

Training Teachers' Capacity to Detect Student Psychological Difficulties - A Case Study in the Northern Mountainous Region of Vietnam

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Abstract

In recent years, the issue of fostering the ability to detect students' psychological difficulties for secondary school teachers has begun to receive attention from educational management levels. However, the effectiveness of this activity is still limited. During the consulting process, many teachers only rely on their own experience without adequate knowledge and skills to identify students' psychological difficulties, because there are still cases where timely support is not provided. This requires managers to pay due attention to the training of teachers in the ability to detect psychological difficulties in students. This study shares the results of a survey on the current state of student psychological difficulties, the ability to early detect psychological difficulties in students, and fosters the ability to early detect psychological difficulties in students for secondary school teachers. base in the northern mountainous region of Vietnam. From there, identify the advantages and limitations in fostering the capacity to early detect psychological difficulties in students for teachers of secondary schools in the northern mountainous region of Vietnam.

Keywords: Training Teachers' Capacity, Detect Psychological Difficulties, Psychological Difficulties, Secondary School, Teachers.

INTRODUCTION

Schools act as providers of mental health services for children and adolescents (Adelman & Taylor, 2009; Burns, B. J., Costello, E. J., Angold, A., Tweed, D., Stangl, D., Farmer, E. M., & Erkanli, 1995; Franklin et al., 2012; Hoover & Bostic, 2021). Response to Intervention (RTI) is a multi-layered approach to early identification and support of students with learning and behavioral needs. This RTI process starts with high-quality instruction and universal screening of all students in the general education classroom (Durlak et al., 2011; Fuchs et al., n.d.). Teachers can play a central role in implementing strategies and interventions rooted in the RTI framework (Franklin et al., 2012). Early detection of students' school difficulties is seen as a solution to promote the success of mental health services in schools (Weist et al., 1999). In the field of education, capacity building for teachers has emerged as an important aspect, aimed at improving the skills and knowledge of educators because “capacity development is the process through which individuals and the organization improves and maintains the skills, knowledge, tools, equipment and other resources needed to perform its work competently or at a higher level of competence (Kumari, 2022). Kansanen (2003) also commented: "The key to success is not how much money the government invests, on the contrary, success is in the human factor." Therefore, the work of fostering teacher capacity, including training Nurturing teachers' ability to early detect psychological difficulties in students is one of the necessary tasks, with theoretical and practical significance (Moon et al., 2003).

In Vietnam, in 2017, the Ministry of Education and Training issued Circular No. 31/2017- BGDDT on implementing psychological counseling for students in high schools (Vietnam Ministry of Education and Training, 2017). The Ministry of Education and Training has issued many guiding documents to increase psychological support and counseling for schools. Many psychological problems such as stress, anxiety disorders, behavioral disorders, depression, mental health problems, and school psychology have not been supported properly and have not met the requirements. Paying attention to research and consulting to support school psychology is becoming urgent not only for the Vietnamese Education and Training industry but also the responsibility of research agencies, state management agencies and others. all society. Vietnamese teachers have good capacity in teaching subjects but often have limitations in the basic competencies necessary to carry out psychological counseling for students, including the ability to early detect psychological difficulties.

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effectively manage students for many reasons, especially teachers in rural and remote mountainous areas in the northern mountainous region of Vietnam. Therefore, it is necessary to have solutions to foster and improve this capacity for teachers.

This study shares the results of a survey on the current state of student psychological difficulties, the ability to early detect psychological difficulties in students, and fosters the ability to early detect psychological difficulties in students for secondary school teachers base in the northern mountainous region of Vietnam.

METHODS

The research is designed based on the following methods:

Anket survey method: We designed 02 questionnaire forms for 2 target groups:

For managers and teachers: we use 01 questionnaire form (closed questions and open questions) in which the survey questionnaire includes 13 questions.

For the survey on students: the questionnaire includes 8 open-ended questions and 1 question assessing the current state of students' psychological difficulties and the current state of teachers' ability to early detect psychological difficulties in students.

Data Processing Methods

Use the method to calculate the weighted average value according to the formula:

$$\bar{x}_j = \frac{\sum_{i=1}^n f_i x_i}{\sum_{i=1}^n f_i}$$

The survey is designed with 3 options and corresponding scores:

Difficult/Important/Good/regular/Influential = 3 points

Little difficulty/Less importance/Moderate/Sometimes/ Little impact = 2 points

Not difficult/Not important/Not good/Never/No impact = 1 point

The value of the distance between levels is determined as: $(3-1)/3 = 0.67$, the meaning is as follows:

The value of the distance between levels is calculated according to the plan: $(3-1)/3 = 0.66$, the meaning is as follows: $1 \leq \bar{X} \leq 1.66$: Low assessment level; $1.67 \leq \bar{X} \leq 2.34$: Average assessment level; $2.35 \leq \bar{X} \leq 3.00$: High assessment level

Interview method: Interviewing administrators and teachers about activities to foster the capacity to detect students' psychological difficulties for middle school teachers was surveyed to collect practical information for the topic, especially especially teachers who work as class teachers and part-time teachers in the school psychology team.

