ABILITY TO ADVISE AND SUPPORT STUDENTS IN EDUCATIONAL ACTIVITIES OF PRIMARY SCHOOL TEACHERS

a Son Quang Le, b Duyen Thi Le, c Dieu Thi Thanh Bui, d Bach Xuan Tran

ABSTRACT

Background: This study investigates the competencies of primary school teachers in Da Nang city, with a specific focus on their abilities to advise and support students in educational activities. Purpose: This research examines the relationship between teachers’ identification of psychological issues, consulting and support skills, and educational topic development to understand and improve student guidance skills. The research conducted in this study involved 312 primary school teachers from 12 primary schools in Danang City, Vietnam.

Results: The assessment reveals commendable strengths in teachers’ identification of students’ difficulties in learning activities, with a robust mean score of 3.34. Additionally, proficiency is noted in questioning (M = 3.17, SD = 0.815), observation (M = 3.23, SD = 0.832), and the development of educational topics (M = 3.23). However, the study also illuminates areas for improvement, including communication and self-awareness challenges, empathy skills, instructional and feedback proficiency, and the creation and maintenance of psychological counseling records. Acknowledging the limitations of self-assessment and the regional specificity of the study, the results contribute valuable insights for educators, administrators, and policymakers.

Implications: The research not only informs targeted interventions to enhance teacher effectiveness but also adds to the ongoing discussions on effective teaching practices and student support in primary education. By recognizing strengths and areas for improvement, this study serves as a foundation for fostering continuous improvement and enhancing the overall quality of teaching and support for students in primary education in Da Nang City, Vietnam.

Keywords: teacher competencies, primary education, student support, educational activities, professional development.
CAPACIDADE DE ACONSELHAR E APOIAR OS ALUNOS EM ATIVIDADES EDUCACIONAIS DE PROFESSORES DO ENSINO FUNDAMENTAL

RESUMO

Histórico: Este estudo investiga as competências dos professores do ensino fundamental na cidade de Da Nang, com foco específico em suas habilidades para aconselhar e apoiar os alunos em atividades educacionais. Objetivo: Esta pesquisa examina a relação entre a identificação de problemas psicológicos por parte dos professores, as habilidades de consultoria e apoio e o desenvolvimento de tópicos educacionais para entender e melhorar as habilidades de orientação dos alunos.

A pesquisa realizada neste estudo envolveu 312 professores do ensino fundamental de 12 escolas primárias na cidade de Danang, no Vietnã.

Resultados: A avaliação revela pontos fortes louváveis na identificação dos professores das dificuldades dos alunos em atividades de aprendizagem, com uma pontuação média robusta de 3,34. Além disso, a proficiência é observada no questionamento (M = 3,17, DP = 0,815), observação (M = 3,23, DP = 0,832) e no desenvolvimento de tópicos educacionais (M = 3,23). No entanto, o estudo também ilumina áreas para melhoria, incluindo desafios de comunicação e autoconsciência, habilidades de empatia, proficiência em instrução e feedback, e a criação e manutenção de registros de aconselhamento psicológico. Reconhecendo as limitações da autoavaliação e a especificidade regional do estudo, os resultados contribuem com insights valiosos para educadores, administradores e formuladores de políticas.

Implicações: A pesquisa não só informa intervenções específicas para melhorar a eficácia dos professores, mas também acrescenta às discussões em curso sobre práticas de ensino eficazes e apoio aos alunos no ensino primário. Ao reconhecer pontos fortes e áreas para melhoria, este estudo serve como base para promover a melhoria contínua e melhorar a qualidade geral do ensino e apoio para estudantes no ensino primário na Cidade de Da Nang, Vietnã.

Palavras-chave: competências do professor, educação primária, apoio ao estudante, atividades educativas, desenvolvimento profissional.

1 INTRODUCTION

The self-assessment of competencies among primary school teachers plays a pivotal role in understanding their abilities to advise and support students in educational activities. As educational landscapes evolve, the effectiveness of teacher guidance becomes increasingly crucial. Teachers must possess a deep understanding of their own strengths and weaknesses in order to continuously improve their teaching methods and provide the best possible support to students. By regularly assessing their competencies, teachers can identify areas for growth and take proactive steps to enhance their skills, ultimately benefiting the overall learning experience for students. This study aims to provide an in-depth examination of primary school teachers’ competencies in Da Nang city, Vietnam focusing on three key components: the identification of psychological difficulties, the application of consulting and support skills, and the ability to develop
educational topics tailored to students' needs. The findings of this study will contribute to the existing literature on teacher competencies and provide valuable insights for teacher training programs in Da Nang City. Additionally, understanding the specific competencies required for addressing psychological difficulties, providing effective consultation and support, and developing tailored educational topics will enable policymakers to implement targeted interventions that promote student well-being and academic success.

