ASSOCIATION OF SOUTHEAST ASIAN TEACHER EDUCATION NETWORK

Integrating Whole-Person Education into Curriculum Design and Implementation in Vietnamese Higher Education

Dr. Nguyen Duy Mong Ha *, Doan Thi Minh Thoa
University of Social Sciences and Humanities,
Ho Chi Minh City, Vietnam

ABSTRACT

Whole-person education (WPE), closely linked with the value of self-improvement, has become an international education trend. This study explores the integration of WPE into the curricula of a higher education institution (HEI) in Ho Chi Minh City. The methodology includes a qualitative analysis of current curricula and educational philosophy and interviews with three managers from three faculties. A convenient sampling of 20 academic staff members from 15/27 faculties was used in a survey at this HEI for descriptive analysis. The findings from these data show that, although most academic staff have shown great interest in WPE, they have different interpretations of this concept. They agree on embedding WPE and the value of self-improvement in curricula for students' holistic development. However, they face several challenges regarding WPE curriculum design and implementation. The findings also indicate the lack of professional training and resources, including teaching-learning innovations assessment of WPE outcomes. It is therefore recommended that more policies, support from HEI administrators, and comprehensive capacity building in WPE curriculum design and pedagogy should be established.

ARTICLE INFORMATION

Introduction

Whole-Person Education (WPE) has become an issue of great concern in the global context of the 21ˢᵗ century to prepare well-rounded human resources for the complex, diverse labor market. Mansilla and Schleicher (2022) stated that WPE focuses on preparing students for an increasingly complex and interconnected world. It is acknowledged in WPE that academic excellence alone is insufficient for students to develop in the dynamic global landscape (Cuseo, 2015). When WPE is integrated into academic courses, the instructional phases help achieve learning objectives and develop the whole person (intellectually, spiritually, and ethically) by linking academics to values (Sudjito & Santhalia, 2022). WPE also fosters critical thinking, creativity, collaboration, and self-awareness, essential for sustainable development in the 21st century (Clark et al., 2020). The goals of education in Article 2 of the Vietnamese Education Law (2019) issued by the National Assembly (No.43/2019/QH14) are to comprehensively develop Vietnamese into cultured persons with good moral qualities, knowledge, good health, aesthetic sense, and occupational skills. The global and national contexts reveal significant research gaps in curriculum design, self-improvement, and WPE integration, highlighting the need for further exploration of pedagogical practices and instructional leadership to support the holistic development of learners. The framework of this study connects global perspectives with Vietnamese education by aligning pedagogical practices with the goals of whole-person education.

Literature Review

Philosophy Of Whole-Person Education and Self-Improvement

In this study, WPE refers to an educational approach that aims to nurture learners across all dimensions: intellectual, emotional, social, physical, and ethical aspects. This holistic perspective integrates historical and philosophical foundations from various educational theories and movements. In Asia, it is generally considered that the concept of WPE originated from Chinese philosophers such as Confucius and Lao Tzu, who emphasized the importance of nurturing the whole person, including their moral and ethical character (Chan & Chan, 2022). Nowadays, WPE aims to cultivate students' moral, intellectual, physical, and social dimensions. According to the United Board (2019), WPE is a philosophy and practice of education that seeks to develop the whole person (intellectually, spiritually, and ethically) sharing principles and practices with liberal arts education, emphasizing a broad curriculum and close student-teacher interaction. Nowadays, WPE continues to be an appropriate educational approach with significant developments to help satisfy the needs and requirements of modern society by expanding its focus beyond technical knowledge and vocational skills to include critical thinking, emotional intelligence, and ethical decision-making (Kwak, 2020; Wortham et al., 2020). Empirical studies suggest that WPE may positively influence learners' growth mindsets (Willeke, 2015). Students exposed to WPE frameworks tend to perform better in collaborative problem-solving and demonstrate

enhanced social skills, which are crucial for adapting to the complex demands of today's globalized world (Lukitasari et al., 2018; United Board, 2019). It is, therefore, acknowledged to become increasingly significant by various educators, parents, and students (Wortham et al., 2023).