Method of summarizing practical experience: Within the limits of the topic, summarizing practical experience is mainly conducted through summarizing and evaluating the content and form of training activities; Conduct an assessment of the advantages and limitations of measures to foster the capacity to detect students' psychological difficulties for middle school teachers in the Northern mountainous region of Vietnam.

Respondents

The project conducted a survey on 196 teachers, administrators and 912 secondary school students in 5 provinces in the Northern mountainous region of Vietnam including: Lao Cai, Cao Bang, Thai Nguyen, Yen Bai, Bac Kan. Testing the process of fostering teachers' capacity to early detect psychological difficulties in

students was conducted at Yen Lang Secondary School, Yen Lang commune, Dai Tu district, Thai Nguyen province.

RESULTS

The Psychological Difficulties of Secondary School Students in the Northern Mountainous Region of Vietnam

The results of a survey of subjects about students' psychological difficulties in secondary schools in the northern mountainous region of Vietnam show all 4/4 contents. For managers, teachers rated the most difficult thing as "Difficulty in career orientation" (with mean scores of 1.77); and students rated the most difficult thing as "Difficulty in communication" (with mean scores of 1.55).

Table 1. Assessment of administrators, teachers, and students on the psychological difficulties of students in secondary schools in the northern mountainous region of Vietnam

No.	Content	Administrators, teachers (N=196)								Students (N=912)						M		
		Difficulty		Little difficulty		Not difficult		M ₁	SD ₁	Difficulty		Little difficulty		Not difficult			M ₂	SD ₂
		N	%	N	%	N	%			N	%	N	%	N	%			
1	Difficulty in learning activities	112	57,2	61	31,1	23	11,7	1,55	0,696	638	69,9	224	24,6	50	5,5	1,36	0,582	1,46
2	Difficulty in communication relationships	108	55,1	57	29,1	31	15,8	1,61	0,747	563	61,7	198	21,7	151	16,6	1,55	0,761	1,58
3	Difficulty in personal development	98	50,0	72	36,7	26	13,3	1,63	0,707	667	73,1	211	23,2	34	3,7	1,31	0,536	1,47
4	Difficulty in career orientation	87	44,4	68	34,7	41	20,9	1,77	0,775	598	65,6	232	25,4	82	9,0	1,43	0,653	1,60
	OVERALL AVERAGE SCORE							1,64								1,41		1,53

When we observed students in group activities and experiential activities, we noticed that they were still quite shy and self-conscious when talking and orienting their own values. Many children have not yet integrated with their friends and are still shy and shy. Through in-depth interviews, T.M.V student, 6th grade student, Nong Thuong School, Bac Kan, Vietnam expressed: "I come from another village to study at a commune school so I have no friends, in class are all friends from the same village." together, knowing each other from before. Many times I want to play with my friends but they all have groups, I don't know which group to join." When finding out the reason, Ms. D.T.T.G - Teacher of De Tham Secondary School, Cao Bang, Vietnam said: "Students of secondary school age often have many complex psychological and physiological developments, making it difficult to control personal emotions. , so it directly affects children's lives and studies. Children are starting to enter puberty so they are still under strong academic pressure, so not being able to adapt in time causes them to encounter many difficulties.all create for middle school students a feeling of anxiety and insecurity rather than satisfaction and peace of mind in life."

To learn more deeply, we interviewed Mr. T.M.D - Teacher of Bac Lenh Secondary School, Lao Cai, Vietnam to share the difficulties of students' career orientation: "The problem of career orientation of secondary school students is the issues of Personal psychology, at middle school age, their understanding of the profession is limited, they have not properly evaluated their own abilities, that is why after graduating from middle school, they often go to high school. Studying at a vocational school and choosing a profession are all difficulties and concerns for some students. Those psychological barriers are expressed through three aspects of students' awareness, attitude and behavior. As for the students, H.V.D - an 8th grade student at Yen Lang Secondary School, Thai Nguyen, Vietnam shared: "Currently, I only focus on studying three main subjects: Math, Literature and Foreign Language to can pass the 10th grade entrance exam. I only think about having to go to high school, but I don't know what career is suitable for me." L.M.H, grade 7, De Tham Secondary School, Cao Bang, Vietnam expressed: "I feel that I am still too young and cannot have a clear career orientation. For

now, I'll just keep studying, then when I take the high school exam, if I don't pass the public school exam, my parents will probably send their child to a private school, accepting high tuition fees. If you can't pass a private school, then go to a vocational school." Another sharing from V.M.H, grade 9 at Yen Binh Town Secondary School, Yen Bai, Vietnam: "I'm wondering whether after finishing 9th grade, I should quit school and work for a company to make money or continue studying to high school. In my commune, many recruitment announcements only require a secondary school diploma to work for a company."