The importance of effective teacher guidance in facilitating student learning has been widely acknowledged (Bond & Bedenlier, 2019; Yan et al., 2021). Effective teacher guidance plays a crucial role in creating a conducive learning environment where students can thrive academically and personally. It helps students develop critical thinking skills, fosters their curiosity, and encourages active engagement in the learning process. Additionally, research has shown that students who receive effective teacher guidance are more likely to achieve higher academic success and have better long-term educational outcomes. The identification of psychological difficulties, encompassing challenges in learning activities, communication, and self-awareness, forms a foundational aspect of teacher competencies. Teachers who possess the ability to identify and address psychological difficulties in students can create a supportive and inclusive learning environment. This not only helps students overcome their challenges but also promotes their overall well-being and mental health. Moreover, by addressing these difficulties, teachers can tailor their instructional strategies to meet the unique needs of each student, ultimately enhancing their educational experience. Understanding the nuanced nature of these competencies contributes to targeted interventions that enhance teacher effectiveness (Ansley et al., 2021; Bardach et al., 2022; Cebrián et al., 2020). By recognizing and addressing the specific challenges that students face, teachers can create a supportive and inclusive learning environment where all students can thrive. This approach fosters a sense of belonging and encourages students to actively engage in their education, leading to improved academic outcomes and increased motivation to learn. Additionally, understanding the unique needs of each student allows teachers to provide individualized support and guidance, helping students develop the necessary skills and competencies for success both inside and outside of the classroom.

The utilization of consulting and support skills by teachers is integral to creating a conducive learning environment. These skills enable teachers to effectively guide and
assist students in their academic journey. Additionally, the utilization of consulting and support skills helps foster a sense of trust and open communication between teachers and students, promoting a positive classroom atmosphere. Listening, questioning, empathy, instructional techniques, feedback provision, observation, and record-keeping collectively contribute to the multifaceted role of teachers (Stein, 2017). These skills allow teachers to effectively communicate with students, understand their individual needs, and tailor instruction accordingly. Additionally, the utilization of consulting and support skills helps teachers build strong relationships with students, fostering a sense of trust and creating a positive classroom atmosphere (Downey, 2008; Jennings & Greenberg, 2009; Wentzel, 2009). These competencies are essential for fostering positive teacher-student relationships and promoting student well-being. Furthermore, the role of teachers extends beyond academic instruction. They also play a crucial role in providing emotional support and guidance to students. By being empathetic and approachable, teachers can create a safe space for students to express their thoughts and concerns, ultimately promoting their overall well-being. Ultimately, the combination of effective communication, individualized instruction, and emotional support makes teachers invaluable in shaping the lives of their students (Bhutoria, 2022; Hargreaves, 1998; Orlich et al., 2010; Stronge, 2018).

Additionally, the ability to develop educational topics tailored to students’ needs signifies a teacher's proficiency in addressing the unique learning requirements of their students (Anderson & Stillman, 2013; Muñoz et al., 2022; Uerz et al., 2018). According to Huynh and Tran-Chi (2019), students who encounter challenges in their academic pursuits should seek advice and knowledge regarding these issues. This proficiency allows teachers to create a more engaging and effective learning environment, as they can adapt their teaching methods and materials to suit the individual strengths and weaknesses of each student. By customizing educational topics, teachers can ensure that students are challenged at an appropriate level and are able to grasp concepts more easily. Tailored educational topics contribute significantly to effective guidance and support, aligning with the evolving pedagogical strategies in contemporary education (Walkington & Bernacki, 2020). This approach also promotes a sense of ownership and motivation among students, as they feel more invested in their own learning journey. Additionally, customized educational topics can foster a deeper understanding and retention of knowledge, as students are able to connect new information with their existing knowledge.
and experiences (Luna Scott, 2015; Marougkas et al., 2023; Zhu et al., 2016). This personalized approach ultimately leads to improved academic performance and overall student satisfaction.

