

Management Of Training Activities On Capacity To Detect Students' Psychological Difficulties For Secondary Teachers

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Abstract:

This study examines the management of fostering activities to detect students' psychological difficulties for secondary school teachers in the mountainous region of Northern Vietnam. 50 managers and 200 teachers in secondary schools in the northern mountainous region of Vietnam were examined through observation, a questionnaire survey, an interview, an analysis of operational products, and a summary of their experiences. The results obtained show that the work of managing teachers' capacity to detect students' psychological difficulties in schools has been carried out relatively well. Schools have planned, organized, directed, inspected, and evaluated capacity building to detect students' psychological difficulties for teachers quite adequately. However, the plan proved to be quite vague and did not contain core content. The organization and guidance of capacity-building activities to detect students' psychological difficulties for teachers are not active and flexible enough. The set of criteria and measurement methods to evaluate the effectiveness of capacity-building activities to detect students' psychological difficulties for teachers is still mainly qualitative, and the results cannot be accurately measured in reality. Therefore, the effectiveness of capacity-building management to detect students' psychological difficulties for teachers has not reached expectations. The results of this survey provide an important practical basis for proposing measures to overcome existing limitations in the management of capacity building to detect students' psychological difficulties for teachers.

Keywords: *teacher capacity, capacity to detect psychological difficulties, teacher capacity training, management of capacity training activities, secondary school*

Date of Submission: 18-05-2024

Date of Acceptance: 28-05-2024

I. Introduction

As the force that determines the quality of education, teachers have become the focus of educational reform and development policies in many countries around the world (Dalton & Smith, 2004; Datnow, 2020; Leu, 2005). Teacher professional development is central to educational policy debates (Darling-Hammond et al., 2017). Teacher training is considered an effective tool in implementing educational reforms because teachers are the ones who realize innovative policies at the grassroots level (Yuwono, G. I., & Harbon, 2010). That is why countries have been paying close attention to building and developing training programs and fostering and developing teachers (Foster, 2000; Guerriero, 2017; Klentschy, 2005; Thuy, 2024; Tran, T. T., & Le Thi, 2020; Uyên, 2017; Vietnam Ministry of Education and Training, 2018; Vioreanu, 2021). Fostering and developing professional capacity is an effective way to help teachers in general and secondary school teachers in particular change, grow, and adapt to the demands of the new era (Akimov et al., 2023; Girgla et al., n.d.; Krstic et al., 2022; Trang, 2016).

The capacity to care for the mental health of students in schools is a component of the professional competency framework for teachers (Girgla et al., n.d.; Krstic et al., 2022; Vietnam Ministry of Education and Training, 2023). Service users and school staff positively evaluate school-based counseling as an effective approach to improving students' mental and emotional health (Cooper, 2013). However, the feasibility of addressing youth mental health needs at school is influenced by how staff and teachers perceive their role in

mental health care(Beames et al., 2022).In Vietnam, psychological guidance and counseling for students is one of the important responsibilities regularly undertaken by teachers (including secondary teachers) in addition to their teaching duties(Le et al., 2023; Thuy, 2024; Trang, 2016; Vietnam Ministry of Education and Training, 2017, 2018, 2023).Nevertheless, research focusing on the ability of teachers to detect the psychological difficulties of students and the management of fostering the ability to detect the psychological difficulties of secondary school teachers has not been mentioned. Therefore, the findings of this study provide valuable insights into the current status of management and foster the capacity to detect students' psychological difficulties for secondary school teachers in the mountainous region of Northern Vietnam. In addition, the study highlights specific paths for improvement, allowing the implementation of measures to improve the ability of teachers at the facility to detect students' psychological difficulties. Thereby, contributing to improving the quality of education in secondary schools in the northern mountainous region of Vietnam in particular and in the territory of Vietnam in general.

II. Methods

The survey subjects included 250 managers and teachers (including 50 department-level managers, school-level managers, and 200 teachers) from 10 secondary schools in the northern mountainous region of Vietnam: Lao Cai province (Bac Lenh and Hoang Hoa Tham secondary schools); Cao Bang province (De Tham and Ngoc Xuan secondary schools); Thai Nguyen province (Yen Lang and Yen Ninh secondary schools); Yen Bai province (Yen Binh town and Le Hong Phong secondary schools); Bac Kan province (Nong Thuong and Cao Ky secondary schools).