Thus, it can be seen that students in secondary schools in the northern mountainous region of Vietnam still have certain difficulties in learning, communication, career orientation, and personal development. This situation also poses a challenge for each administrator and teacher in helping and supporting students, so how to help, advise, and support students effectively, how to detect promptly and correctly difficulties of students, this requires teachers to have knowledge and skills. Therefore, it is also important and necessary to equip teachers with the ability to advise and support students in general, including the ability to evaluate students' psychological abilities.

Current Status of Secondary School Teachers' Ability to Early Detect Psychological Difficulties in Students

The survey results found: Surveyed administrators, teachers, and students assessed the current status of secondary school teachers' ability to early detect mental illness in students in the northern mountainous region of Vietnam only at an average level (with mean scores of 1.83).

About knowledge: According to the assessment of administrators and teachers, the content "Knowledge about difficult issues that students often encounter (in learning; communication; emotional life; career orientation" (with mean scores of 1, 85) is the highest, however "Knowledge about social issues related to students" (with mean scores of 1.62) is the lowest.

As for the students, they think that the majority of teachers understand "Easy to teach students' physiology and intelligence" (with mean scores of 1.78). But they do not really have "Knowledge about difficult issues that Students often encounter problems (in study; communication; emotional life; career orientation" (with mean scores of 1.66).

To understand this profound issue, we discussed with Mr. T.H.P - Teacher of Yen Lang Secondary School, Thai Nguyen, Vietnam. Vietnam said: "According to the current general education program, there is a lot of difficult knowledge, We are afraid that students will not understand, so when teaching in class, we try to spend time analyzing and solving problems so that students can achieve the lesson, so there is hardly enough time to organize student discussion groups. If group assignments are given to students, only a few students actively complete them. That's why the teachers are not proactive when they detect students' learning difficulties." Student M.H.L, grade 7, De Tham Secondary School, Cao Bang, Vietnam shared: "I see that the teachers are also very interested and enthusiastic. love to support us, but sometimes I feel that teachers don't really understand what we want and need. Not everyone is the same, we are different."

Thus, teachers are also facing certain difficulties when identifying impedances and traps that students are encountering, especially when theory may not be the same as reality. It can be seen that, in order to support students well, forming knowledge for teachers that is appropriate to the reality of students' psychological life is content that needs to be given attention by teachers and school administrators.

Regarding skills: the subjects rated it with average score: 1.70, in which the most difficult skill is "Skill for designing tools to assess psychological difficulties" with mean scores of 1.29 and 1.59, This problem is shown in the stages of assessing and measuring each child's psychology when teachers detect difficulties, the tools are simple to use, many teachers have not updated the measurement tools, and the teachers themselves do consulting work. This is a concurrent role so it is not effective. In addition, other skills are still limited such as "Skills in using tools" (with mean scores of 1.56 and 1.76) and "Skills for analyzing assessment results" (with mean scores of 1.64 and 1.69). During the interview process, we also received comments from teachers about the causes of this situation as follows: "Actually, currently, to identify what difficulties students are facing, according to their experience, I also have some idea, but what tools to use to determine whether our intuition

is correct or how to organize the tools to confirm the problem students are facing is our obstacle. We have been trained, but the training time is short, so sometimes we ride a rocket to see flowers, but we don't have time to remember and understand to return to work for the students" (Ms. T.T.B, teacher who also serves as the consulting team Yen Lang Secondary School, Thai Nguyen, Vietnam, Vietnam). This sharing also suggests that the design of training content should be long enough for teachers to understand and practice.

Regarding attitude and behavior: the subjects rated it with mean scores of 2.04. When we research activity products such as subject lesson plans (experiential activities, career guidance; natural sciences; social sciences, etc.) and collective activities, we see that few teachers take notes. Difficulties in attitudes and qualities of participating students. Observing more consulting activities of teachers at De Tham Secondary School, Cao Bang, Vietnam, when we discovered that 7th grade students had difficulty learning Literature, we found that the teachers were very gentle, respectful, and listened and shared. difficulties of students, but patience is still low, because the group of students is large, many students come from different family situations, and the educational level in mountainous areas is limited, so teachers have the most difficulty.

