	Quantity	Ratio (%)
Area	Ethnic minority - mountainous areas	114	48.5
	Township, city	121	51.5
Age	Under 30	130	55.3
	30 – 45	77	32.8
	Over 45	28	11.9
Gender	Male	37	15.7
	Female	198	84.3
Qualification	Graduated from colleges, universities	170	72.3
	Postgraduate	65	27.7

3.1. Sample and Sample Characteristics

Detailed information about the teacher participants in this study is described in Table 1. A total of 242 primary teachers accessed the survey; after excluding incomplete or invalid responses based on pre-specified criteria (missing >20% items or straight-lining), 235 valid cases remained for analysis. Among the responses collected, female teachers constituted the majority (84.3%). The age of the teachers mainly fell into the young and middle-aged groups, ranging from under 30 to 45 years old. All teachers met the qualifications for primary school teachers in Vietnam, with 27.7% exceeding the standard qualifications for primary school teachers. The participating teachers were drawn from various regions and localities, with the proportion of teachers at primary schools from urban areas, towns, as well as cities being nearly equivalent to those from ethnic minority and mountainous areas of Vietnam, showing an insignificant difference (51.5% and 48.5%).

3.2. Measurement Tools

In order to determine the variables in this study, we utilized and adapted tools from prior references to align with the goals and context of HRE. The adjustment process was conducted in two main steps: (1) selecting measurement items from relevant studies and (2) consulting with two academic experts to validate the questionnaire.

The hidden variables included six factors with a total of 15 items, adapted from previous studies such as those by Ajzen (1991) and Martínez-Bello et al. (2020). The measured variables included Attitude toward HRE (HREA), Self-efficacy for implementing HRE (HREB), School support mechanisms (HRES), Implementation conditions (HREC), Intention to implement HRE (HREI), and Willingness to implement HRE (HREW).

All items were assessed using a five-point Likert scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). The questionnaire was divided into two parts.

Part 1: Collected demographic information of participating teachers, such as region, age, gender, and qualification level.

Part 2: Assessed factors influencing teachers' intentions and readiness to engage in HRE, including items related to attitudes, self-efficacy, school support, and material resource conditions.

3.3. Data Collection

Data for this study were obtained via an online survey hosted on Google Forms. The link was disseminated across teacher-focused platforms, such as Facebook groups, Zalo groups, and primary school teacher forums in Vietnam.

The data collection period lasted from November 10, 2024, to November 30, 2024. Participation was voluntary; informed consent was obtained prior to survey access; confidentiality and data protection were ensured in line with the approved protocol.

3.4. Data Analysis

3.4.1. Analysis Method

Partial least squares structural equation modeling (PLS-SEM) was used to examine the hypotheses in the study. PLS-SEM, as a second-generation data analysis method, is well-suited for examining complex causal relationships between latent variables and is favored in behavioral research due to the fact that it does not require the data to conform to a normal distribution (Hair, Black, Babin, & Anderson, 2013; Lenz, 2016).

The study utilized the SmartPLS software, version 4.0, to conduct the analysis, focusing on two main models:

- **Measurement model:** To assess the reliability of the measurement scales, the study employed composite reliability (CR), average variance extracted (AVE), and individual factor loadings (outer loadings). A composite reliability value above 0.7 and outer loadings greater than 0.708 indicate acceptable reliability (Hair et al., 2013), indicating satisfactory reliability. Additionally, as suggested by Fornell and Larcker (1981), an AVE exceeding 0.5 confirms the scale's reliability and convergent validity.
- **Structural model:** This structural model examines the relationships between exogenous and endogenous latent variables and assesses the statistical significance of hypotheses through path coefficients and p-values. The model tests the impact level of four factors: attitudes toward HRE, self-efficacy, school supports, and physical conditions for HRE by teachers.
- **Mediator specification:** Consistent with the model, HREI (intention to implement HRE) is specified as a mediator linking attitudes, self-efficacy, school support, and implementation conditions to HREW (Willingness to implement HRE).