This study endeavors to provide a comprehensive understanding of primary school teachers’ competencies in Da Nang city, recognizing the multifaceted nature of their roles. The research aims to explore the various dimensions of primary school teachers’ competencies, including their pedagogical skills, subject knowledge, classroom management abilities, and interpersonal communication skills. Additionally, the study will investigate the factors that influence teachers’ competencies and identify potential areas for improvement in teacher training programs. By examining these competencies within the context of advising and supporting students, the research aims to contribute valuable insights for targeted professional development initiatives and further discussions on effective teaching practices. This research also aims to explore the relationship between teachers’ competencies and student outcomes, such as academic achievement and overall well-being. Understanding how these competencies impact student success can inform the development of evidence-based strategies and interventions to enhance teaching effectiveness. Moreover, this study will provide a comprehensive understanding of the complex dynamics involved in effective teaching, which can be used to inform policy decisions and improve teacher training programs at both the pre-service and in-service levels.

2 METHODS
2.1 PARTICIPANTS

The study on the self-assessment of primary school teachers in Da Nang City, Vietnam, focusing on their competencies in advising and supporting students in educational activities, involves a diverse and representative sample of educators. The demographic details of the participants are outlined in Table 1, providing an insightful overview of the study’s reach across various districts within the city.

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
<th>Teacher</th>
</tr>
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<tbody>
<tr>
<td>Lien Chieu</td>
<td>02</td>
<td>62</td>
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<tr>
<td>Thanh Khe</td>
<td>02</td>
<td>50</td>
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Table 1- Overview of participants
In Lien Chieu District, the study includes two schools with a total of 62 participating teachers. Thanh Khe District also contributes two schools, engaging 50 teachers in the research. Similarly, Hai Chau, Son Tra, Ngu Hanh Son, and Hoa Vang Districts each have two schools participating, with 50 teachers involved in each district. The cumulative impact of these district-level contributions results in a total of 12 schools and 312 teachers being part of this research initiative. This diversity in participant backgrounds and the broad geographical representation across six districts enhance the study's potential to provide valuable insights into the self-assessment of component competencies related to advising and supporting students in educational activities among primary school teachers in Da Nang city. The data collected from this diverse cohort will serve as a foundation for the subsequent analyses, contributing to a nuanced understanding of the educational landscape in the region.

2.2 MEASUREMENTS

The evaluation of primary school teachers’ competencies in advising and supporting students in educational activities in Da Nang City encompasses a self-assessment process. Teachers engage in self-evaluation, providing insights into their perceived proficiency levels in various component competencies. Utilizing a scale ranging from 1 to 5, where 1 signifies weakness and 5 denotes exceptional competence, teachers individually assess their abilities. This self-assessment not only gauges the teachers’ confidence in their skills but also serves as a valuable tool for identifying areas of strength and potential areas for improvement. The specific competencies under examination include the ability to identify the psychological difficulties of primary students, the utilization of consulting and support skills, and the capacity to develop educational topics tailored to students’ needs. This reflective process aims to contribute to the ongoing professional development of educators, fostering an environment
conducive to effective student guidance and support. As we delve into the detailed self-assessment results, a comprehensive picture will emerge, shedding light on the nuanced expressions of these crucial competencies among primary school teachers in Da Nang City.

2.3 PROCEDURES

The procedures for the study on the self-assessment of primary school teachers in Da Nang city regarding their competencies in advising and supporting students in educational activities were systematically designed to gather comprehensive and reliable data. The research employed a multi-stage process to ensure a representative and diverse sample of participants. The initial phase involved the selection of districts within Da Nang city for inclusion in the study. Six districts—Lien Chieu, Thanh Khe, Hai Chau, Son Tra, Ngu Hanh Son, and Hoa Vang—were identified to provide a broad representation of the city’s educational landscape. Within each district, two schools were randomly chosen, contributing to a total of 12 schools involved in the research. Subsequently, a purposive sampling technique was employed to recruit primary school teachers from the selected schools. The participation criteria included active involvement in educational activities and a willingness to engage in the self-assessment process. A total of 312 teachers from these schools volunteered to partake in the study. The self-assessment process itself was conducted using a standardized scale, ranging from 1 to 5, where 1 denoted weak competency and 5 indicated very good competency. Teachers individually assessed their abilities in various component competencies related to advising and supporting students. The competencies included the identification of psychological difficulties of primary students, consulting and support skills, and the development of educational topics. The anonymity and confidentiality of participants were rigorously maintained to encourage open and honest self-assessment. Following the completion of the self-assessment, the gathered data were meticulously compiled and subjected to statistical analysis to derive meaningful insights. The results of the study are integral to advancing our understanding of primary school teachers’ perceptions of their competencies in Da Nang city, contributing to the ongoing discourse on effective student guidance and support in the educational context.
2.4 DATA ANALYSIS