Thus, administrators need to continue to thoroughly educate teachers about continuing to participate in training activities to early detect psychological difficulties of students, focusing on all three component competencies: knowledge, skills and attitude.

Table 2. Assessment of administrators, teachers, and students on the current situation of the ability to early detect students' psychological difficulties of secondary school teachers in the northern mountainous region of Vietnam

No.	Content	Administrators, teachers (N=196)								Students (N=912)						M			
		Not good		Average		Good		M ₁	SD ₁	Not good		Average		Good			M ₂	SD ₂	
		N	%	N	%	N	%			N	%	N	%	N	%				
1	Knowledge							1,77									1,74		1,75
	Knowledge of social issues relevant to students	95	48,5	81	41,3	20	10,2	1,62	0,665	409	44,8	319	35,0	184	20,2		1,75	0,768	1,69
	Psychological and physiological characteristics and ages of students	80	40,8	79	40,3	37	18,9	1,78	0,743	273	29,9	565	62,0	74	8,1		1,78	0,577	1,78
	Knowledge about difficult issues that students often encounter (in learning; communication; emotional life; career orientation)	48	24,5	130	66,3	18	9,2	1,85	0,561	374	41,0	473	51,9	65	7,1		1,66	0,606	1,76
	Knowledge of principles, methods, forms, and tools used in consulting and supporting students	47	24,0	140	71,4	9	4,6	1,81	0,499	292	32,0	544	59,7	76	8,3		1,76	0,590	1,79
2	Skills							1,66									1,73		1,70
	Skills to identify students' difficulties	37	18,9	131	66,8	28	14,3	1,95	0,576	318	34,8	389	42,7	205	22,5		1,88	0,747	1,92
	Skills in designing tools to assess psychological difficulties	154	78,5	27	13,8	15	7,7	1,29	0,601	464	50,9	356	39,0	92	10,1		1,59	0,666	1,44
	Skills in using tools	104	53,0	75	38,3	17	8,7	1,56	0,650	270	29,6	590	64,7	52	5,7		1,76	0,544	1,66

No.	Content	Administrators, teachers (N=196)								Students (N=912)						M		
		Not good		Average		Good		M ₁	SD ₁	Not good		Average		Good			M ₂	SD ₂
		N	%	N	%	N	%			N	%	N	%	N	%			
	Skills in analyzing assessment results	86	43,9	95	48,4	15	7,7	1,64	0,621	313	34,3	568	62,3	31	3,4	1,69	0,531	1,67
	Skills in using results to advise and support students	52	26,5	118	60,2	26	13,3	1,87	0,618	271	29,7	605	66,3	36	4,0	1,74	0,520	1,81
3	Attitude							2,13								1,95		2,04
	Have a positive and goodwill attitude (respect, love students, share, sympathize, etc.)	26	13,3	105	53,6	65	33,1	2,20	0,653	72	7,9	807	88,5	33	3,6	1,96	0,337	2,08
	Maintain the ethical qualities of the consultant	16	8,2	153	78,0	27	13,8	2,06	0,466	95	10,4	789	86,5	28	3,1	1,93	0,360	2,00
	OVERALL AVERAGE SCORE																	1,83

Current Status of Fostering the Ability to Early Detect Psychological Difficulties in Students for Secondary School Teachers in the Mountainous Areas of Northern Vietnam

Subjects assessed the current state of implementing the goal of early detection of psychological difficulties among secondary school teachers in the northern mountainous region of Vietnam at an average level (with mean scores of 1.96).

Table 3. Assessment of administrators and teachers on the current status of implementing the goal of fostering the ability to detect students' psychological difficulties for secondary school teachers in the northern mountainous region of Vietnam

No.	Content	Administrators, teachers (N=196)								M	SD
		Not good		Average		Good		M	SD		
		N	%	N	%	N	%				
1	Help teachers have basic knowledge about early detection of psychological difficulties, improve the ability to solve difficulties for students, apply methods and skills to early detect psychological difficulties for students	56	28,6	116	59,2	24	12,2	1,84	0,619		
2	Help teachers implement content to ensure early detection of students' psychological difficulties such as advising on learning, self-worth, career guidance, and communication for students.	42	21,4	123	62,8	31	15,8	1,94	0,609		
3	Improving the effectiveness of school psychological counseling to improve counseling results, contributing to improving student personality, meeting the current educational reform context.	37	18,9	119	60,7	40	20,4	2,02	0,628		
4	Update core knowledge about early detection of students' psychological difficulties to develop professional capacity, flexibly apply principles to improve the quality of education and training activities	39	19,9	115	58,7	42	21,4	2,02	0,644		
	OVERALL AVERAGE SCORE							1,96			