3.4.2. Reason for Choosing PLS-SEM

PLS-SEM was selected due to its advantages in maximizing explained variance (R^2) and its suitability for small sample sizes. It is also an effective tool for prediction and theory development, particularly when the study focuses on examining relationships among factors influencing teachers' intentions and readiness to participate in HRE (Chin, 2010; Wong, 2013).

The outcomes of the structural model analysis will be detailed in the following sections, including hypothesis testing and an assessment of the strength of relationships between variables.

4. RESULTS

4.1. Measurement Model Results

4.1.1. Scale Reliability

The calculations for composite reliability, factor loadings, and variance obtained for the component scales demonstrate that all factors meet the requirements for reliability and convergent validity (Table 2).

Table 2. Reliability test results for the Scale (*Cr.A, CR, AVE*).

Factor	Cronbach's Alpha (Cr.A)	Composite reliability (CR)	Average variance extracted (AVE)
HRES	0.735	0.883	0.790
HREC	0.822	0.875	0.585
HREB	0.762	0.894	0.808
HREA	0.743	0.886	0.796
HREW	0.766	0.895	0.810
HREI	0.784	0.903	0.823

4.1.2. Outer Loading

The outer loading coefficient reflects the degree to which an observed variable contributes to the measurement of a latent construct. According to the theory, an outer loading value of 0.708 or higher is considered acceptable because it ensures that at least 50% of the variance in the observed variable is accounted for by the latent construct.

Table 3. Results of outer loading coefficients.

Indicator	HRES	HREC	HREB	HREA	HREW	HREI
HRES1	0.878					
HRES2	0.899					
HREC1		0.812				
HREC2		0.762				
HREC3		0.777				
HREC4		0.731				
HREC5		0.738				
HREB1			0.890			
HREB2			0.907			
HREA1				0.885		
HREA2				0.899		
HREW1					0.896	
HREW2					0.904	
HREI1						0.907
HREI2						0.907

The results presented in Table 3 indicate that most outer loading coefficients of the observed variables meet the threshold of 0.7 or higher, demonstrating good reliability. For example, HRES1 has a loading coefficient of 0.878, showing that this variable strongly contributes to measuring the concept. *HRES*; HREB1 and HREB2 have loading coefficients of 0.890 and 0.907, respectively, both of which substantially exceed the minimum threshold, ensuring that the majority of the variance in these variables is explained by the latent concept HREB. The squared outer loading coefficients indicate that the observed variables account for more than 50% of the variance in the concepts. Some variables have outer loading coefficients close to 0.7 but were retained due to their significant contributions to the overall model. This aligns with the theory when composite reliability and AVE meet the standards.

The results for the outer loading coefficients indicate high reliability for the observed variables, with most variables having coefficients above 0.708. This ensures that the measurement model has high reliability. Variables with acceptable outer loading coefficients strengthen the accuracy and significance of the latent constructs in the model.

4.1.3. Discriminant Validity

To assess the discriminant validity of the scale, the study employed the Heterotrait-Monotrait Ratio of Correlations (HTMT). The results in Table 4 show excellent discriminant validity, as all HTMT values are substantially below the threshold of 0.85. Thus, the scale satisfies the discriminant validity criteria (Fornell & Larcker, 1981). The factors in the model are not overlapping and can be clearly distinguished. This ensures that each factor in

the model is independent and does not overlap with others, thereby strengthening the accuracy and significance of the study's results.

Table 4. Heterotrait-Monotrait ratio of correlations (HTMT).

Construct	HRES	HREC	HREB	HREA	HREW	HREI
HRES						
HREC	0.633					
HREB	0.792	0.753				
HREA	0.436	0.316	0.616			
HREW	0.717	0.484	0.726	0.594		
HREI	0.775	0.750	0.808	0.615	0.851	

4.2. Structural Model Results

4.2.1. Multicollinearity Test

The estimation of path coefficients is derived from the regression relationships between each dependent variable and its corresponding predictor variables (Hair et al., 2013). Multicollinearity among independent variables can compromise the reliability of these path coefficients. The VIF results indicate that the association between the predictors does not violate the multicollinearity assumption because all coefficients have a VIF <5, so the model does not have multicollinearity (Table 5).