Self-improvement is the motivation to pursue better outcomes for some self-relevant aspects of the self, including personal attributes or performance, such as the intellectual, moral, social, or physical self (Hou et al., 2024). Self-improvement is a foundation for WPE as it motivates learners to strive for intellectual improvement, character building, development of study and various soft skills through their efforts. Rahman (2016) indicates that those pursuing self-improvement tend to have more success in their academic performances and enjoy greater happiness and better health with a higher sense of autonomy and responsibility compared to those not oriented towards self-improvement. Therefore, WPE and self-improvement are closely related and aligned with UNESCO's "Learning to be" pillar, aiming to maximize a complete individual's potential for personal and societal development. WPE empowers individuals to deal with their strengths and weaknesses for continuous development of all dimensions, inspiring self-awareness and lifelong learning to become responsible decision-makers. WPE with student-centered and interdisciplinary approaches is crucial for self-improvement, promoting applying knowledge from various fields to solve complicated problems with interdisciplinary thinking (Miller, 2019). This study aims to bridge gaps in understanding the mechanisms through which WPE promotes students' holistic development. It contributes to the literature by empirically validating how WPE fosters self-improvement and by offering practical strategies for integrating WPE into curriculum design and implementation, specifically within the Vietnamese educational context.

Curriculum Design Principles and the Integration of WPE

Curriculum as a course of study plays a vital role in teaching and learning, with models like Backward Design, which starts with defining desired outcomes before planning instruction and assessment, and Constructive Alignment or an outcomes-based approach, which ensures that learning objectives, teaching methods, and assessments are coherently linked to support student learning (Biggs et al., 2022). In addition, the interdisciplinary approach and WPE approach to curriculum design encourage students to make meaningful connections across disciplines, fostering deeper understanding and critical thinking to help students succeed in college, career, and life (Mei-Chin, 2012). Curriculum nowadays should emphasize various content and themes: learning and thinking skills; information, media, and technology skills; and life and career skills (Gosper & Ifenthaler, 2013).

From the principal's perspective, integrating WPE into the entire learning program can be seen as the primary strategy to form school reforms and student development (Zhang, 2023). One typical approach to incorporating WPE into curriculum design, especially in liberal education, is through general education courses, which provide a broad foundation of knowledge across various disciplines to expand the boundaries of specialized courses and develop cross-disciplinary thinking (Cuseo, 2015; Lee, 2019; United Board, 2019). The research on adopted On-Course curriculum to ensure the consistent implementation of WPE

across different institutions, drawing insights from various disciplines was designed by Downing (Willeke, 2015). The curriculum's pillars have their roots in self-efficacy, theory of motivation, and mindset development. The interdisciplinary foundations have been used to develop tools and interventions that benefit new learners (Downing, 2016). Integrating WPE into curriculum design is a global effort to foster students' holistic development.

The literature on WPE revealed its philosophical significance and impact on curriculum design. However, the literature on its practical integration into higher education curricula remains relatively rare, especially in the ASEAN. This research paper addresses this critical gap by exploring the practices surrounding the incorporation of WPE within the curricula of a typical Vietnamese HEI, based on an outcomes-based approach combined with interdisciplinary and WPE approaches. The framework of the study is based on the principle of alignment in curriculum design: (1) the alignment of WPE philosophy and intended outcomes of whole persons with the study content, including interdisciplinary content from general education courses that integrate knowledge from multiple fields; (2) the constructive alignment principle for designing teaching and learning activities, assessment tasks in alignment with WPE outcomes.

Therefore, the study presents an analysis of HEI staff's awareness of WPE and pedagogical practices, including (1) the formulation of expected learning outcomes (ELOs) and philosophy of WPE, interdisciplinary courses, including general/liberal education courses, (2) the design and implementation of teaching and learning activities, learning assessment tasks in alignment with WPE. The study then aims to

offer recommendations to address challenges in designing and implementing WPE curricula to develop well-rounded, responsible individuals with lifelong self-improvement.

Research Questions

As the study has the objectives to investigate the current practices of integrating WPE into curriculum design and implementation of Vietnamese HEIs, it seeks to answer the following questions in three groups:

1. How do academic staff understand the concept of WPE, and to what extent are they aware of WPE's significance? Which educational philosophies related to WPE underlie the curriculum design?

