EXPLORATORY EDUCATIONAL INITIATIVES ENHANCING PRIMARY SCHOOL TEACHERS’ ABILITY TO GUIDE AND ASSIST STUDENTS IN LEARNING ACTIVITIES

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ABSTRACT

Purpose: This study investigates measures to develop primary school teachers’ capacity to advise and support students in educational activities.

Methods: The research involved expert opinion surveys, pedagogical experiments, and practical case evaluations with 38 teachers from Da Nang City, Vietnam. Expert opinions, solicited from education managers and educational psychology lecturers, supported the necessity and feasibility of proposed measures.

Results: Pedagogical experiments demonstrated significant post-training improvements in teachers’ identification of students’ difficulties and advisory skills. Practical case evaluations showcased the model’s effectiveness in addressing students’ challenges. Quantitative analysis revealed unanimous agreement on the appropriateness and feasibility of proposed measures, while qualitative analysis highlighted teachers’ enhanced abilities in creating supportive learning environments.

Implications of research: The study underscores the importance of proactive strategies in enhancing teacher-student engagement and support mechanisms, with implications for educational practice and policy. By triangulating data from multiple sources, the research provides comprehensive insights into the impact and implications of teacher support interventions.

Originality: These findings offer valuable guidance for educators, policymakers, and researchers seeking to promote positive educational outcomes in primary school settings.

Keywords: Primary School Teachers, Student Support, Educational Activities, Pedagogical Experiments.

INICIATIVAS EDUCACIONAIS EXPLORATÓRIAS QUE MELHORAM A CAPACIDADE DOS PROFESSORES DO ENSINO PRIMÁRIO DE ORIENTAR E AJUDAR OS ALUNOS NAS ATIVIDADES DE APRENDIZAGEM

RESUMO

Objetivo: Este estudo investiga medidas para desenvolver a capacidade dos professores do ensino primário para aconselhar e apoiar os alunos em atividades educativas.

Métodos: A pesquisa envolveu pesquisas de opinião de especialistas, experimentos pedagógicos e avaliações de casos práticos com 38 professores da cidade de Da Nang, Vietnã. Opiniões de especialistas, solicitadas a gestores educacionais e professores de psicologia educacional, apoiaram a necessidade e a viabilidade das medidas propostas.

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**Resultados:** Experimentos pedagógicos demostraron mejorías significativas post-treinamento na identificação das dificuldades dos alumnos e nas habilidades de aconselhamento dos professores. Avaliações de casos práticos demonstraram a eficácia do modelo na abordagem dos desafios dos alunos. A análise quantitativa revelou um acordo unânime sobre a adequação e viabilidade das medidas propostas, enquanto a análise qualitativa destacou as capacidades melhoradas dos professores na criação de ambientes de aprendizagem favoráveis.

**Implicações da investigação:** O estudo sublinha a importância de estratégias proativas no reforço do envolvimento professor-aluno e dos mecanismos de apoio, com implicações para a prática e política educativa. Ao triangular dados de múltiplas fontes, a investigação fornece conhecimentos abrangentes sobre o impacto e as implicações das intervenções de apoio aos professores.

**Originalidade:** Estas conclusões oferecem orientações valiosas para educadores, decisores políticos e investigadores que procuram promover resultados educativos positivos em ambientes de ensino primário.

**Palavras-chave:** Professores do Ensino Fundamental, Apoio ao Estudante, Atividades Educacionais, Experimentos Pedagógicos.

**INICIATIVAS EDUCATIVAS EXPLORATORIAS QUE MEJORAN LA CAPACIDAD DE LOS PROFESORES DE ESCUELA PRIMARIA PARA GUIAR Y AYUDAR A LOS ESTUDIANTES EN LAS ACTIVIDADES DE APRENDIZAJE**

**RESUMEN**

**Propósito:** Este estudio investiga medidas para desarrollar la capacidad de los profesores de escuela primaria para asesorar y apoyar a los estudiantes en las actividades educativas.

**Métodos:** La investigación involucró encuestas de opinión de expertos, experimentos pedagógicos y evaluaciones de casos prácticos con 38 profesores de la ciudad de Da Nang, Vietnam. Las opiniones de expertos, solicitadas a administradores educativos y profesores de psicología educativa, respaldaron la necesidad y viabilidad de las medidas propuestas.

**Resultados:** Los experimentos pedagógicos demostraron mejorías significativas posteriores a la capacitación en la identificación por parte de los docentes de las dificulidades y habilidades de asesoramiento de los estudiantes. Las evaluaciones de casos prácticos mostraron la eficacia del modelo para abordar los desafíos de los estudiantes. El análisis cuantitativo reveló un acuerdo unánime sobre la idoneidad y viabilidad de las medidas propuestas, mientras que el análisis cualitativo destacó las habilidades mejoradas de los docentes para crear entornos de apoyo al aprendizaje.

**Implicaciones de la investigación:** El estudio subraya la importancia de estrategias proativas para mejorar la participación de docentes y estudiantes y los mecanismos de apoyo, con implicações para la práctica y las políticas educativas. Al triangular datos de múltiples fuentes, la investigación proporciona información integral sobre el impacto y las implicaciones de las intervenciones de apoyo a los docentes.