Survey method through observing training and management activities to foster the ability to detect psychological difficulties of students for secondary school teachers in the northern mountainous region of Vietnam to collect real information farewell to the topic. Then, build survey forms to solicit opinions from administrators and teachers on training activities, and manage training activities for teachers to detect psychological difficulties in students. Staff at secondary schools were surveyed. The study also conducted interviews with administrators and teachers about training and management activities to foster the ability to detect the psychological difficulties of students. Secondary school teachers were surveyed to collect information on the topic. In addition, the research is also based on summarizing and evaluating the content and form of training activities and conducting an assessment of the advantages and limitations of management measures to foster the ability to detect students' psychological difficulties for secondary school teachers in the northern mountainous region of Vietnam.

The survey is in the form of a questionnaire designed with three options, and we calculate the average score (\bar{X}), determining the scale for these questions as follows:

1 point	2 point	3 point
Never	Sometimes	Often
No impact	Little impact	Impact
1.00 <math>\bar{X}</math> 1.67	1.68 <math>\bar{X}</math> 2.34	2.35 <math>\bar{X}</math> 3.00
Low	Medium	Hight

The study also applied coding techniques to classify and organize qualitative data by assigning codes to segments of information and grouping similar ideas. This facilitated the identification of key themes and allowed for a structured exploration of the qualitative findings. Combine data obtained from quantitative and qualitative analysis to form a whole. Then, we discuss the main findings, trends, and patterns, emphasizing the implications for the management and capacity-building of teachers in detecting students' psychological difficulties. Finally, a conclusion is drawn based on the aggregated results to contribute to improving the shortcomings and limitations in the management and fostering the ability to detect students' psychological difficulties for secondary school teachers.

III. Results

The current situation of developing a plan to foster the capacity to detect psychological difficulties in students for secondary school teachers in the northern mountainous region of Vietnam

Using the question "How do teachers evaluate the development of a plan to foster the ability to detect students' psychological difficulties early for secondary school teachers in the Northern mountainous region of Vietnam" through Surveying managers and teachers, we obtained the following results:

Evaluation participants showed that the current status of developing plans to foster the ability to detect students' psychological difficulties for teachers at secondary schools in the northern mountainous regions of Vietnam is at an average level (\bar{X} =2.22).

At a good level of implementation are the contents "Developing a plan to foster the capacity to detect early psychological difficulties of students for secondary school teachers based on prescribed legal documents" ($\bar{X}=2.55$), "Determining goals, content, and forms of fostering the ability to detect students' psychological difficulties for secondary school teachers" ($\bar{X}=2.41$), and "Drafting a plan for activities to foster the capacity to detect students' psychological difficulties for secondary school teachers" ($\bar{X}=2.43$).

During the process of analyzing documents such as minutes of pedagogical council meetings and minutes of professional group meetings of schools, we found that schools have received and implemented guiding documents from the Vietnam Ministry of Education and Training, Department of Education and Training, and Department of Education and Training on prevention and support activities, school psychology counseling for students, as well as organizing activities to foster capacity to detect students' psychological difficulties for teachers. In the plan signed by the principal, the goals, content, form, time, location, and participants of the training have been determined, as well as the participating resources (including rapporteurs). In addition, the plan also clearly describes the competencies needed to detect difficult psychological problems and the specific aspects of the problem that teachers need to continue to develop.

The average rating is shown in the following contents: "Survey and assessment of the ability to detect students' psychological difficulties for secondary school teachers" ($\bar{X}=2.04$); "Projected facilities, technical equipment, and financial resources for training" ($\bar{X}=2.03$); "It is expected to invite experts and reporters to foster the ability to detect the psychological difficulties of students" ($\bar{X}=2.04$); "How to test and evaluate the results of fostering the ability to detect students' psychological difficulties for secondary school teachers" ($\bar{X}=2.03$). In the reality of the planning process, we have noticed some limitations for managers who have not comprehensively conducted surveys and assessment activities on their ability to detect psychological problems and difficulties that teachers face. When receiving directive documents from superiors, principals often encounter difficulties because these documents are often sent with an "urgent" nature, leading to instability in planning. Administrators often direct directly to professional team leaders to conduct surveys and propose the number of teachers to participate, but the content on the ability to detect students' psychological problems is still lacking, and is not clear. Another phenomenon is that many schools are not prepared to conduct survey activities because the principal has not planned, leading to the discovery of capacity problems only on the surface and not ensuring the full depth of the problem. To better understand the different causes of limitations in the process of developing training plans, we conducted additional interviews with Ms. V., a teacher at Bac Lenh Secondary School, Lao Cai, Lao Cai, Vietnam: *"The school has not proactively invited experts (reporters) but is completely dependent on the Department of Education and Training and has not done a good job in selecting these experts and their level of readiness. With the training work at the school, when the city's secondary schools have different geographical, traffic, economic conditions, etc., the school does not have a specific plan. In addition, it has not been shown in the training plan that after the training activities, the evaluation of participating teachers shows what the specific standards and criteria that need to be met and what the improvement capacity includes to what extent students improve their psychological difficulties?."*

Therefore, it can be seen that the process of developing a plan to foster the ability to detect students' psychological difficulties for secondary school teachers in the northern mountainous region of Vietnam has not focused on the content, and has not shown the professionalism and capacity of management staff in this matter.