2. How do academic staff integrate WPE into their curriculum design regarding ELOs and teaching content? What are the main challenges in curriculum design?

3. How do academic staff implement their WPE curricula regarding teaching-learning activities and learning assessment? What are their main challenges during the implementation and their suggestions to overcome them?

Methodology

Research Design

The research methodology used a convergent mixed-methods design, combining quantitative and qualitative methods, including qualitative

analysis of related documents and interviews, along with a quantitative survey, to comprehensively investigate the context and practices of integrating WPE into the University of Social Sciences and Humanities, Vietnam National University-Ho Chi Minh City (USSH) curricula.

Sampling Procedures and Participants

The study used convenience sampling, which allowed for the efficient and practical selection of participants within the constraints of time and resources. By including 20 academic staff members from 15 out of 27 faculties with diverse academic disciplines and three faculty deans or managers involved in curriculum design and implementation at USSH, the study ensured representation from a range of disciplines and administrative perspectives.

Research Instruments

Documents: The educational philosophy, expected learning outcomes (ELOs), and some educational courses were analyzed at three selected faculties (Faculty of Education, Faculty of English Linguistics and Literature, and Faculty of Journalism and Communication) to find out their impacts on the pedagogical approaches and, therefore to capture a comprehensive understanding of the integration of WPE into the curricula across various academic domains according to USSH's educational policy.

The questionnaire, consisting of 17 items with multiple-choice and open-ended questions, was designed to gather insights from academic staff on WPE, curriculum design experiences, teaching methods, learning assessment, challenges, and recommendations. Content validity was ensured by aligning questions with the three research

question groups, verified through expert reviews. Reliability was confirmed with a percentage agreement of 85%.

Interviews: The semi-structured interview consisted of open-ended questions to explore the deans' perceptions of WPE, challenges faced, and strategies for incorporating WPE into curricula. The instrument's content validity was confirmed through an expert review and a pilot interview to ensure clarity and relevance.

Data Collection and Data Analysis Framework

The data collection procedure from August to October 2023 included three phases: (1) Document analysis involved examining program specifications, curriculum guidelines, and educational philosophy of three selected faculties over three weeks, using thematic coding to identify key themes related to WPE integration. (2) A survey was designed based on the literature review and document analysis, with a piloted questionnaire ensuring clarity and reliability, including both closed and open-ended questions. (3) Semi-structured interviews with three faculty managers focused on WPE integration issues were analyzed using thematic analysis. Data from the survey, document analysis, and interviews were categorized under three research themes, combining quantitative and qualitative methods to provide a comprehensive understanding of WPE integration in USSH's curricula.

Ethical Considerations

Ethical guidelines and informed consent were followed throughout the research process to ensure the privacy and confidentiality of participants. Participants were informed about the research's objectives, and their consent was obtained before the interviews were conducted.

Findings and Discussion

The findings and discussion of incorporating WPE into curriculum design and implementation at USSH are presented in detail below.

The Academic Staff's Interpretations and Awareness of WPE Philosophy

The concept of WPE was interpreted differently by academic staff from 15 faculties at USSH. The different interpretations of this concept can be summarized and categorized as follows: (1) General definition of WPE without any specifications; (2) Detailed definition of the concept specifying the essential elements of WPE, including knowledge, skills, attitude, character, ethical conducts, virtues, emotion, intellect, spirituality, well-being, physical development, sense of arts and beauty, or the traditional Vietnamese Five Constant Virtues (Benevolence, Righteousness, Propriety, Knowledge and Truthfulness), etc.; (3) The definition expanded to the regional and global scopes with interdisciplinary elements such as integration, global citizens, intercultural communication, life-long learning, liberal education, community services and social responsibility, etc.

Only one out of 20 academic staff from the survey gave the first definition; more than 50% of academic staff offered the second definition, and nearly 50% shared their understanding of the WPE concept as mentioned in the third category. The interview with a faculty dean also reflected the deep understanding of WPE related to liberal education:

> The "WPE" concept is applied in Harvard University's General Education program as follows: it connects a liberal education

approach, carried out in the spirit of seeking freedom through analytical skills and critical thinking, providing benefits in the truest sense of learning and transcending the confines of campus life. (Academic Manager 1, interview).