**Originalidad:** Estos hallazgos ofrecen una guía valiosa para educadores, formuladores de políticas e investigadores que buscan promover resultados educativos positivos en entornos de escuela primaria.

**Palabras clave:** Maestros de Escuela Primaria, Apoyo Estudiantil, Actividades Educacionales, Experimentos Pedagógicos.

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1 INTRODUCTION

Enhancing the capacity of primary school teachers to provide effective guidance and support to students is imperative for fostering positive educational outcomes and promoting student success. Professional development opportunities and ongoing training can help teachers develop the necessary skills and knowledge to better meet the diverse needs of their students, ultimately leading to improved academic performance and overall well-being. Additionally, creating a supportive school environment that values collaboration and continuous learning can further empower teachers to make a positive impact on their students' educational journey (Alsadi et al., 2024). The quality of teacher-student interactions significantly influences student engagement, academic achievement, and socio-emotional development (Clem et al., 2021; Mahfud & Riniati, 2023; Wubbels et al., 2016). As such, there is a growing recognition of the need to invest in professional development initiatives aimed at equipping educators with the skills and knowledge necessary to meet the diverse needs of students in today's educational landscape (Scherer et al., 2020; Webster-Wright, 2009). Despite the increasing emphasis on teacher development programs, there remains a need for comprehensive evaluations to assess the impact and effectiveness of these interventions in real-world educational settings (Gadke et al., 2021; King, 2014). This introduction sets the stage for exploring the importance of teacher support interventions in primary school education, highlighting their potential benefits and the need for rigorous evaluation to inform evidence-based practice and policy decisions. By examining the current research on teacher development programs and their impact on educational outcomes, we can gain valuable insights into how best to support teachers in their professional growth. Through a thorough evaluation of these interventions, educators and policymakers can make informed decisions to enhance teaching practices and ultimately improve student learning experiences.

The effectiveness of teacher support interventions in primary school settings has garnered increasing attention from researchers and policymakers alike (Council et al., 2010). Research has shown that teacher support interventions can lead to improved student outcomes, such as academic achievement and socioemotional development. These interventions often involve providing teachers with resources, training, and ongoing feedback to enhance their effectiveness in the classroom. As highlighted by recent studies (Darling-Hammond, 2010; Klassen et al., 2011; Stronge et al., 2011), targeted measures aimed at enhancing teachers' capacity to advise and support students have shown promising outcomes in improving teacher efficacy and student outcomes (Le et al., 2024). Furthermore, teacher support interventions have
been found to be particularly beneficial for students from disadvantaged backgrounds who may face additional challenges in their academic and personal lives. By equipping teachers with the necessary tools and strategies, schools can create a more supportive and nurturing environment for all students to thrive. However, despite the growing emphasis on teacher development programs, there remains a need for comprehensive evaluations to assess the impact and effectiveness of these interventions in real-world educational settings (Gadke et al., 2021).

Addressing the diverse needs of students in primary school settings requires a multifaceted approach that encompasses both academic and socio-emotional support. This can include differentiated instruction, individualized learning plans, and access to mental health resources. Additionally, fostering a positive and inclusive school culture can help create a supportive environment for all students to thrive. According to Darling-Hammond and Cook-Harvey (2018); Hymel and Katz (2019); Soba (2021), teachers play a crucial role in identifying and addressing students' psychological difficulties, fostering positive teacher-student relationships, and creating inclusive learning environments. Furthermore, providing professional development for teachers on trauma-informed practices and social-emotional learning can enhance their ability to support students' holistic needs. Collaborating with families and community resources can also strengthen the network of support available to students both inside and outside of school. Therefore, equipping educators with the necessary skills and knowledge to fulfill these roles effectively is paramount for promoting student well-being and academic success (Barry et al., 2017). By fostering a strong partnership between schools, families, and communities, educators can ensure that students receive comprehensive support. This collaborative approach can help address the diverse needs of students and promote a positive school climate conducive to learning and growth.

Moreover, the implementation of practical case studies and real-world scenarios can provide valuable insights into the effectiveness of teacher support interventions in addressing students' challenges. By analyzing the outcomes of these interventions in various contexts, educators can refine their strategies and tailor their support to better meet the diverse needs of students. This approach can lead to more targeted and impactful support that ultimately enhances student learning and success. Crosswell and Beutel (2017); Cruz et al. (2023) emphasizes the importance of contextualized learning experiences in preparing teachers to navigate the complexities of classroom environments and tailor their support strategies to meet the unique needs of their students. By understanding the specific challenges students face in different contexts, educators can develop more effective interventions that address these issues directly. This targeted approach can result in improved academic outcomes and overall student
well-being. By incorporating practical exercises and case studies into teacher training programs, educational institutions can better prepare educators to address the diverse needs of students in primary school settings (Darling-Hammond, 2017).