Table 5. Multicollinearity test results.

Predictor	HRES	HREC	HREB	HREA	HREW	HREI
HRES						1.622
HREC						1.636
HREB						2.157
HREA						1.285
HREW						
HREI					1.000	

In PLS-SEM analysis, the explanatory power of the structural model is assessed through the structural path coefficients and the R^2 values of the dependent variable. Applying non-parametric analysis using the bootstrapping technique, the results are repeated 5,000 times. According to Hair et al., the R^2 value of 0.25 represents a weak level of endogenous structure, 0.5 is relatively good, and 0.75 is high (Hair et al., 2013). The results of the analysis are shown in Table 6.

Table 6. R^2 coefficient.

Endogenous construct	R-square	R-square adjusted
HREW	0.436	0.433
HREI	0.559	0.552

The results in Table 6 show: intention to implement human rights education (HREI): $R^2=0.559$, adjusted $R^2_{adjusted}=0.552$. This indicates a fairly high level, reflecting the model's relatively good explanatory ability for the variable *HREI*. This confirms the influence of factors such as attitude, self-efficacy, support, and conditions for implementing HRE participation, explaining 55.9% of the variation in primary school teachers' intention to implement HRE and HRE participation. The remaining 44.1% of the variation may be attributed to factors outside the model.

Regarding the readiness to participate in implementing HRE (HREW): R^2 value is 0.436, and the adjusted R^2 value is 0.433. This indicates that 43.3% of the variance in primary school teachers' readiness to implement HRE in Vietnam is explained by the model. Although 56.7% of the variance remains unexplained, potentially due to factors

outside the model, the R^2 values are considered moderately high and appropriate for the study. This suggests that the current model captures most of the factors influencing participation behavior, particularly through the mediating variable, which is the intention.

Beyond the R^2 value, the Q^2 value provides supplementary validation for model fit. A Q^2 value greater than 0 for an endogenous latent construct signifies that the model demonstrates predictive relevance for that variable (Chin, 2010). The Blindfolding method in PLS was used to measure Q^2 . The outcomes are shown in Table 7:

Table 7. Blindfolding and predictive relevance Q^2 .

Construct	SSO	SSE	$Q^2 (=1-SSE/SSO)$
HRES	470.000	470.000	0.000
HREC	1175.000	1175.000	0.000
HREB	470.000	470.000	0.000
HREA	470.000	470.000	0.000
HREW	470.000	307.515	0.346
HREI	470.000	262.480	0.442

The results stated in Table 7 reveal that the Q^2 values of the endogenous variables were calculated to evaluate the model's predictive ability. The Q^2 value for Intention is 0.442, and for Participation is 0.346. Since both Q^2 values are greater than 0, the model demonstrates good predictive relevance for both endogenous variables. Notably, the Q^2 value for Intention exceeds 0.4, indicating strong predictive capability. This demonstrates that the model is not only suitable for explaining phenomena but also has high predictive power for the endogenous variables in this research context. The Q^2 results reinforce the reliability and appropriateness of the model.

Furthermore, the influence of the predictor variables was evaluated using the effect size (f^2) to determine the magnitude of each independent variable's influence on the endogenous variables (Table 8):

Table 8. Effect sizes (f^2).

Endogenous construct	HRES	HREC	HREB	HREA	HREW	HREI
HRES						0.090
HREC						0.135
HREB						0.036
HREA						0.089
HREW						
HREI					0.772	

The results in Table 8 show the influence levels of each independent variable on the endogenous variables as follows.

- Support (HRES) → Intention (HREI): $f^2 = 0.090$, indicating that support has a small influence on intention.
- Condition (HREC) → Intention (HREI): $f^2 = 0.135$, showing a small but close-to-moderate influence.
- Belief (HREB) → Intention (HREI): $f^2 = 0.036$, indicating a small influence.
- Attitude (HREA) → Intention (HREI): $f^2 = 0.089$, showing a small influence.
- Intention (HREI) → Willingness (HREW): $f^2 = 0.772$, representing a very large influence.