All 4/4 training goals were rated by customers at mean scores of 1.84-2.02, of which 71-81% of comments reached the average level. average or more. Through studying the school's products and activities, we found that administrators have deployed documents related to education activities and documents related to detecting and supporting students' psychological difficulties for teachers such as: Circular No. 463/MOET Regarding guidance on implementing life skills education at Early Childhood Education, General Education and Continuing Education establishments; Circular No. 04/2014 of MOET on: "Promulgation of regulations on management of life skills education activities and extracurricular educational activities"; Circular 31/2017/MOET dated December 18, 2017 on "Guidelines for implementing psychological counseling for students in high schools"; Circular 33/2018 MOET dated December 26, 2018 on "instructions for social work in schools"; Official dispatch 4252/MOET dated August 31, 2022 on "strengthening the implementation of psychological support and counseling for high school students"; Circular 20/2023/MOET "Instructions on

employment positions, structure of public employees by professional title and norms on the number of people working in general education establishments and public specialized schools” (Vietnam Ministry of Education and Training, 2017)

The reasons for achieving the average level of achieving the goals of fostering the ability to early detect psychological difficulties in students in the Northern mountainous region of Vietnam are revealed through conversations with teachers. Ms. P.T.D - Teacher of Nong Thuong Secondary School, Bac Kan, Vietnam shared: "There is still a part of teachers who have not studied documents at all levels carefully to understand the contents and activities to foster discovery capacity." early psychological difficulties of students. Some elderly teachers are still hesitant to research documents, but because it is an integrated task, there is no additional salary or allowance, so it does not stimulate teachers to actively participate. Young teachers do not have experience so they do not really understand the goal of fostering the capacity to early detect psychological difficulties in students."

Therefore, in the coming time, managers need to continue to organize activities such as conferences, seminars, and workshops to disseminate, thoroughly grasp, and propagate to teachers about the goal of fostering the capacity to detect psychological difficulties early. Students of secondary school teachers more often.

Current Status of Content Training for Early Detection of Student Psychological Difficulties For Secondary School Teachers in the Northern Mountainous Region of Vietnam

Teachers evaluate the current status of the content of Fostering the ability to early detect psychological difficulties in students of secondary school teachers in the northern mountainous region of Vietnam at an average level (with mean scores of 1.71).

Table 4. Assessment of administrators and teachers on the current status of the content of Fostering the ability to early detect psychological difficulties in students for secondary school teachers in the northern mountainous region of Vietnam

No.	Content	Administrators and teachers (N=196)						M	SD
		Often		Sometimes		Never			
		N	%	N	%	N	%		
1	Fostering knowledge: about physiological and psychological characteristics of students; about difficulties in learning activities; communication relations; self growth; career orientation; Knowledge of principles, methods, and forms of counseling to support students	21	10,7	166	84,7	9	4,6	1,94	0,387
2	Skills training: Skills to identify students' difficulties, Skills to design tools to assess psychological difficulties; Skills in using tools; Skills in using results to advise and support students	105	53,6	85	43,3	6	3,1	1,49	0,559
3	Attitude training: Fostering teachers' qualities and attitudes towards psychological counseling and supporting students so that teachers themselves are always responsible for the work they perform, always ready to help. Help students overcome psychological difficulties of middle school students	75	38,3	106	54,1	15	7,6	1,69	0,606
	OVERALL AVERAGE SCORE							1,71	

The highest score is the content "Fostering knowledge (about psychological and physiological characteristics of students; about difficulties in learning activities; communication relationships; personal development; career orientation; knowledge). awareness of principles, methods, and forms of private support for students (with mean scores of 1.94); ranked 2nd "Attitude training (Promoting teachers' qualities and attitudes towards psychological counseling and supporting students so that teachers themselves are always responsible and willing to help students overcome through psychological difficulties)" (with mean scores of 1.69); Ranked 3rd "Skill training (skills in identifying students' difficulties; Skills in designing tools to assess psychological difficulties; Skills in using tools; Skills in using results to advise still support students)" (with mean scores of 1.49). Through observing the fostering and training class organized by the Department of Education and Training of Lao Cai City, Vietnam, we found that the presenters are focusing mainly on the content of fostering students' learning difficulties more than the other contents. Other training content.