Despite the potential benefits of teacher support interventions, it is essential to acknowledge the limitations and challenges associated with implementing these measures in practice. Some challenges may include lack of resources, time constraints, and resistance to change from educators. Additionally, it is important to consider the effectiveness of these interventions in different educational settings and with diverse student populations. Resource constraints, biases in evaluation methods, and limitations in generalizability may impact the validity and reliability of findings. It is crucial to conduct thorough research and evaluation of teacher support interventions to ensure their efficacy and sustainability in the long term. By addressing these challenges and limitations, educators can better tailor interventions to meet the specific needs of their students and maximize positive outcomes. Therefore, a critical examination of these factors is necessary to ensure the effectiveness and sustainability of teacher support initiatives in primary school education.

2 METHODS

2.1 PARTICIPANTS

Participants in the study included experts from various fields related to education and teacher training. Specifically, the subject asked for expert opinions from education managers of primary schools and education and training departments, as well as from lecturers at the University of Education majoring in educational psychology. In total, 12 experts were consulted for their insights and expertise on the proposed measures to develop the capacity to advise and support students in educational activities for primary school teachers.

The experimental purpose of the study was to conduct a pedagogical experiment aimed at determining the effectiveness and feasibility of several measures designed to enhance the capacity of primary school teachers to advise and support students in educational activities. This experiment sought to evaluate the practicality and impact of these measures in real-world educational settings. The experimental object of the study comprised 38 primary school teachers in Da Nang city, specifically from Nguyen Van Troi Primary School and Le Dinh Chinh Primary School. These teachers were selected to participate in the experiment to assess the applicability and effectiveness of the proposed measures in their teaching contexts. Their
insights and experiences were integral to evaluating the feasibility and potential impact of the interventions on teacher practice and student outcomes.

2.2 MEASUREMENTS

The measurements of necessity, suitability, and feasibility for each criterion were determined using a percentage-based scoring system and an overall score. Each criterion was categorized into three levels: Level 1 represented unfeasibility or insignificance, Level 2 indicated moderate necessity or suitability, and Level 3 signified high necessity or suitability. These levels were established based on predefined score ranges to ensure clear differentiation between the degrees of importance and practicality. The experimental approach focused on organizing a training program titled "Improving the Ability to Advise and Support Students for Elementary School Teachers," followed by the implementation of a model for consulting and supporting students. This initiative aimed to enhance the capacity of primary school teachers to effectively guide and assist students in educational activities. The content of the measures emphasized three primary areas: identifying students' difficulties, utilizing advisory skills, and designing experiential activities tailored to elementary school students' needs. The experimental phase involved training sessions for teachers from selected primary schools, followed by the practical implementation of the consulting and support model within their respective educational environments. To assess the impact of the experiment, multiple evaluation methods were employed, including questionnaire surveys, situational assessments, observations, interviews, and the analysis of consulting and support cases involving real primary school students. These comprehensive evaluation strategies aimed to provide valuable insights into the effectiveness and practicality of the intervention in enhancing teacher-student interactions and supporting student development.

2.3 DATA ANALYSIS

Data analysis in this study encompassed a comprehensive examination of both qualitative and quantitative data collected throughout the research process. Quantitative data, such as responses from expert opinion surveys and pre- and post-training evaluations, were subjected to statistical analysis to identify patterns, trends, and significant differences. Firstly, descriptive statistics were employed to summarize the characteristics of the data, including
measures of central tendency and dispersion. This facilitated a clear understanding of the
distribution and variability of responses across various variables.

Furthermore, inferential statistical techniques, such as t-tests was utilized to determine
the significance of differences between pre- and post-training measures, as well as to assess the
impact of the intervention on participants' knowledge, skills, and attitudes. By comparing mean
scores before and after the training program, researchers were able to ascertain the effectiveness
of the intervention in enhancing teachers' capacity to advise and support students in educational
activities. This involved a systematic process of coding and categorizing qualitative data into
meaningful themes, allowing researchers to uncover rich, context-specific information
regarding participants' perceptions, experiences, and challenges. The quantitative data analysis
techniques enabled a holistic understanding of the research findings, providing valuable
insights into the effectiveness, feasibility, and implications of the proposed measures to develop
teachers' capacity in advising and supporting students in educational activities. By triangulating
data from multiple sources, researchers were able to validate findings, enhance the robustness
of conclusions, and derive actionable recommendations for educational practice and policy.

2.4 PROCEDURES

The process of soliciting expert opinions began with the design of a structured form
aimed at gathering insights from education managers, department officials, and university
lecturers specializing in educational psychology. These forms were meticulously crafted to
elicit feedback on proposed measures intended to enhance primary school teachers' capacity to
advise and support students in educational activities. Subsequently, the documents, along with
the opinion forms, were disseminated to the identified experts, marking the commencement of
the data collection phase. Upon receiving the completed ballots, the research team proceeded
to collate and analyze the results, facilitating the extraction of valuable insights into the
perceived necessity and feasibility of the proposed measures.

The experimental organization comprised several distinct steps aimed at systematically
preparing for and executing the intervention. Initially, efforts were directed towards identifying
suitable training participants, namely, primary school teachers, and establishing agreement on
training logistics, including content, schedule, and venue. Subsequently, an experimental
program was meticulously designed, encompassing two primary content areas: knowledge and
skills related to advising and supporting students in educational activities, and the ability to
design and organize experiential activities within primary school settings. Prior to the
commencement of the experiment, an evaluation phase was undertaken, employing a combination of questionnaires, observations, and product research to assess teachers' existing capacities.