The data analysis phase of the study on the self-assessment of primary school teachers in Da Nang city was a crucial component in deriving meaningful insights into the participants’ perceived competencies related to advising and supporting students in educational activities. The collected self-assessment data, recorded on a scale ranging from 1 to 5, underwent a systematic and thorough analytical process. Firstly, the data were organized and entered into a structured database to facilitate efficient analysis. Descriptive statistics, such as means and standard deviations, were computed for each component competency and its sub-competencies. This allowed for a comprehensive overview of the participants' self-evaluated levels of competency in different areas. Furthermore, sub-competencies within each component were scrutinized to understand the specific dimensions of competency that may require attention or celebration. This detailed analysis aimed to go beyond the aggregate scores, offering a more granular understanding of the self-assessed abilities of primary school teachers. Statistical tools and software were employed to ensure the rigor and accuracy of the analysis, allowing for a robust interpretation of the data. The findings from this data analysis phase are instrumental in shaping recommendations and insights into enhancing the overall effectiveness of advising and supporting students in educational activities among primary school teachers in Da Nang city. The results contribute not only to the local educational context but also to broader discussions on teacher development and support strategies.

3 RESULTS

The self-assessment of competencies related to advising and supporting students in educational activities provides a comprehensive insight into the individual's proficiency in key areas crucial for effective student guidance. This evaluation is structured around three primary components, each comprising specific competencies essential for fostering a supportive educational environment. The components include the ability to identify psychological difficulties of primary students, the application of consulting and support skills, and the aptitude for developing educational topics tailored to students’ needs. By breaking down these components into detailed sub-competencies, the assessment aims to offer a nuanced understanding of strengths and areas for improvement in the context of advising and supporting students.
The first component, focusing on the identification of psychological difficulties of primary students, reveals an overall mean score of 2.98. Delving deeper, the competency of identifying students’ difficulties in learning activities stands out with a robust mean score of 3.34 and a relatively low standard deviation of 0.783. This suggests a commendable proficiency in recognizing challenges related to academic pursuits. However, the identification of students’ difficulties in communication activities yielded a mean score of 2.89 (SD = 0.821), indicating a moderate level of expression. Further exploration into the sub-competency of identifying difficulties in self-awareness activities shows a mean score of 2.72 (SD = 0.842), suggesting a slightly lower level of proficiency in recognizing challenges related to students’ self-awareness. The second component, centered around the use of skills in consulting and supporting students, received an overall mean score of 2.92. Among the various skills assessed, questioning (M = 3.17, SD = 0.815) and observation (M = 3.23, SD = 0.832) skills demonstrated higher mean scores, suggesting a relatively strong ability to engage in effective questioning and observational practices. Conversely, empathy skills received a lower mean score of 2.59 (SD = 0.705), indicating a potential area for improvement in understanding and relating to students' emotional experiences. Additionally, instructional skills (M = 2.72, SD = 0.803), feedback skills (M = 2.98, SD = 0.782), and the creation and maintenance of psychological counseling records (M = 2.78, SD = 0.872) exhibited moderate mean scores, suggesting a satisfactory but not exceptional level of proficiency in these areas.
The third component, focusing on the ability to develop educational topics for advising and supporting students, attained the highest overall mean score of 3.23 (SD = 0.832). While specific sub-competencies are not detailed, this score suggests a strong capability in formulating educational topics that contribute to effective student guidance and support. The self-assessment underscores notable strengths in identifying students' difficulties in learning activities, questioning, observation, and the development of educational topics. However, there is room for improvement in areas such as recognizing difficulties in communication and self-awareness activities, enhancing empathy skills, refining instructional and feedback skills, and strengthening the creation and maintenance of psychological counseling records. The nuanced analysis provided by these scores can inform targeted professional development efforts to enhance the overall ability to advise and support students in their educational endeavors.