The current situation of organizing and implementing capacity building in detecting students' psychological difficulties for secondary school teachers in the northern mountainous region of Vietnam

After surveying this content, we found that the current situation of organizing activities to foster the capacity to detect students' psychological difficulties for teachers at secondary schools in the northern mountainous region of Vietnam scored at an average level ($\bar{X}=2.21$).

At a good level are the contents: "Building an organizational structure for activities to foster the capacity to detect students' psychological difficulties for secondary school teachers" ($\bar{X}=2.52$); "Assign tasks to administrators and teachers to carry out activities to foster the capacity of detecting students' psychological difficulties for secondary school teachers" ($\bar{X}=2.49$); "Coordinate forces in implementing training on the ability to detect students' psychological difficulties for secondary school teachers" ($\bar{X}=2.48$).

After conducting research, we found that the Department of Education and schools have built a system for organizing training activities. School documents show authorization from the principal for a Deputy Principal to act as the head of the department, professional group leaders as vice heads, and teachers as members participating in training activities. When we observed the training sessions, we noticed the equal participation of many forces, including the support departments of facilities, finance, the library, and many other departments. At the same time, we interviewed Mr. D., a teacher at De Tham Secondary School, Cao Bang, Vietnam, to get a deeper look at this situation: *"The Department of Education has directed schools to*

coordinate the implementation of training activities, so school administrators have specifically assigned members to participate in organizing training activities well. We have managers who always monitor training activities to best support participating teachers; for example, documents are distributed promptly and orientations are given for reporters to follow. Methods and forms of training are appropriate to the psychological difficulties of the school's students, teachers, and the school's training support resources".

The evaluation results also showed that the content was implemented at an average level, including: "Identifying and classifying necessary activities to achieve the goal of fostering the ability to detect psychological difficulties of students for secondary school teachers" (\bar{X} =2.11); "Building and operating a program to foster the capacity to detect students' psychological difficulties for secondary school teachers" (\bar{X} =1.87); "Ensuring resources for secondary school teachers to develop the capacity to detect psychological difficulties of students" (\bar{X} =1.81). At schools, there are still some limitations related to organization, for example, administrators have not classified main activities and supporting activities to achieve training goals. When we observed the training sessions, we noticed that the implementation of goals was unevenly distributed, mainly to ensure goals for school administrators, while the goals were not achieved. There is a lack of focus on supporting teachers in detecting students' psychological difficulties. Rapporteurs often focus on conveying theoretical knowledge and less on practice. The teaching staff also has difficulty applying knowledge and skills after finishing the training sessions, which affects the quality of detecting and counseling psychological difficulties for students. In addition, many schools located far from the center face limitations in resources such as internet and finance, especially when implementing indirect training. Therefore, much improvement in organization and support is needed for training to be successful. In the future, principals need to continue to improve the school's capacity and implement many different organizational measures to ensure effective training.

The current situation of directing and implementing training on the capacity to detect students' psychological difficulties for secondary school teachers in the northern mountainous region of Vietnam

Teachers and administrators were surveyed to evaluate the current state of directing and fostering the ability to detect students' psychological difficulties for secondary school teachers in the northern mountainous region of Vietnam to reach an average level (\bar{X} =2.18). Specifically, the content that is implemented at a good level is "Directing the development of content and training programs for secondary school teachers to detect psychological difficulties of students" (\bar{X} =2.68), "Directing the implementation of the planned training program content" (\bar{X} =2.45), and "Directing the inspection and evaluation of training activities" (\bar{X} =2.52). School administrators, after receiving directive documents from superiors, have seriously absorbed and implemented training activities for teachers, including building content and programs and determining the time and location of training. Interviewing Mr. H., a teacher at Yen Lang Secondary School, Thai Nguyen, Vietnam, we learned: "The management staff directly and closely directed the content and training program for the relevant subjects (teachers, reporters, experts, and support forces). In particular, administrators have pointed out the limited abilities of teachers when detecting psychological difficulties in school students and proposed the most scientific training program for teachers at their school, including content and requirements to indicate current understanding and solutions. At the same time, school administrators effectively direct the training work by assessing teachers' capacity before and after training by directly attending professional activities and attending classes through training through the teacher's lecture to see how the teacher handles psychological difficulties in learning, communication, choosing personal values, and career orientation for students."