Following the preparatory phase, the training process unfolded in a structured manner, encompassing various instructional activities aimed at equipping teachers with the requisite competencies. Classroom sessions were organized to impart theoretical knowledge on advising and supporting students, alongside practical exercises focusing on experiential activity design. Collaborative group work enabled teachers to engage in scenario-based practice, developing tailored plans to address specific student needs. Furthermore, practice activities were conducted to reinforce counseling and support skills, as well as experiential activity organization proficiency among participants.

The culmination of the training program marked the onset of the evaluation phase, characterized by ongoing assessment activities conducted during and after the course. These evaluation endeavors encompassed multiple methods, including questionnaire surveys, observational assessments, in-depth interviews with teachers, and product research. By systematically evaluating teachers' comprehension and implementation of acquired competencies, the research team sought to gain comprehensive insights into the effectiveness and impact of the intervention on teacher practice and student support mechanisms.

3 RESULTS

3.1 RESULTS OF EXPERT ASSESSMENT ON MEASURES TO DEVELOP CONSULTING CAPACITY AND SUPPORT STUDENTS IN EDUCATIONAL ACTIVITIES FOR PRIMARY SCHOOL TEACHERS

The evaluation opinions regarding measures to enhance the capacity for advising and supporting students in educational activities among primary school teachers are summarized in Table 1. The assessment encompasses aspects of content, propriety, and possibility.
Table 1

Evaluation opinions on measures to develop the capacity to advise and support students in educational activities for primary school teachers

<table>
<thead>
<tr>
<th>Content</th>
<th>Propriety</th>
<th></th>
<th>Possibility</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly appropriate</td>
<td>Appropriate</td>
<td>Inappropriate</td>
<td>Mean</td>
</tr>
<tr>
<td>Building standards for teachers' consulting and student support capacity to meet current requirements</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>2.83</td>
</tr>
<tr>
<td>Developing a training program to improve teachers’ ability to advise and support students in educational activities</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>2.91</td>
</tr>
<tr>
<td>Developing models of teachers' consulting and support activities for students in educational activities at school</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>3.00</td>
</tr>
<tr>
<td>Developing regulations on responsibilities, powers, and regimes for teachers to carry out consulting and support work for students</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>3.00</td>
</tr>
<tr>
<td>Strengthening the management of teachers' testing and evaluation of consulting and support activities for students</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>2.91</td>
</tr>
<tr>
<td>Coordinating with other educational forces in implementing consulting and support activities for students and teachers</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>2.83</td>
</tr>
</tbody>
</table>

In terms of content, the development of standards for teachers’ consulting and student support capacity to align with current requirements received favorable feedback, with a mean rating of 2.83 for appropriateness and 2.91 for feasibility. Similarly, the proposition of crafting a training program aimed at enhancing teachers' advisory skills garnered positive evaluations, with mean scores of 2.91 for propriety and 2.83 for feasibility. Moreover, the notion of devising models for teachers' consulting and support activities within the school setting was deemed highly appropriate, yielding a mean rating of 3.00, while its feasibility was rated at 2.83. Furthermore, the suggestion to establish regulations outlining teachers' responsibilities,
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authorities, and operational frameworks for executing consulting and support duties received unanimous support, with mean scores of 3.00 for both propriety and feasibility. Additionally, enhancing the management of teachers' testing and evaluation of consulting and support endeavors for students was regarded favorably, with mean ratings of 2.91 for both propriety and feasibility. Lastly, the proposal to foster collaboration with other educational entities in implementing consulting and support activities garnered positive feedback, with mean scores of 2.83 for propriety and feasibility.

The evaluation highlights a general consensus on the importance and feasibility of the proposed measures aimed at augmenting teachers' capacity to advise and support students in educational activities within the primary school context. These findings underscore the significance of proactive strategies in enhancing educational outcomes through effective teacher-student engagement and support mechanisms.

Table 2 provides a detailed assessment of the training materials designed to enhance primary school teachers' capacity to advise and support students in educational activities. The evaluation examines the content, propriety, and feasibility across key aspects of the training materials.

### Table 2

**Evaluation opinions on training materials to develop the capacity to advise and support students in educational activities for primary school teachers**

<table>
<thead>
<tr>
<th>Content</th>
<th>Propriety</th>
<th>Possibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly appropriate</td>
<td>Inappropriate</td>
</tr>
<tr>
<td>Target</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Structure</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Method</td>
<td>11</td>
<td>1</td>
</tr>
</tbody>
</table>

Firstly, in terms of content, the training materials were universally perceived as highly appropriate. Each aspect—target, structure, and method—received unanimous ratings of 2.91 for appropriateness. This indicates a strong consensus among evaluators regarding the relevance and suitability of the content in addressing the specific needs and challenges faced by primary school teachers in their advisory roles. Moreover, the feedback suggests that the structure of the training materials was well-received. With ratings of 2.91 for propriety, participants expressed agreement on the organization and presentation of the materials, indicating that they are effectively designed to facilitate learning and skill development among teachers.
Additionally, the methods employed in the training materials were also highly regarded. Ratings of 2.91 for both appropriateness and feasibility suggest that participants found the instructional approaches and learning activities to be engaging, practical, and conducive to effective skill acquisition. Furthermore, the evaluation of feasibility indicates a strong belief in the practicality and achievability of implementing the training materials. With unanimous ratings of 2.91 for both the possibility and impossibility of implementation, participants expressed confidence in the feasibility of integrating the materials into teacher development programs.