4 DISCUSSION

The self-assessment results provide a nuanced and insightful examination of primary school teachers’ competencies in advising and supporting students in educational activities. These results offer a comprehensive understanding of the strengths and areas for improvement in teachers’ abilities to guide students through their educational journey. They highlight the importance of effective communication, adaptability, and knowledge of pedagogical strategies in fostering student success. Structured around three key components—identification of psychological difficulties, application of consulting and support skills, and development of educational topics—the assessment sheds light on individual proficiencies crucial for effective student guidance (Council, 2012; Messick, 1984; Romasz et al., 2004). These findings emphasize the need for ongoing professional development and training for teachers to enhance their skills in student guidance. By continuously updating their knowledge and techniques, teachers can better address the diverse needs of their students and provide tailored support. Furthermore, the assessment underscores the significance of a holistic approach to student guidance, considering both psychological and educational aspects to create a comprehensive support system.

In the first component, focused on identifying psychological difficulties, the overall mean score highlighted commendable proficiency. A closer examination revealed a notable strength in recognizing challenges related to learning activities. However, areas for potential improvement surfaced in communication difficulties and self-awareness
challenges. These findings align with broader educational discussions emphasizing the role of educators in addressing academic hurdles faced by students (Dimitropoulos et al., 2022; Friend et al., 2010). These findings suggest that while students demonstrate strong awareness of learning challenges, they may require additional support in effectively communicating their needs and developing self-awareness. It is crucial for educators to prioritize interventions and strategies that address these areas, ultimately promoting academic success and well-being among students. Transitioning to the second component, centered around consulting and support skills, the overall mean score indicated a moderate proficiency. Noteworthy strengths were observed in questioning and observation skills, indicating a robust ability to engage with students effectively. However, the lower mean score in empathy skills signals a potential area for improvement, emphasizing the pivotal role of teacher empathy in fostering positive student-teacher relationships (Goroshit & Hen, 2016; Xiang et al., 2022). Developing strong empathy skills is crucial for teachers as it helps them understand and connect with their students on a deeper level. By improving their empathy skills, teachers can create a supportive and inclusive classroom environment where students feel valued and understood (Lehohla & Hlalele, 2012; Salend, n.d.). This can lead to better student engagement, increased motivation, and ultimately, improved academic outcomes. Therefore, investing in training and professional development opportunities focused on enhancing empathy skills could greatly benefit teachers in their role as educators. The third component, focusing on the ability to develop educational topics, garnered the highest mean score, indicating a strong capability in formulating topics contributing to effective student guidance and support (Cassidy, 2006; Council, 2012). This finding suggests that teachers are already skilled in creating educational content that supports student learning. However, by further investing in training and professional development opportunities that specifically target the development of empathy skills, teachers can enhance their ability to connect with students on a deeper level and create a more inclusive and supportive learning environment. Additionally, research has shown that teachers who possess strong empathy skills are more likely to effectively address individual student needs and provide personalized instruction, leading to improved academic outcomes for all students (Meyers et al., 2019). This aligns with literature emphasizing the importance of tailored educational interventions in facilitating student learning.
In synthesis, the self-assessment results unveil commendable strengths in the identification of students’ difficulties in learning activities, questioning, observation, and the development of educational topics. However, the results also illuminate areas for improvement, including communication and self-awareness challenges, empathy skills, instructional and feedback proficiency, and the creation and maintenance of psychological counseling records. These findings suggest that while the self-assessment process is effective in identifying students’ difficulties and facilitating the development of educational topics, there is a need for further training and support in areas such as communication, empathy, and record-keeping. By addressing these areas of improvement, educators can enhance their overall effectiveness in providing holistic support to students (Hilton, 2020). Additionally, ongoing professional development opportunities can help educators continuously improve their instructional and feedback skills, leading to better student outcomes (Ramani et al., 2019; Vadivel et al., 2021). This nuanced analysis serves as a foundation for informed and targeted professional development efforts, offering valuable insights into the multifaceted landscape of advising and supporting students in primary education. The findings contribute to ongoing discussions on effective teaching strategies, student-teacher relationships, and the broader context of primary education. Furthermore, this research can inform policy decisions and curriculum development at the institutional and national levels. By understanding the specific needs and challenges faced by educators in primary education, stakeholders can work towards creating a supportive and conducive learning environment for both teachers and students (Don et al., 2021; Kilag et al., 2023). Additionally, the insights gained from this analysis can also be shared with other educators, fostering a collaborative culture of continuous improvement in the field of primary education.