Continuing to implement the in-depth interview method, Mr. D.T.N - Teacher of De Tham Secondary School, Cao Bang, Vietnam shared: "For secondary school students, the content of subjects is much more difficult than

primary school, requiring the ability to students' creative ability, so many students have difficulty learning. In addition, in communication, some children sometimes cannot control themselves, and show negative and unhealthy expressions, leading to situations of aggression, fighting, etc., creating psychological stress; Family pressure in choosing a school or career makes children waver, confused, and even do not know how to choose a career or career group that is suitable for themselves, etc. These problems affect children's spirit, some children even feel very stressed, depressed, and stuck.". Ms. N.A.N - teacher at Yen Lang Secondary School, Thai Nguyen, Vietnam, expressed: "In my class there is a student who is like an hyperactive student. He talks constantly, then while sitting to study, he climbs up. window, then tease and destroy you. When I talked to parents, they said their children were just hyperactive, but I didn't know how to make parents understand and coordinate with teachers and schools to take their children for medical examinations. The department has the expertise and the school also has additional support solutions for her. But it's very hard for the girls and boys to shout at each other like this."

The above practical issues have not really been transformed into the content of fostering the capacity to early detect psychological difficulties of students of secondary school teachers in the mountainous areas of Northern Vietnam, leading to a situation of consulting and supporting students also not as effective as expected.

Current Status of Methods of Fostering the Capacity to Early Detect Psychological Difficulties in Students of Secondary School Teachers in the Northern Mountainous Areas of Vietnam

Survey results show that teachers evaluate the current status of the content of fostering the capacity to early detect psychological difficulties in students of secondary school teachers in the mountainous region of Northern Vietnam at an average level (with mean scores of 1.71).

Table 5. Assessment of administrators and teachers on the current status of methods of fostering the capacity to early detect psychological difficulties in students for secondary school teachers in the northern mountainous region of Vietnam

No.	Method	Administrators and teachers (N=196)						M	SD
		Often		Sometimes		Never			
		N	%	N	%	N	%		
1	Presentation method	108	55,1	75	38,3	13	6,6	1,52	0,620
2	Group discussion method	91	46,4	94	48,0	11	5,6	1,59	0,596
3	Method of solving situations	109	55,6	73	37,3	14	7,1	1,52	0,628
4	Practice and training methods	106	54,1	75	38,3	15	7,6	1,54	0,635
5	Self-study method	112	57,2	72	36,7	12	6,1	1,49	0,612
OVERALL AVERAGE SCORE								1,53	

In which "Presentation method", "Situation solving method", "Practice method" and "Self-study method" are methods performed regularly with a frequency of over 50 hours. %. Through discussion, we learned: "The school has proposed training methods for the reporter that are both logical and scientific and must be consistent with the characteristics of teachers and students in the area, helping teachers perfect their development capacity." Early detection of teachers' psychological difficulties in students" (Opinion of Ms. P.T. V - Teacher of Bac Lenh Secondary School, Lao Cai, Vietnam). When conducting training for managers, reporters are required to implement methods that help teachers absorb the most useful information. In addition, the short training time makes the provision of information effective, so the This method is very selective.

In-depth interview with Mr. P.V.K - Teacher of Yen Binh Secondary School, Yen Bai, Vietnam shared: "There are reporters who have not innovated training methods, have not strengthened the organization for students to exchange, discuss, and ask questions. Situations with students to develop their abilities, still only one-way communication. Project methods, problem solving, and hands-on experience are rarely put into practice; Teachers' self-research and training are not really effective because the issues of electronic learning materials, libraries, information technology infrastructure, and data are not yet met. Reality shows that teachers have tried very hard to use methods to help students solve difficult psychological problems, but they themselves must really understand the nature of the problem to be effective results.

In general, in the process of fostering the capacity to early detect psychological difficulties in students for teachers of secondary schools in the northern mountainous region of Vietnam, the rapporteur has initially

applied different methods, however the level The frequency of implementation in different methods is different, but most stop at the form where the training results are not as expected. In the coming time, managers need to direct reporters to continue to use many methods, especially experiential methods, to improve the effectiveness of training.