Regarding the question, "*To what extent do you agree that embedding WPE in curricula is essential for the holistic development of learners?*" The responses from the academic staff showed high agreement on the necessity of embedding WPE in curricula for the holistic development of learners, with 75% selecting "Strongly Agree" and 25% selecting "Agree."

From the document analysis, the philosophy of WPE at USSH was formulated in 2018 as follows: (1) Integration of general knowledge and professional knowledge; (2) Synthetic and analytical thinking; (3) Capacity in professional skills, generic and soft skills and (4) Self-evaluation and self-development with a growth mindset. The document analysis of three faculties at USSH shows that WPE and self-improvement are evident in the curricula of these three faculties, reflecting a commitment to nurturing students' holistic development and self-enhancement, specifically as follows:

The Faculty of Education has embraced the philosophy of WPE by emphasizing the development of individuals through fundamental values. Their educational philosophy, "Education for whole-person development", published on their website, focuses on personal freedom, academic integrity, cooperation, creativity, readiness to embrace diversity, and respect for the truth. This philosophy underscores the importance of nurturing qualities that foster self-improvement and ethical responsibility.

The website of the Faculty of Journalism and Communication shows the values of a people-oriented approach and integrity, emphasizing the respect for aspirations and dreams of each individual, rights, morality, and truth, in addition to being friendly and open to respecting new ideas with critical thinking, which are essential for personal and professional self-improvement. These values foster an environment where students are encouraged to continuously develop their potential and build their ethical and intellectual foundations. The Faculty of English Linguistics and Literature has established core values on its website that align closely with the principles of WPE and self-improvement. These values of EFAIR include *Excellence*, emphasizing personal and professional achievement in various aspects of education, work, and lifelong learning; *Flexibility*, ensuring that students are equipped with the skills and adaptability needed for their future careers; *Aspiration*, aiming for distinguished quality learning and teaching, fostering a growth mindset; *Integrity*, regarding being consistently fair, honest, and trustworthy; *Responsibility,* guiding individual and community actions toward personal and social development.

The findings above help clarify the answers to the first research issue related to the concept and philosophy of WPE. The survey results indicate the academic staff's high awareness of WPE and positive understanding of this concept, with various essential components crucial for 21st-century learners (Wortham et al., 2020; 2023). This awareness underscores their commitment to nurturing well-rounded, responsible, global citizens and lifelong learners (Hou et al., 2024; United Board, 2019). The philosophy of WPE, which focuses on holistic development and self-improvement and is communicated to stakeholders at USSH, reflects the leaders' and staff's awareness of its importance. However, the academic staff's awareness in terms of global and interdisciplinary aspects is not high enough as these are still quite new in Vietnam.

Integration of WPE into Curriculum Design

The ELOs are the framework for curriculum design, as the course content must be aligned with the ELOs of study programs. The data collected from the curriculum analysis show that the ELOs of the Bachelor's degree program in the English language include developing communication and collaboration skills; developing creativity, problem-solving, and critical thinking skills; generalizing standards of professional conduct; demonstrating positive attitudes towards life-long learning and social responsibility in addition to the ELOs related to professional competences. The ELOs of the Bachelor's degree program of Journalism also include developing communication and collaboration skills, especially in multicultural contexts. The ELOs of the Bachelor's degree program of Educational Studies include promoting social responsibility and social justice in education, promoting emotional intellect, self-reflection, and interpersonal competencies. The curricula of the three faculties include various general education courses such as Vietnamese Culture, Introduction to Psychology, Introduction to Sociology, Environment, and Development, and History of the World Civilization… besides the courses of Effective Thinking, Study Skills, and Major Orientation, which offer various transferable, soft skills.