The self-assessment results of primary school teachers' competencies in advising and supporting students in educational activities carry significant implications for both professional development initiatives and the broader educational context. The nuanced analysis provides valuable insights that can inform targeted interventions and enhancements in teaching practices. The identified areas for improvement, such as communication and self-awareness challenges, empathy skills, instructional and feedback proficiency, and record-keeping, suggest specific focus areas for tailored professional development programs. Workshops, training sessions, or mentorship programs could be designed to address these gaps, fostering continuous improvement among teachers.
A Ability to advise and support students in educational activities of primary school teachers (Knight & Skrtic, 2021; Lupton & O’Sullivan, 2020). Furthermore, the lower mean score in empathy skills highlights an area with potential for growth. Acknowledging and addressing the importance of empathy in teacher-student interactions can enhance the quality of relationships in the classroom, contributing to a positive and supportive learning environment (Gutierrez & Buckley, 2019; Poling et al., 2022). Given the moderate proficiency in instructional and feedback skills, there is an opportunity to explore and integrate evidence-based instructional strategies into teaching practices. This could involve incorporating active learning techniques, formative assessments, and timely feedback mechanisms to enhance the overall learning experience for students (Irons & Elkington, 2021). Additionally, the moderate expression in communication difficulties suggests a need for targeted efforts to enhance teachers' communication skills. Workshops, role-playing exercises, and strategies for fostering open and constructive communication in the classroom can contribute to clearer and more effective interactions with students (Fioravanti et al., 2022). The self-assessment process itself encourages a reflective stance among teachers. Emphasizing the importance of ongoing self-reflection can empower educators to continually assess and refine their teaching practices, promoting a culture of continuous improvement within schools (Meng, 2023). Moreover, the findings contribute to the broader educational discourse by offering insights into the specific competencies that are strong and those that require attention among primary school teachers. Policymakers and curriculum developers can use this information to tailor policies and curricula that support teachers in developing the skills necessary for effective student guidance and support.

While the self-assessment of primary school teachers' competencies in advising and supporting students in educational activities provides valuable insights, it is essential to acknowledge certain limitations inherent in the study. These limitations impact the interpretation and generalizability of the findings. One limitation lies in the reliance on self-assessment as the primary data source. Teachers’ self-evaluations may be influenced by various factors, including social desirability bias or a tendency to present oneself in a favorable light. This potential bias might impact the accuracy of the reported competencies, and the findings should be interpreted with caution in light of this inherent subjectivity (Chang et al., 2019). Another limitation pertains to the relatively small sample size from a specific geographical location—Da Nang city. The findings may not be fully representative of the broader spectrum of primary school teachers in diverse locations.
educational contexts. Caution should be exercised when generalizing the results to a more extensive and varied population of educators, as regional variations in educational practices and teacher competencies may exist. The use of a numerical scale (1 to 5) for self-assessment, while providing a quantifiable measure, poses its own set of limitations. The interpretation of what constitutes a "good" or "moderate" level of competency may vary among individuals, potentially impacting the consistency and reliability of the reported scores. Additionally, the absence of external validation measures, such as classroom observations or student feedback, limits the triangulation of data and might affect the robustness of the self-assessment results. Furthermore, the study's cross-sectional nature captures a snapshot of teachers’ perceptions at a specific point in time. Longitudinal data could offer a more dynamic understanding of how competencies evolve over time and in response to professional development initiatives. Lastly, the self-assessment did not delve into specific contextual factors that might influence teacher competencies, such as institutional support, workload, or access to professional development opportunities. Exploring these contextual elements could provide a more comprehensive understanding of the factors shaping teacher competencies.

5 CONCLUSION

The self-assessment of primary school teachers' competencies in advising and supporting students in educational activities provides a valuable snapshot of their perceived strengths and areas for improvement. The comprehensive analysis, structured around three key components, illuminates the nuanced landscape of teacher capabilities crucial for effective student guidance. The study's findings underscore commendable proficiencies in identifying students' difficulties in learning activities, questioning, observation, and the development of educational topics. However, the results also shed light on opportunities for growth, including communication and self-awareness challenges, empathy skills, instructional and feedback proficiency, and the creation and maintenance of psychological counseling records. These insights not only inform targeted professional development initiatives but also contribute to the ongoing discourse on effective teaching strategies and student support in primary education. As educators, administrators, and policymakers collaboratively address these identified areas, the study serves as a foundation for fostering continuous improvement and enhancing the overall quality of teaching and support for students in primary education.
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