Notably, the variable Intention (HREI) exerts a very strong influence on Willingness (HREW) with $f^2 = 0.772$, confirming the crucial role of intention as a mediating factor in driving participation behavior in implementing HRE among primary school teachers. Meanwhile, factors such as support, condition, belief, and attitude have only minor effects on teachers' intention, suggesting that these factors need enhancement or supplementation to strengthen their impact on the intention to implement HRE.

Thus, the research model demonstrates relatively good explanatory and predictive power for the endogenous variables. Although factors such as support, condition, belief, and attitude only have small influences on the intention

to implement HRE, intention plays a critical mediating role, significantly influencing teachers' HRE participation behavior. This result underscores the necessity of focusing on enhancing participation intentions by improving input factors, thereby increasing engagement in the study's context.

4.2.2. Testing the Significance of Regression Coefficients in the Model (Bootstrapping)

Because PLS analysis assumes that the data are non-normally distributed, the significance of coefficients such as path coefficients cannot be assessed using traditional parametric tests employed in regression analysis. Instead, PLS employs a nonparametric bootstrap analysis to test the significance of coefficients (Hair et al., 2013). To determine whether the path coefficients significantly differ from zero, t-values are calculated using bootstrapping. In this study, the nonparametric bootstrapping technique was applied to 235 observations, with 5,000 iterations, thereby satisfying the requirements for structural equation model testing (Table 9).

Table 9. Bootstrapping results for the structural model.

Relationship	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
HRES -> HREI	0.253	0.248	0.074	3.427	0.001
HREC -> HREI	0.312	0.319	0.073	4.287	0.000
HREB -> HREI	0.185	0.186	0.079	2.357	0.018
HREA -> HREI	0.224	0.225	0.047	4.800	0.000
HREI -> HREW	0.660	0.659	0.051	13.024	0.000

Bootstrapping results (Table 9) allow for examining the statistical significance of regression coefficients in the model. Since the data analyzed with PLS does not assume a normal distribution, the significance of regression coefficients is evaluated through T-statistics and P-values derived from bootstrapping analysis. A regression coefficient is considered significant when the T-statistic ≥ 1.96 at a 5% significance level (P-value ≤ 0.05) (Hair et al., 2013).

The regression coefficient between "Support" and "Intention" is 0.253, with a T-statistic = 3.427 and P-value = 0.001. This finding indicates that the relationship is statistically significant at the 1% level (P < 0.01). Thus, it can be concluded that "Support" positively influences participants' "Intention to choose."

The regression coefficient between "Condition" and "Intention" is 0.312, with a T-statistic = 4.287 and a P-value = 0.000. This result confirms that the relationship between these two variables is highly statistically significant at the 1% level, indicating that "Condition" plays an important role in influencing participants' intention to choose.

The relationship between "Belief" and "Intention" has a regression coefficient of 0.185, with T-statistics = 2.357 and P-value = 0.018. Although the impact of "Competence" is not as strong as other factors, the results nevertheless indicate that this relationship remains statistically significant at the 5% level (P < 0.05).

The regression coefficient between "Attitude" and "Intention" is 0.224, with a T-statistic of 4.800 and a P-value of 0.000. At the 1% significance level (P < 0.01), it can be affirmed that "Attitude" has a significant impact on "Intention to choose."

The findings disclose that the condition is the most influential factor affecting the intention of primary school teachers in HRE, emphasizing the crucial role of infrastructure, equipment, and technical support in fostering technological adoption intentions. Positive attitudes and supportive policies and regulations from schools also have significant impacts, indicating the need for a combination of individual awareness and external environmental factors to encourage teachers to adopt technology in teaching. Although confidence in teachers' HRE competence has a lower impact, it still plays a certain role, suggesting that enhancing the knowledge and skills of teachers in HRE will further support this intention. Thus, to effectively promote HRE, attention should simultaneously focus on facilitating favorable conditions, changing perceptions, and improving teachers' HRE competence.