In addition, the survey results showed that 100% of academic staff involved in curriculum design (90% of lecturers from 15 faculties) have integrated WPE philosophy and principles into their curricula, especially when they were

Figure 1

Challenges in Integrating Whole-Person Education into Curriculum Design
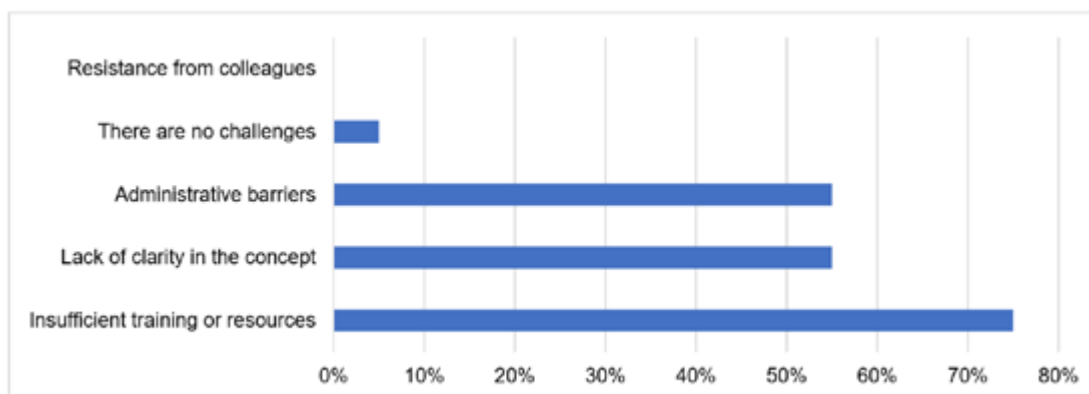
required to align the ELOs with the USSH's philosophy of WPE in 2018. However, while integrating WPE philosophy into the curricula, they were usually faced with the following challenges, as demonstrated in the following chart of Figure 1.

A substantial percentage, 75% of respondents, identified "Insufficient training or resources" as a significant challenge. Fifty five percent of the academic staff expressing their concerns about the "Lack of clarity in the concept" of WPE indicates a need for a clearer, more shared understanding or better communication of WPE. "Administrative barriers" was another challenge, acknowledged by 55% of participants, suggesting the need for administrative support and policies for WPE. Notably, "Resistance from colleagues" is not a challenge for lecturers. Interestingly, only 5% of respondents answered, "There are no challenges."

In addition, only one-quarter of the respondents, 25%, reported having received capacity building or professional development training related to curriculum design with a focus on WPE principles. Describing the

curriculum design training, an academic manager revealed that "The training emphasizes innovative education with a focus on learner-centered approaches in curriculum design." (Academic Manager 1), and another stated, "It includes the implementation of teaching and learning strategies, designing assessments in higher education according to OBE, promoting innovation in education, and fostering comprehensive human development based on the constructive alignment principle." (Academic Manager 2).

The above findings show that the academic staff at USSH were ready to incorporate WPE into curriculum design, though the WPE concept should also be better communicated. The ELOs at the program level were formulated in alignment with the WPE philosophy of USSH. However, the majority, 75% of participants, who indicated that they did not receive WPE design training, and the 75% who confirmed the challenge of "Insufficient training or resources" highlighted the potential gap in training opportunities and sharing best practices in WPE curriculum design for academic staff, especially in formulating ELOs at the course level as required by

outcome-based approach (Biggs et al., 2022). Supporting policies for developing curricula in alignment with ELOs as a roadmap for students' holistic development from general education to specialized courses (United Board, 2019; Cuseo, 2015; Lee, 2019) with more updated content and transferable skills is essential.

Implementation of WPE in Teaching-Learning Activities and Learning Assessment

Teaching and learning activities

The data collected from the survey and interviews revealed several key findings regarding teaching-learning activities during the implementation of WPE curricula. The survey results as shown in Figure 2, gave significant insights into teaching and learning activities aligned with WPE. Academic staff demonstrated diverse preferences for teaching methods to foster whole-person development. Experiential learning opportunities gained the highest approval rate, with 95% of respondents. Project-based learning was also highly valued and supported by 80% of the academic staff.

Active learning strategies, such as group discussions and problem-solving activities, received significant endorsement from 75% of participants. Technology-enhanced learning methods are found among 40% of respondents, and a flexible approach of combining multiple methods is favored by only 10% of academic staff.