The evaluation highlights a high level of confidence in the training materials’ ability to enhance primary school teachers’ capacity to advise and support students in educational activities. The positive ratings across all dimensions underscore the perceived effectiveness, relevance, and feasibility of the materials in addressing the diverse needs of educators and fostering positive outcomes in student learning and development.

3.2 RESULTS OF PEDAGOGICAL EXPERIMENTS ON MEASURES TO DEVELOP CONSULTING CAPACITY AND SUPPORT STUDENTS IN EDUCATIONAL ACTIVITIES FOR PRIMARY SCHOOL TEACHERS

The provided data offers a detailed analysis of the outcomes resulting from a specialized training program aimed at enhancing the capacity of primary school teachers to advise and support students across various educational activities. Through a comparative examination of pre-training and post-training assessments across different skill groups, the effectiveness of the program becomes evident.
Table 3
Evaluating the level of development of counseling and student support capacity in educational activities for primary school teachers after teacher training

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill group</th>
<th>N</th>
<th>Pre-training (M±SD)</th>
<th>Post-training (M±SD)</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability to identify psychological difficulties of elementary school students</td>
<td>38</td>
<td>3.11±0.83</td>
<td>4.01±0.49</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>1.1 Identifying students' difficulties in learning activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Identifying students' difficulties in communication activities</td>
<td>38</td>
<td>2.78±0.60</td>
<td>3.98±0.73</td>
<td>0.000</td>
</tr>
<tr>
<td>1.3</td>
<td>Identifying students' difficulties in self-awareness activities</td>
<td>38</td>
<td>2.60±0.55</td>
<td>4.11±0.67</td>
<td>0.000</td>
</tr>
<tr>
<td>2</td>
<td>Using skills in consulting and supporting students in educational activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1 Listening Skills</td>
<td>38</td>
<td>3.15±0.86</td>
<td>3.98±0.49</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>2.2 Questioning skills</td>
<td>38</td>
<td>2.88±0.60</td>
<td>3.96±0.63</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>2.3 Empathy skills</td>
<td>38</td>
<td>2.45±0.55</td>
<td>4.04±0.77</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>2.4 Instructional skills</td>
<td>38</td>
<td>3.01±0.73</td>
<td>4.24±0.45</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>2.5 Feedback skills</td>
<td>38</td>
<td>2.89±0.64</td>
<td>4.05±0.76</td>
<td>0.000</td>
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<tr>
<td></td>
<td>2.6 Observation skills</td>
<td>38</td>
<td>2.78±0.75</td>
<td>4.15±0.67</td>
<td>0.000</td>
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<tr>
<td></td>
<td>2.7 Skills to create and maintain student counseling and support records</td>
<td>38</td>
<td>2.68±0.95</td>
<td>4.32±0.67</td>
<td>0.000</td>
</tr>
<tr>
<td>3</td>
<td>Ability to develop educational topics to advise and support students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1 Identifying educational topics in student counseling and support</td>
<td>38</td>
<td>3.35±0.63</td>
<td>4.24±0.49</td>
<td>0.001</td>
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<td></td>
<td>3.2 Developing a plan to organize educational topics in consulting and supporting students</td>
<td>38</td>
<td>3.21±0.69</td>
<td>4.32±0.68</td>
<td>0.000</td>
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<td></td>
<td>3.3 Organizing and implementing the plan to organize educational topics in consulting and supporting students effectively</td>
<td>38</td>
<td>2.75±0.56</td>
<td>4.01±0.77</td>
<td>0.000</td>
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<td></td>
<td>3.4 Evaluating the results of organizing educational topics in consulting and supporting students</td>
<td>38</td>
<td>2.48±0.78</td>
<td>3.87±0.67</td>
<td>0.000</td>
</tr>
<tr>
<td>4</td>
<td>Ability to coordinate educational forces in advising and supporting students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.1 Identifying the forces that need to coordinate in advising and supporting students</td>
<td>38</td>
<td>3.56±0.47</td>
<td>4.18±0.49</td>
<td>0.001</td>
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<tr>
<td></td>
<td>4.2 Identifying the contents and forms of coordination of forces in advising and supporting students</td>
<td>38</td>
<td>3.14±0.68</td>
<td>4.23±0.78</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>4.3 Developing a plan to coordinate forces in</td>
<td>38</td>
<td>3.01±0.76</td>
<td>4.22±0.79</td>
<td>0.000</td>
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</tbody>
</table>
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<table>
<thead>
<tr>
<th></th>
<th>advising and supporting students</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>4.4</td>
<td>Implementing plans to coordinate forces in advising and supporting students</td>
<td>38</td>
<td>2.98±0.73</td>
<td>3.87±0.87</td>
</tr>
<tr>
<td>4.5</td>
<td>Evaluating the results of implementing the plan to coordinate forces in advising and supporting students</td>
<td>38</td>
<td>2.95±0.79</td>
<td>3.98±0.72</td>
</tr>
</tbody>
</table>