The relationship between "Intention" and "Participation" has a regression coefficient of 0.660, with a T-statistics = 13.024 and a P-value = 0.000, indicating that this is the strongest relationship in the model. With very high statistical significance ($P < 0.01$), "Intention to choose" has a strong influence on participants' decisions to participate.

Thus, all relationships within the model are statistically significant, as evidenced by t-statistics exceeding 1.96 and p-values below 0.05. This confirms that the research hypotheses are accepted at a high significance level. Notably, "Intention" is a crucial mediating variable that strongly influences participation decisions, as evidenced by the highest regression coefficient (0.660) and the outstanding T-statistic value (13.024). The structural equation analysis and tests demonstrate that all hypotheses are supported. This means that support, condition, competence belief, and attitude all significantly directly affect teachers' intention to implement HRE and indirectly influence their participation decisions in implementing HRE for primary school teachers. Based on the findings, the theoretical model is adjusted and presented in Figure 1.

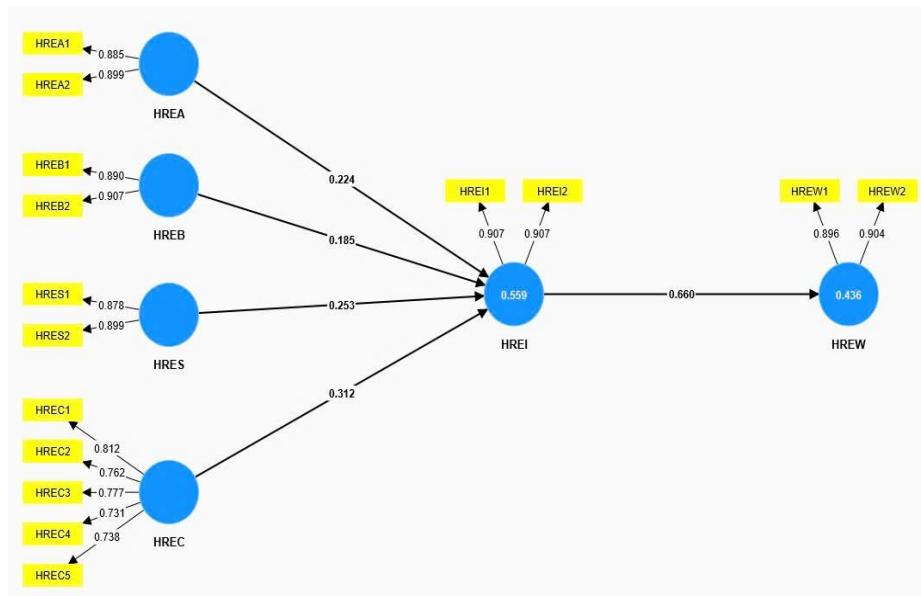


Figure 1. Official model of factors influencing the intention to implement HRE among Vietnamese primary school teachers.

5. DISCUSSION AND CONCLUSION

This study affirms that factors such as attitude, self-efficacy (belief in professional competence), school support mechanisms, and implementation conditions play a pivotal role in fostering the intention of primary school teachers in Vietnam to implement HRE. The consistency between our findings and previous studies has been highlighted: a positive attitude and professional knowledge serve as core elements in effectively implementing educational programs (Vogelfanger, 2021; Zembylas et al., 2015). Factors such as experience, specialized knowledge, and pedagogical skills are considered essential conditions for teachers' readiness in the classroom (Molina et al., 2022). However, this study also reveals unique limitations specific to the Vietnamese context, particularly limited resources for implementing HRE and inconsistent support for teachers to organize human rights education activities.

These findings further emphasize that providing teachers with the essential knowledge, skills, and appropriate attitudes toward human rights and HRE will enhance and effectively implement HRE in the classroom. In addition to providing knowledge on HRE for primary school teachers in Vietnam, teacher training programs should focus on fostering and promoting a positive attitude toward HRE, increasing teachers' motivation through incentives and encouragement, and combining theoretical training with practical teaching to help teachers gain more confidence in implementing HRE.