Importantly, these teaching methods were frequently incorporated into teaching practices, as 65% of respondents reported using them frequently. In comparison, 20% always employed them, and only 15% occasionally used them, showing a strong commitment to holistic approaches. However, the survey also highlighted the challenges faced by academic staff in implementing WPE, as shown in Figure 3, in which 90% of respondents identified time constraints as a significant barrier. Limited resources and infrastructure presented a considerable concern, with 80% of participants calling for enhanced support. Curriculum constraints were cited by 60% of academic staff, emphasizing the need for alignment with WPE principles. Interestingly,

Figure 2

Teaching Methods Preferred for Developing WPE in the Curriculum
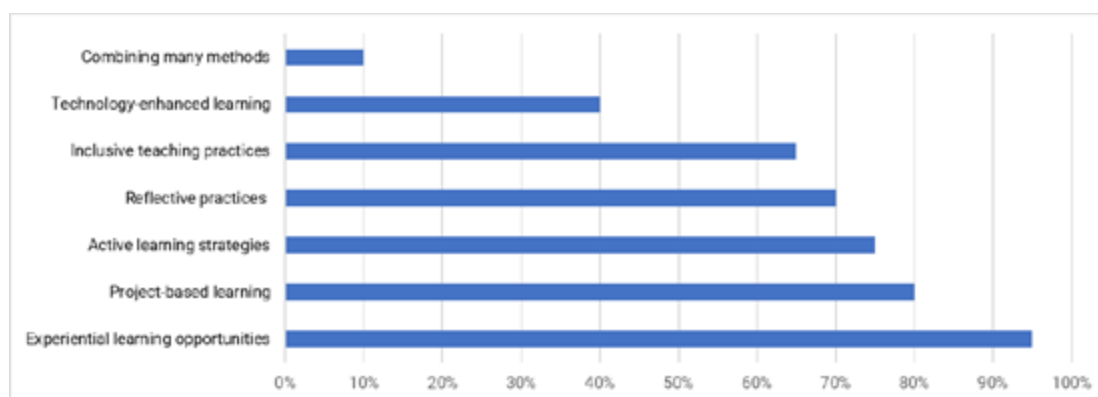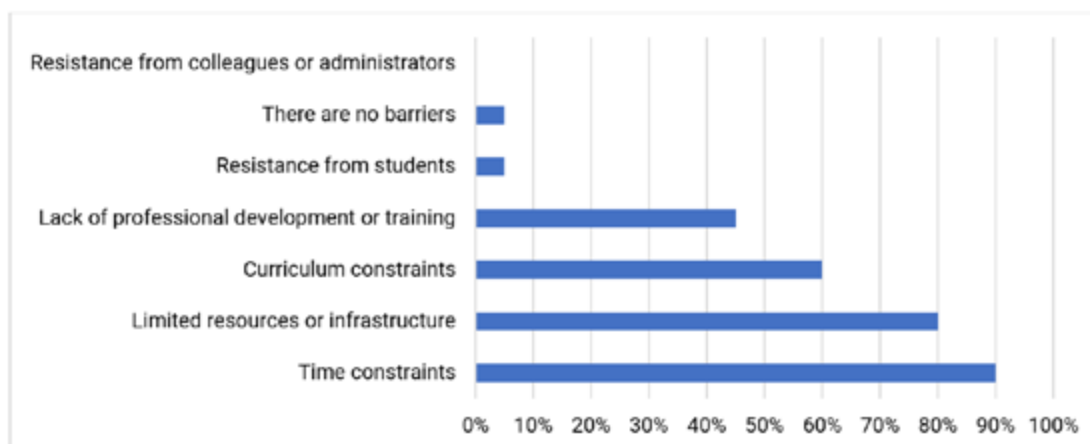
Figure 3

Barriers to Implementing WPE Teaching Methods in the Curriculum

students' resistance was very low (5%), and no one found any resistance from colleagues or administrators. A significant proportion of 45% considered a lack of professional development or training challenging. Notably, 5% of respondents reported encountering no specific barriers.

The data collected from our interviews reveal that only a few academic staff have the opportunity to attend a training course for curriculum implementation, especially in applying ICT or service learning. An academic manager shared that:

The training course I attended was "Student Development". One of the notable activities was designed for pedagogical skills using a computer. Via "Enjoy exploring and continuous improvement" or "Enjoy nurturing and cherishing individuals", educators can apply appropriate methods and provide student support. There are other programs, like guiding students in cultivating a sense of altruism by sewing bags, making face masks distributed to underprivileged or cancer patients, and creating numerous posters on environmental conservation and waste management within the campus. (Academic Manager 3, interview).