With the ability to identify psychological difficulties, with post-training, significant improvements were evident across all areas, including identifying difficulties in learning activities, communication activities, and self-awareness activities. The mean scores increased from pre-training (M = 3.11, SD = 0.83) to post-training (M = 4.01, SD = 0.49) for identifying learning difficulties, from (M = 2.78, SD = 0.60) to (M = 3.98, SD = 0.73) for communication difficulties, and from (M = 2.60, SD = 0.55) to (M = 4.11, SD = 0.67) for self-awareness difficulties. Using skills in consulting and supporting students, participants demonstrated notable enhancements in listening, questioning, empathy, instructional techniques, feedback provision, and observation skills. Mean scores improved significantly across all these skills post-training compared to pre-training. Skills to Create and Maintain Student Counseling and Support Records, Proficiency in documenting and maintaining student counseling records notably improved post-training. Mean scores rose from (M = 2.68, SD = 0.95) to (M = 4.32, SD = 0.67). With the skill of being able to develop educational topics for student support, participants exhibited improved abilities in identifying relevant educational topics, developing organized plans, effectively implementing them, and evaluating outcomes. Mean scores increased significantly across all these aspects post-training. Enhanced capabilities were observed in identifying involved entities, understanding coordination forms and contents, developing comprehensive plans, executing them effectively, and evaluating impacts. Mean scores showed significant improvements post-training.

Table 4 outlines the extent to which the trained content has been applied by primary school teachers in advising and supporting elementary school students in their educational journey. Across various dimensions, the evaluation provides insights into the practical utilization of skills and knowledge gained through training, offering nuanced perspectives on the effectiveness of the program.
Exploratory Educational Initiatives Enhancing Primary School Teachers’ Ability to Guide and Assist Students in Learning Activities

Table 4
The level of application of the trained content in consulting and supporting elementary school students in student education

<table>
<thead>
<tr>
<th>No.</th>
<th>Content</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identifying students’ psychological characteristics and their difficulties in school life</td>
<td>3.23</td>
<td>0.778</td>
</tr>
<tr>
<td>2</td>
<td>Using skills in advising and supporting students</td>
<td>2.89</td>
<td>0.815</td>
</tr>
<tr>
<td>3</td>
<td>Developing topics and organizing educational topics and experiential activities for students</td>
<td>3.56</td>
<td>0.884</td>
</tr>
<tr>
<td>4</td>
<td>Coordinating forces in student education</td>
<td>3.11</td>
<td>0.082</td>
</tr>
</tbody>
</table>

In the realm of identifying students' psychological characteristics and their challenges in school life, participants reported a moderate level of application. While the mean score of 3.23 indicates a decent level of implementation, the standard deviation of 0.778 suggests some variability among teachers in this aspect. This implies that while some educators may demonstrate proficiency in recognizing psychological traits and issues among students, others may require additional support or training to enhance their capabilities in this domain. Similarly, the application of skills in advising and supporting students garnered a slightly lower mean score of 2.89, with a standard deviation of 0.815. This suggests a more varied level of implementation among participants, indicating potential challenges in effectively applying acquired skills in real-world educational scenarios. Further exploration may be needed to understand the specific barriers or factors influencing the application of these skills.

Conversely, participants reported a relatively high level of application in developing topics and organizing educational activities for students, as evidenced by the mean score of 3.56. The higher mean score, coupled with a standard deviation of 0.884, indicates a more consistent and proficient implementation of training content in this area. This suggests that teachers are adept at creating engaging and meaningful educational experiences for students, showcasing a strength in curriculum development and implementation. Furthermore, the level of application in coordinating forces in student education was rated moderately high, with a mean score of 3.11 and a standard deviation of 0.082. This indicates a relatively consistent level of implementation among participants, highlighting their ability to collaborate with various stakeholders to support student learning effectively.

While the application of trained content varies across different aspects of advising and supporting elementary school students, the evaluation offers valuable insights into areas of strength and opportunities for improvement. By understanding the nuances of implementation, educators and program designers can tailor interventions to address specific needs and enhance overall effectiveness in student support endeavors.
Table 5 presents an evaluation of the effectiveness of implementing a model through practical cases and its impact on resolving students' difficulties in school life. This assessment encompasses various levels of difficulty encountered by students across educational activities, both before and after the training program, providing valuable insights into the program's efficacy.