Current Status of Secondary School Teachers' Capacity to Early Detect Psychological Difficulties in Students in the Northern Mountainous Region of Vietnam

Surveyed teachers assessed the current status of the form of training for early detection of students' psychological difficulties of secondary school teachers in the northern mountainous region of Vietnam to be at a low level (with mean scores of 1.60)

Table 6. Assessment of managers and teachers on the current status of capacity training forms for early detection of psychological difficulties students for secondary school teachers in the northern mountainous region of Vietnam

No.	Form	Administrators and teachers (N=196)						M	SD
		Often		Sometimes		Never			
		N	%	N	%	N	%		
1	Focused training	134	68,4	50	25,5	12	6,1	1,38	0,599
2	Unfocused training	113	57,7	62	31,6	21	10,7	1,53	0,682
3	Direct training	136	69,4	42	21,4	18	9,2	1,40	0,652
4	Indirect training	76	38,8	85	43,4	35	17,8	1,79	0,725
5	Self-improvement	60	30,6	92	46,9	44	22,5	1,92	0,726
	OVERALL AVERAGE SCORE							1,60	

Among them, the forms of implementation on a regular basis are "concentrated care" (accounting for 68.4%); "Direct care" (accounting for 69.4%) and "non-central care" (accounting for 57.7%). When interviewing Ms. P.T.D - Teacher of Nong Thuong, Bac Kan, Vietnam, she shared: "Some of these forms are highly appreciated as being suitable for the characteristics of the school teacher's situation. With centralized forms of training such as those organized by Departments and Divisions, they always achieve better results, because then teachers are summoned to focus only to carry out training activities, within the time period that has been announced in advance, so there are arrangements for other tasks to carry out the training activities. Direct forms of care such as through professional activities, through consulting and supporting colleagues are very effective."

In which the forms of implementation are sometimes "indirect business" (accounting for 43.4%); "Self-care" (accounting for 46.9%). The Covid -19 epidemic has greatly affected business activities, face-to-face business forms have been replaced by online forms. This change in the form of teaching creates many difficulties for teachers such as: IT knowledge, software operating skills; Internet signal... However, these difficulties have forced a part of teachers who are conservative and lazy to change to have to self-study, self-research, and develop their own information technology knowledge and skills to be able to catch up. promptly required to perform tasks in the context of an epidemic outbreak. During an in-depth interview, Ms. D.T.L - De Tham Secondary School, Cao Bang, Vietnam added: "We teach in different grade levels, so organizing centralized education will be very difficult, especially during an epidemic." During an outbreak, appropriate teaching methods must still be flexibly organized, both to ensure teaching according to plans and programs and to prevent epidemics. If general education by learning from the experiences of other schools is not effective due to the different characteristics of students in different schools, between teachers teaching different grade levels, group discussions on an issue usually focus on only a few teachers. she, not all group members; You can visit the model but must apply it flexibly at your school. Many teachers cannot arrange the time or funding, so many teachers self-sufficiently participate in outside educational activities (such as buying courses online).

In teacher training activities, most forms are carried out in two steps: training core teachers locally and mass training core teachers for teachers at the grassroots level. The training step for core teachers focuses on training classes. However, the second step can be completely assigned to the school unit to actively organize it to suit

the circumstances and conditions of each unit. Teachers can proactively spend time and money to research content, forms and training methods in a flexible and effective way. Mr. L.G.B, teacher at Yen Binh Town Secondary School, Yen Bai, Vietnam shared: "Math and Literature teachers are still better. We are Music teachers, currently we also have to participate in inter-school teaching, but when we schedule a training trip, we have to take time off from teaching and there is no one to teach us to make up for it, so when we return, it is very difficult to schedule. make up lessons for students."

Thus, activities to foster the capacity to early detect psychological difficulties in students for teachers of secondary schools in the northern mountainous region of Vietnam have been carried out in many different forms, however the level of use of these forms is limited. This is only at a low level and the effectiveness is not as expected. This is also a problem for the Education Department and management staff of each school to pay attention to applying forms of education to better suit the requirements and conditions of teachers.

Current Status of Factors Affecting the Ability to Early Detect Psychological Difficulties in Students for Teachers of Secondary Schools in the Northern Mountainous Region of Vietnam

The factors considered to be the most influential are "The management capacity of the Head of Education and Training Department and the Principal" (143/196 choices, accounting for 73.0%). When interviewing Mr. D.V.Q - Principal of Yen Lang Secondary School, Thai Nguyen, Vietnam, Vietnam said: "Subjective factors are important factors that determine the success of school education work, especially is a factor that belongs to the management capacity of the Head of Education and Training Department, the principal is the most decisive factor in the quality, progress, and effectiveness of education. If the administrators have a great heart and vision, the effectiveness of this work will be great, but if the administrators are superficial and do enough according to the superiors' requirements, teachers really cannot change their ability to detect students' psychological difficulties early. This is a very difficult health problem, requiring managers to be dedicated to help teachers improve their capacity, improve students and provide timely counseling for psychological difficulties.