Evaluation at an average level includes the following contents: "Directing the selection of methods and forms of training organization" (\bar{X} =2.04); "Directing to strengthen conditions to support the implementation of training" (\bar{X} =1.81); "Directing and coordinating forces participating in training activities" (\bar{X} =1.87); "Directing the implementation of policies for subjects participating in training" (\bar{X} =1.91). During the operational research process, we have noticed that few schools propose specific methods or forms of training, which often depend on the expertise, experience, and choices of the rapporteur or consultant. This poses a challenge for administrators because they are not proactive enough and have not provided training methods and forms suitable to the realities and characteristics of teachers. Training methods and forms are often repeated every year, not enough to encourage teachers to fully participate, promote change, and develop their capacity to detect students' psychological problems. In addition, policies to support teachers participating in training activities are not attractive enough to motivate their enthusiasm. Ms. Q., a teacher at Yen Binh Town Secondary School, Yen Bai, Vietnam, shared: "Really participating in fostering the ability to detect students' psychological difficulties is the task we must carry out. The school only arranges time and class schedules for teachers, but there are no support policies for teachers themselves, such as allowances. This is difficult and heavy work because we also have to perform professional work."

Therefore, although managers have focused on many aspects and activities in direction and training, the quality of this work has not been significantly improved. Teachers have not yet shown the dedication and passion necessary to truly improve the ability to detect students' psychological difficulties at school.

The current status of testing and evaluating the results of fostering the capacity to detect students' psychological difficulties for secondary school teachers in the northern mountainous region of Vietnam

Survey results on the current status of assessment activities fostering the capacity to detect students' psychological difficulties for secondary school teachers in the northern mountainous region of Vietnam show that it is at an average level ($\bar{X}=2.07$). Content rated at a good level includes: "Choosing a variety of appropriate testing forms" ($\bar{X}=2.51$); "Monitor and monitor activities to detect psychological difficulties of students to collect information and evidence" ($\bar{X}=2.38$). Management staff have carried out various forms of training tests, including periodic and unexpected tests, to evaluate the level of completion of teachers' tasks after participating in training courses. They established basic quantitative indicators, such as the use of teacher evaluation forms and annual statistics on student psychological difficulties. At the same time, administrators have also paid attention to monitoring students' psychological problems through different channels to truly evaluate teachers' abilities after each training session.

At the average level are the following contents: "Develop clear testing and evaluation criteria" ($\bar{X}=1.98$); "Regularly conduct inspection and evaluation activities according to the training process" ($\bar{X}=1.87$); "Use assessment results to adjust appropriate training content" ($\bar{X}=1.83$); "Summarize and learn from experience to promptly adjust training activities" ($\bar{X}=1.86$). When we reviewed the minutes and reports of training evaluation results that the school had submitted to the Department of Education and Training, we found that the evaluation criteria were still vague. Some schools still report, in a general way, all annual training activities without clearly distinguishing the training for teachers' ability to detect psychological difficulties. Regarding the content of directions and actions for the next period, managers still give general summary lessons, even just copying from the previous year, which leads to formality rather than change. Mrs. A., a teacher of Nong Thuong Secondary School, Bac Kan, Vietnam, shared: "At the end of the training, we were also very busy with professional work; the management staff had not yet allocated time. There is time to summarize and learn from experience right after the training course, but wait for the general summary of the school year's tasks, which are very general. Therefore, the quality of training has not improved."

Therefore, administrators at secondary schools in the mountainous region of Northern Vietnam need to further strengthen the inspection and evaluation of capacity building in identifying difficult psychological problems of students for teachers.

The current status of factors affecting management and fostering capacity to detect students' psychological difficulties for secondary school teachers in the northern mountainous region of Vietnam

Based on learning about the current status of factors affecting management and fostering the ability to detect students' psychological difficulties for secondary school teachers in the mountainous region of Northern Vietnam through a survey and analyzing data, we found that the factor considered to have the most influence on management and fostering the ability to detect students' psychological difficulties for teachers is "Management capacity of the Head Department of Education and Training, of the Principal" ($\bar{X}=2.72$).