In the study by Martínez-Bello et al. (2020), it was emphasized that teachers need to be supported with accurate and comprehensive training materials while being provided with new pedagogical methods to effectively handle

situations related to HRE in practice. Therefore, the findings of this study offer a practical perspective on the conditions necessary for teachers to implement HRE in Vietnam, including increasing access to learning materials, providing teachers with guidance on HRE implementation, and improving the educational environment through appropriate motivation and rewards for both teachers and pupils.

The study also demonstrates the significant impact of incentive policies on teachers' motivation to teach HRE. However, the desired effectiveness has not yet been achieved due to limitations in policy implementation. This aligns with Struthers' assertion that educational management policies play a critical role in encouraging teachers' intention to implement HRE (Struthers, 2019).

5.1. Limitations and Future Research

This study has several limitations. First, the non-probability, self-report, cross-sectional survey of $n = 235$ teachers from six provinces (Thai Nguyen, Lao Cai, Phu Tho, Hanoi, Ha Giang, Cao Bang) limits external validity and precludes causal inference. Second, all constructs were measured with reflective Likert items, so common-method variance cannot be fully ruled out. Future work should employ stratified or probability sampling across additional regions, triangulate surveys with classroom observations and administrative records, and use longitudinal or experimental designs (e.g., randomized teacher professional development) to test causal pathways from attitudes and self-efficacy to intention, willingness, and classroom practice. Extending the model to student-level outcomes and school-level supports would further inform policy.

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Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

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Appendix 1. Factors Affecting the Intention to Implement Human Rights Education Among Primary School Teachers in Northern Mountainous Regions of Vietnam.

Appendix 1 presents the complete survey instrument used in this study, including demographic items and the measurement scales for attitudes, self-efficacy, school support, implementation conditions, intention, and willingness related to HRE implementation.

A. Personal Information

- Full Name (optional):
- Question 1: What is your teaching area?
 - Ethnic minority, mountainous and rural areas
 - Urban and town areas
- Question 2: Age group: (Divided into 3 categories)
- Question 3: Gender: Male / Female
- Question 4: Educational qualification: (Divided into 2 or 3 categories)
- Question 5: Years of teaching experience: (Divided into 2 or 3 categories)

B. Survey Questions

According to you, which factors influence the intention to implement human rights education based on the context of your school?

Please rate each statement on a scale of 1 to 5:

- 1 – Strongly Disagree
- 2 – Disagree
- 3 – Neutral / No opinion
- 4 – Agree
- 5 – Strongly Agree

Attitudes Toward The Implementation Of Human Rights Education

Attitudes toward Human Rights Education

Question 6. Implementing human rights education can help Vietnamese primary students develop self-awareness and self-protection skills in the modern world.

Question 7. Implementing human rights education can help Vietnamese primary students seize learning opportunities and development in the future.

Capability to Implement Human Rights Education

Question 8. I have sufficient knowledge and skills to implement human rights education in my classroom.

Question 9. I have enough time and resources to prepare and carry out human rights education activities.

Institutional Support for Human Rights Education

Question 10. My school supports and encourages teachers to implement human rights education.

Question 11. I feel I will receive adequate support from management and educational authorities to implement human rights education at my school.

Conditions for Implementing Human Rights Education

Question 12. My school has sufficient facilities and equipment to organize human rights education activities.

Question 13. I am provided with adequate and high-quality materials guiding the organization of human rights education.

Question 14. I receive thorough and high-quality training on how to organize human rights education.

Question 15. The social and cultural environment where I work is suitable for implementing human rights education.

Question 16. Human rights education is supported and welcomed by the community and parents where I teach.

Intention to Implement Human Rights Education

Question 17. I am interested in implementing human rights education in my classroom.

Question 18. I intend to implement human rights education in my classroom in the near future.

Commitment to Human Rights Education

Question 19. I will strive to carry out human rights education activities effectively and engagingly for students.

Question 20. I am confident and willing to implement human rights education activities even if initial difficulties arise.

Question 21: Besides the above factors, do you think there are other elements affecting the ability to implement human rights education based on your school context? Please share.

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