Table 7. Assessment of the current status of factors affecting early detection of mental illness in students for teachers of secondary schools in the northern mountainous region of Vietnam

No.	Factors	Administrators and teachers (n=196)							
		Influence		Normal		No influence		M	SD
		N	%	N	%	N	%		
1	Documents on regulations and guidance of the industry on requirements for teachers' capacity to perform psychological counseling for students	110	56,1	86	43,9	0	0	1,44	0,498
2	Economic, cultural and social conditions of the locality	91	46,4	105	53,6	0	0	1,54	0,500
3	Management capacity of the Head of Education and Training Department and the Principal	143	73,0	53	27,0	0	0	1,27	0,445
4	Training needs, qualities and capacities of teachers to carry out consulting and support work for secondary school students	126	64,3	70	35,7	0	0	1,36	0,480
5	Conditions on facilities and teaching equipment for training activities	101	51,5	95	48,5	0	0	1,48	0,501
OVERALL AVERAGE SCORE								1,42	

Thus, in the management process, managers are influenced by many different factors. That is why managers must flexibly take advantage of factors to help the management process go smoothly and successfully for the school.

DISCUSSION

Advantage

Through surveying the current situation, we found: The majority of school administrators and teachers are aware of the goal and role of capacity building activities to early detect psychological difficulties for teachers.

The content of the capacity training early detection of student mental illness for teachers in secondary schools is relatively consistent with the needs of teachers and the difficult realities of students. Methods and forms of capacity building for early detection of students' mental illness have been diversified, partly promoting the active participation of teachers.

Limitation

However, the local economic, cultural and social conditions still have many difficulties typical of the northern mountainous region of Vietnam, so the implementation and access to training activities are still inadequate. There is still a part of administrators and teachers who are not fully aware of the goal of early detection of psychological difficulties of students in schools, so they have not actively participated in general activities and fostering the capacity for early detection. psychological difficulties of students in particular. The components of the capacity training process for early detection of psychological difficulties for teachers have not been implemented consistently and effectively, so the early detection of psychological difficulties of students only solves immediate problems. , is still heavy on form, lacking macro scope and depth.

Cause of Existence, Limitation

Learning about the causes of the above problems and limitations, it can be seen that: On the part of school administrators: sometimes they are not strict, do not regularly check and monitor teachers' educational activities to ensure quality. quantity is not guaranteed. The stage of checking and urging BD work is sometimes still formal; On the part of teachers: The proactive participation in education in a part of teachers is still not high; Some teachers do not fully see the importance of capacity training activities to detect students' psychological difficulties early; Facilities, reference books on students' psychological characteristics, tools for screening and assessing students' psychological difficulties are few in number, the types are not rich, and are not synchronized, making them effective in education. The ability to early detect psychological difficulties in students is not high.

CONCLUSION

The majority of administrators, teachers and students are aware of the importance of capacity training activities to detect early psychological difficulties for teachers in secondary schools in the mountainous region of Northern Vietnam. Management staff of the Department of Education and schools have directed the implementation of content, methods and forms of capacity training for early detection of psychological difficulties for teachers in accordance with the goals of improving the quality of education. born.

the work of training capacity to assess students' psychological difficulties for school teachers has initially been integrated into activities to foster consulting capacity and support students in teaching and education. . However, the implementation process still has limitations related to the management of training activities, which is sometimes not strict, and the teachers' training activities are not regularly inspected and monitored, so the quality is not guaranteed. . The stage of checking and urging BD work is sometimes still formal. The proactive participation in education in a part of teachers is still not high; Some teachers do not fully see the importance of capacity training activities to detect students' psychological difficulties early. Facilities, reference books on students' psychological characteristics, tools for screening and assessing students' psychological difficulties are few in number, the types are not rich, and are not synchronized, making them effective in education. The ability to early detect psychological difficulties in students is not high. The local economic, cultural and social conditions still have many difficulties, typical of the northern mountainous region of Vietnam, so the implementation and access to training activities are still inadequate. Therefore, the effectiveness of capacity training for early detection of psychological difficulties for teachers is not as expected.

The above survey results are important practical bases for the research team to design processes and measures to foster the ability to early detect students' psychological difficulties for teachers in secondary schools in the northern mountainous region. North Vietnam.

Limitations

This study is a horizontal survey through convenience sampling in secondary schools in 5/14 provinces in the mountainous region of Northern Vietnam. In the future, we expect to conduct another quantitative study with a larger sample size of secondary school teachers in 6 socio-economic regions of Vietnam, including: Northern midlands and mountainous regions of Vietnam, Red River Delta Region, North Central and Central Coast Region, Central Highlands Region, Southeast Region and Mekong Delta Region to test hypotheses and compare variables related to geographical location, experience, gender, etc...

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