**Table 5**

*Evaluation the effectiveness of implementing the model through practical cases and the level of solving students' difficulties*

<table>
<thead>
<tr>
<th>No</th>
<th>Level of difficulty of students in school life</th>
<th>N</th>
<th>Pre-training (M±SD)</th>
<th>Post-training (M±SD)</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Difficulty in self-identification in educational activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I have difficulty implementing necessary study habits and routines (coming to school late; forgetting or dropping/losing books, notebooks, school supplies, etc.)</td>
<td>79</td>
<td>3.46±0.70</td>
<td>2.67±0.58</td>
<td>0.001</td>
</tr>
<tr>
<td>1.2</td>
<td>I have difficulty performing self-service skills and do not know how to prepare my own clothes and books before going to school; I do not maintain good personal hygiene; I do not dress in accordance with school regulations; I do not have good personal hygiene. self-preserve personal belongings, property, etc.)</td>
<td>79</td>
<td>3.62±0.56</td>
<td>2.14±0.82</td>
<td>0.000</td>
</tr>
<tr>
<td>1.3</td>
<td>I have difficulty assessing my own strengths and limitations</td>
<td>79</td>
<td>4.07±0.47</td>
<td>2.61±0.47</td>
<td>0.000</td>
</tr>
<tr>
<td>2</td>
<td>Difficulty participating in learning activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>In class, I often do my own things (play with books, school supplies, eat snacks...) or tease my friends because I have difficulty paying attention and don't understand the lesson.</td>
<td>79</td>
<td>3.34±0.77</td>
<td>2.76±0.74</td>
<td>0.001</td>
</tr>
<tr>
<td>2.2</td>
<td>In studying, I have not or cannot perform the exercises that the teacher requires.</td>
<td>79</td>
<td>3.62±0.86</td>
<td>2.78±0.56</td>
<td>0.001</td>
</tr>
<tr>
<td>2.3</td>
<td>When studying, I haven't or haven't been able to</td>
<td>79</td>
<td>3.03±0.59</td>
<td>2.23±0.74</td>
<td>0.001</td>
</tr>
</tbody>
</table>
absorb the lectures in time (I haven't heard enough to understand, I haven't had time to take notes...) in class, leading to gaps in knowledge.

<table>
<thead>
<tr>
<th></th>
<th>Difficulty describing the primary school teachers' ability to guide and assist students in learning activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4</td>
<td>I don’t like going to school, I’m afraid of studying, and I avoid activities related to studying in class.</td>
</tr>
<tr>
<td>2.5</td>
<td>I am not willing to study at home and do my homework incompletely (because I do not understand or know how to do the homework).</td>
</tr>
<tr>
<td>2.6</td>
<td>The performance of some basic skills (reading, writing, calculation...) is slow or unsatisfactory.</td>
</tr>
<tr>
<td>2.7</td>
<td>I find it difficult to conduct learning activities in the disciplined environment of the class.</td>
</tr>
</tbody>
</table>

3 Difficulty participating in educational activities

<table>
<thead>
<tr>
<th></th>
<th>Difficulty describing the primary school teachers' ability to guide and assist students in learning activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>I am not interested in activities organized at school such as thematic activities, play, working, etc.</td>
</tr>
<tr>
<td>3.2</td>
<td>I have difficulty establishing relationships with teachers when participating in thematic activities, playing, working, etc.</td>
</tr>
<tr>
<td>3.3</td>
<td>I have difficulty establishing relationships with friends when participating in thematic activities, playing, working, etc.</td>
</tr>
<tr>
<td>3.4</td>
<td>I am shy, timid, timid, do not dare to express myself when participating in thematic activities, playing, working, etc.</td>
</tr>
<tr>
<td>3.5</td>
<td>I have difficulty because I don’t know how to participate appropriately (have not coordinated or cooperated with my friends to complete a certain task together; or have been assigned but have not completed my part well...)</td>
</tr>
</tbody>
</table>
Participants reported significant improvements in addressing students' challenges related to self-identification in educational activities. For instance, difficulties in implementing necessary study habits and routines saw a notable decrease in mean scores from pre-training ($M = 3.46, SD = 0.70$) to post-training ($M = 2.67, SD = 0.58$), indicating a more effective intervention post-training. Similarly, challenges in performing self-service skills exhibited a substantial decrease in mean scores post-training ($M = 2.14, SD = 0.82$) compared to pre-training ($M = 3.62, SD = 0.56$), signifying an improvement in students' ability to manage personal tasks independently. Furthermore, students' struggles with self-assessment showed remarkable progress post-training. For instance, difficulties in assessing one's own strengths and limitations saw a significant decrease in mean scores from pre-training ($M = 4.07, SD = 0.47$) to post-training ($M = 2.61, SD = 0.47$), highlighting an enhanced ability among students to self-reflect and recognize their abilities and limitations. Moreover, challenges related to participation in learning activities witnessed considerable improvement post-training. Difficulties such as lack of attention in class, inability to perform required exercises, and fear of studying exhibited decreased mean scores post-training, indicating enhanced engagement and confidence among students in classroom activities. Similarly, difficulties in participating in educational activities, including establishing relationships with teachers and peers, and expressing oneself appropriately, showed significant improvements post-training. Mean scores for these challenges decreased notably, reflecting enhanced social interaction and communication skills among students.

The evaluation of practical case implementation highlights the effectiveness of the training program in addressing a wide range of difficulties faced by students in school life. The significant improvements observed across various levels of difficulty underscore the program's success in equipping educators with strategies to support students effectively, fostering a more inclusive and supportive learning environment.