In addition, the data from the interviews show a need for more support, training and opportunities to learn about successful models from other institutions, as suggested by the following academic managers:

It is crucial to enhance good communication between educators and students and the conditions for effective use of WPE methods. The support system needs to be improved, including specialized centers for teaching assistance and technological equipment, so that educators can effectively invest their efforts in integrating WPE (Academic Manager 2, interview).

In addition, another academic manager claimed that:

The training objectives must be effectively communicated to learners so that they can understand and collaborate with educators in the training programs. HEIs in Vietnam should enhance faculty development through training in new approaches, increased interaction, and exchange of practical experiences from other institutions (Academic Manager 3, interview).

The interviewees highlighted the importance of improving educator-student interaction and investing in faculty development training programs for WPE (Mei-Chin, 2012; Miller, 2019). In brief, the findings underscore the diverse teaching-learning methods applied by the lecturers and the challenges facing them in implementation (time constraints, limited resources, and curriculum constraints), the potential for promoting active ICT-based teaching tools, and professional capacity building to improve students' whole-person competencies (Downing, 2016; Gosper & Ifenthaler, 2013).

Learning Assessment

Concerning learning assessment in alignment with WPE, the survey results in Figure 4 reveal that examinations were widely employed by 90% of academic staff. 55% and 50% of participants used peer assessment and student self-assessment, respectively. Portfolios and rubrics were utilized by only 40% of respondents, and surveys or questionnaires were employed by 35%. A small percentage, 5%, indicated they never used any assessment tools.

As for evaluating the effectiveness of current assessment methods, 25% of participants

Figure 4

Tools for Assessment of Students' Whole-Person Competences
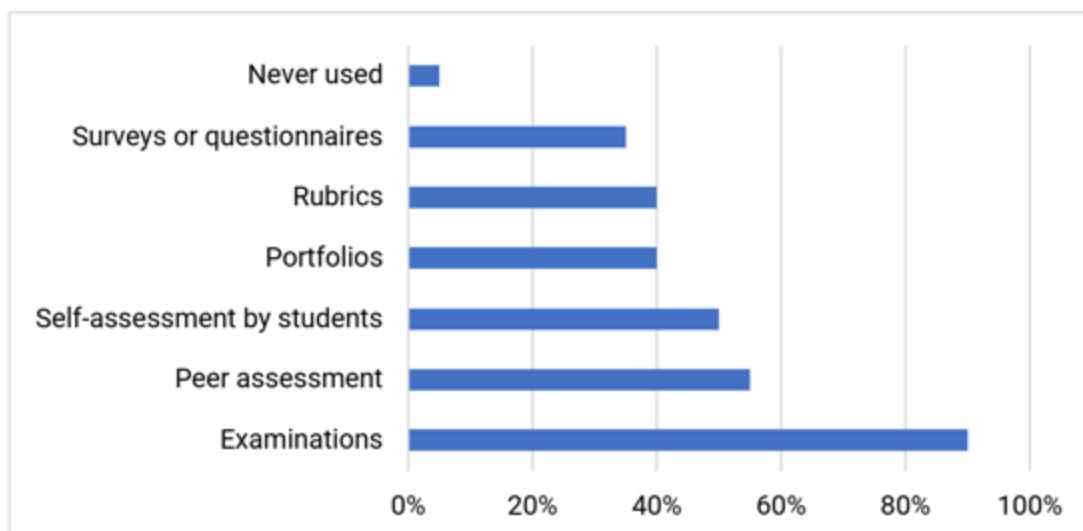
found them very effective, while an additional 45% found them effective. However, 15% considered them somewhat effective, and another 15% perceived them as ineffective, indicating the need for possible enhancement.