Mr. G., the professional leader of Hoang Hoa Tham Secondary School, Lao Cai, Vietnam, shared about factors affecting training activities as follows: "Subjective factors are important factors that determine the success of school training, especially the management capacity of the Head of the Department of Education and Training and the principal, is the most decisive factor in the quality, progress, and effectiveness of training. If managers are dedicated and have great vision, the effectiveness of this work will be great, but if managers are superficial and only do enough to meet the requirements of their superiors, teachers really cannot change their ability to detect the psychological difficulties of students. This is a very difficult training issue, requiring administrators to be dedicated to helping teachers improve their psychological counseling capacity for students promptly."

Therefore, due to the impact of many different factors in the management process, managers need to be flexible and take advantage of these factors to ensure the management process takes place smoothly and successfully for everyone.

IV. Discussion

When considering the current situation of management and fostering the capacity to detect students' psychological difficulties for secondary school teachers in the mountainous region of Northern Vietnam, we can see that:

Advantages

Management activities to foster the capacity to detect students' psychological difficulties for secondary school teachers in the northern mountainous region of Vietnam have been carried out through four main steps: planning, organizing, direction, and control - evaluation (Fayol, 2016). Detecting difficult psychological problems in students is identified as an important task in the regulations and, at the same time, an important direction to enhance the quality of education and promote comprehensive development of students (Huỳnh, V. S., Nguyễn, T. D. M., Đặng, H. A., & Nguyễn, 2019; Nguyễn, V. B., Nguyễn, B. P., Hồ, D. H., & Đoàn, 2022). At the beginning of the school year, management agencies at all levels rely on directive documents to guide educational institutions and autonomous schools in establishing a system of forms and documents appropriate to specific tasks for detecting difficult psychological problems in students in a timely and effective manner. Testing and evaluation of activities to foster teachers' ability to detect students' psychological difficulties is conducted regularly, and this has a positive impact on teachers, helping them to be autonomous in their work and improving students' ability to detect psychological problems.

Limitations

Planning and organizing training for teachers to develop the ability to detect difficult psychological problems in students is still limited, reflecting limitations in vision and management thinking. The implementation of training for teachers on the ability to detect students' psychological problems still suffers from weaknesses such as the capacity and management style of staff, the skills of teachers to carry out training tasks, the coordination process with partners inside and outside the school being limited in time and mechanism, and written instructions from superiors being often delayed. The work of directing and fostering the capacity to detect students' psychological problems for teachers is still confused; the coordination is not flexible and asynchronous; therefore, it is not possible to fully utilize the strength and role of teachers in the process of deploying and carrying out tasks. The work of testing and fostering teachers' ability to detect psychological problems in students has not been carried out regularly according to established plans; however, progress testing has not been organized yet professionally and methodically. Inspection and supervision of activities to foster teachers' capacity to detect psychological problems in students to build a set of information and evidence for schools has not been fully implemented, and the process of withdrawing lessons learned has not been implemented regularly.

Causes of existence and limitations

On the side of school administrators, sometimes the inspection and supervision of teachers' training activities are not carried out closely and regularly, leading to the quality of these activities not being guaranteed. The work of inspecting and urging training activities is sometimes only formal.

On the teacher side, some teachers are still not very active and proactive in participating in training activities, and some teachers are still not fully aware of the importance of capacity building to detect psychological problems in students.

In terms of facilities, the number of textbooks and reference books is small, and the types are not diverse. At the same time, teaching equipment is not synchronized, which affects the effectiveness of training activities.

V. Conclusion

The management of activities to foster the capacity to assess students' psychological difficulties for teachers of secondary schools in the northern mountainous region of Vietnam has been carried out relatively well. Schools have planned, organized, directed, and inspected activities to foster teachers' capacity to detect students' psychological difficulties in a relatively complete manner. However, the plan is still vague and does not clearly state the central content. The mechanism for organizing and directing training activities is not proactive and flexible enough. The set of criteria and scales used for testing activities to foster teachers' ability to detect students' psychological difficulties are still highly qualitative, and implementation results cannot be quantified. Therefore, the effectiveness of management and fostering teachers' ability to detect students' psychological difficulties has not been achieved as expected. The results of this study have provided important practical information to propose measures to overcome limitations and existing problems in the management and fostering of students' ability to detect psychological difficulties for secondary school teachers in the northern mountainous region of Vietnam and the entire teacher system in Vietnam.

Funding: This research is supported by the Vietnam Ministry of Education and Training (Grant number: B2022-TNA-32).

Institutional Review Board Statement: The Ethical Committee of the Vietnam Ministry of Education and Training, Vietnam approved this study on 30 June 2021 (Ref. No. 2190-QĐ-BGDĐT).

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