These findings collectively offer valuable insights into learning assessment practices associated with WPE among academic staff and areas for assessment diversification and improvement. The challenges lie in the practical implementation of WPE with the constructive alignment principle, which requires the alignment of learning assessment with ELOs (Biggs et al., 2022). Still, designing assessment tools to measure students' generic outcomes, such as social and moral outcomes, is challenging. Examinations are not always appropriate for assessing these outcomes. Lecturers need more training for using other tools, such as portfolio rubrics for project-based and experiential learning (Lukitasari et al., 2018), shifting away from traditional examinations to ongoing and diverse assessment methods to offer a more accurate and comprehensive view of students' development.

Implications

The following implications provide a framework for the further development of holistic education.

First, the diverse interpretations of WPE highlight the need for targeted professional development activities. Workshops, seminars, and conferences should focus on deepening staff awareness of WPE, particularly emphasizing its global and interdisciplinary dimensions. These activities can ensure that all stakeholders, including leaders, staff, and students, have a consistent and comprehensive understanding of WPE. Such efforts would foster a shared vision and encourage collaboration in curriculum

implementation, aligning with the holistic goals of WPE.

Second, the findings suggest a gap in the capacity of academic staff to design and implement WPE-aligned curricula effectively. To bridge this gap, capacity-building workshops, faculty development programs, and coaching sessions should be organized, providing clear and practical guidelines for program managers and lecturers. These sessions can help educators develop and apply diverse teaching and assessment methods that align with WPE principles, ensuring that course-level activities support the holistic development of students. Moreover, creating supportive conditions through professional development centers and administrative incentives would enable staff to implement WPE more effectively.

Lastly, the study's findings indicate that limited resources and time constraints are significant barriers to the effective application of WPE principles. Therefore, enhancing ICT infrastructure and providing the necessary technological resources are essential steps to support educators in incorporating technology-enhanced learning into their teaching, aligning with WPE's emphasis on preparing students for a rapidly changing, interconnected world.

Conclusion

The study aims to investigate the current practices of integrating WPE into curricula at USSH, a typical Vietnamese HEI. The findings can fill the gap in the literature by providing the practical connections between WPE philosophy and curriculum design and implementation based on an outcomes-based approach or constructive alignment, which contributes to

the systematic understanding of WPE.

The major findings of the first issue show USSH staff's varying interpretations of the concept of "WPE", although WPE philosophy was introduced, and they were willing to apply WPE. It is implied that embedding WPE and the value of self-improvement is essential for learners' holistic development by expanding the concept to global and interdisciplinary aspects. The second finding shows that the ELOs related to WPE as the framework for curriculum design were quite well formulated at three faculties of USSH with relevant general and specialized courses. However, lecturers still need more comprehensive training for WPE design, especially at the course level, with more clarity of WPE. The third finding indicates various teaching and assessment activities and challenges that imply synchronized administrative policies, resources, and support.

In conclusion, to ensure the sustainability and effectiveness of WPE, it is important to establish continuous professional development programs, enhance communication between educators and administrators, and create a robust support system. Developing a theoretical and practical framework for WPE implementation can guide these efforts, ensuring that WPE principles are consistently and effectively embedded across all levels of curriculum design and delivery.

This study has limitations due to its short duration and the small sample size of participants. These constraints may affect the generalizability of the findings. Further studies on this topic of WPE could be considered at other HEIs in ASEAN or other regions with a larger sample size and more detailed outcomes-based practices. Additionally, future studies might investigate specific aspects of WPE, such as its impact on student outcomes, the effectiveness of various professional development strategies, or the role of institutional policies in supporting WPE. Employing mixed-methods approaches, including longitudinal studies and comparative analysis, could provide deeper insights into the effectiveness of WPE across different educational contexts.

■ ■ ■

Statements and Declarations

1. **Funding details:** No funding.

2. **Disclosure statement:** There are no conflicts of interest to declare.

3. **Declaration of Generative AI in Scientific Writing:** The authors rarely used OpenAI's tool to prepare the manuscript. After using this tool, they reviewed and edited the content and took full responsibility for it.

4. **Acknowledgement:** The researchers would like to acknowledge the university lecturers and administrators who extended their support and participation in the study.

5. **Ethical Approval:** The research conducted has been approved by the Ethics Review Board of USSH. This approval ensures that the research adheres to the ethical standards and guidelines set forth by USSH.

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