4 DISCUSSION

The comprehensive evaluation of measures aimed at enhancing primary school teachers' capacity to advise and support students in educational activities reveals promising outcomes and valuable insights. The results from expert assessments, pedagogical experiments, and practical case evaluations collectively underscore the effectiveness of targeted interventions in addressing the diverse needs of educators and students alike. Favorable feedback on the appropriateness, feasibility, and impact of these measures highlights their potential to create
inclusive and supportive learning environments conducive to student success. However, ongoing research and evaluation efforts are essential to further refine and optimize these interventions, ensuring their sustained effectiveness in promoting positive student outcomes and fostering a culture of continuous improvement in primary school education.

The results from expert assessments regarding measures to enhance teachers' capacity in advising and supporting students in educational activities provide insightful details on the perceived appropriateness and feasibility of the proposed strategies (Cirkony et al., 2024). Notably, the development of standards for teachers' consulting and student support capacity garnered favorable feedback, indicating a recognition of the importance of setting clear benchmarks for educators to meet evolving student needs (Henderson & Milstein, 2003; Scherer et al., 2020; Schleicher, 2016). Similarly, the positive evaluations received by the training programs underscore their potential to equip teachers with the necessary skills and knowledge to effectively support students (Darling-Hammond, 2010; Kupermintz, 2003; Payton et al., 2000). By providing detailed insights into the specific areas of strength and potential areas for improvement, the expert assessments offer valuable guidance for refining and optimizing these measures to better meet the needs of educators and students alike.

Moreover, the high ratings received by the training materials reflect their perceived effectiveness in addressing the diverse needs and challenges faced by primary school teachers (Chu, 2013; Lee et al., 2007; Skaalvik & Skaalvik, 2007). The unanimous agreement on the appropriateness of the content, structure, and methods underscores the comprehensive nature of the training materials, which are designed to cater to the specific requirements of educators in supporting students effectively (Bryant et al., 2019; Feuer et al., 2013). Additionally, the positive feedback on the feasibility of implementing these materials indicates a strong belief in their practicality and potential to be integrated into existing teacher development programs (Darling-Hammond et al., 2005; Kumaravadivelu, 2001). These detailed evaluations shed light on the specific aspects of the training materials that resonate most with educators, informing future efforts to enhance teacher capacity and support student success. The results of pedagogical experiments provide further insights into the effectiveness of training programs in enhancing teachers' capacity to support students (Day et al., 2016; Lynch et al., 2016; Pritchard, 2017). Significant improvements were observed across various skill areas, including identifying psychological difficulties, using consulting skills, and developing educational topics (Durlak et al., 2011; Yadav & Iqbal, 2009). These findings not only validate the efficacy of the training programs but also highlight specific areas of teacher growth and development that are essential for fostering positive student outcomes (Anderson & Stillman, 2013; Jennings & Greenberg,
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2009). By identifying the key areas of improvement, educators and program developers can tailor training interventions to better meet the needs of teachers and students alike, thus maximizing their impact on student learning and well-being. Furthermore, the evaluation of practical case implementation offers valuable insights into the real-world application of trained content in addressing students' difficulties (Chen, 2005; Steinemann, 2003). The significant improvements observed across different levels of difficulty underscore the tangible benefits of the training programs in equipping educators with practical strategies to support student learning and well-being effectively (Fu & Zhang, 2024; Minhui, 2023). These findings not only highlight the immediate impact of the training programs but also suggest their potential to foster long-term improvements in teacher practice and student outcomes (Dweck et al., 2014). By capturing the nuanced details of teacher-student interactions and interventions, the practical case evaluations offer valuable insights into the complex dynamics of classroom environments and the ways in which educators can effectively support student success. The detailed results of expert assessments, pedagogical experiments, and practical case evaluations provide comprehensive insights into the effectiveness of measures aimed at enhancing teachers' capacity to advise and support students in primary school settings (Danielson & McGreal, 2000; Darling-Hammond, 2013). By offering detailed feedback on the appropriateness, feasibility, and impact of these measures, these evaluations inform ongoing efforts to optimize teacher support initiatives and improve student outcomes (McKown, 2019). However, continued research and evaluation are essential to further refine these measures and ensure their sustained impact on student success (Tucker & Stronge, 2005; York et al., 2019).

The findings from this comprehensive evaluation carry several implications for practice and future research in the realm of primary school education. Firstly, the positive feedback on measures aimed at enhancing teachers' capacity to advise and support students underscores the importance of investing in professional development initiatives tailored to educators' specific needs. By providing targeted training programs and resources, educational institutions can empower teachers with the skills and knowledge necessary to address the diverse challenges faced by students effectively. Furthermore, the significant improvements observed in teachers' abilities to identify students’ psychological difficulties and employ consulting skills highlight the potential of structured interventions to enhance teacher-student interactions and support mechanisms. Incorporating such interventions into teacher training curricula can not only improve educators' efficacy but also contribute to the overall well-being and academic success of students. Moreover, the positive outcomes observed in practical case implementations emphasize the importance of real-world application and contextualized learning experiences in
teacher development programs. By integrating practical exercises and case studies into training initiatives, educational institutions can better prepare teachers to navigate the complexities of classroom environments and tailor their support strategies to meet the unique needs of their students. Additionally, the insights gleaned from this evaluation can inform the design and implementation of future teacher support initiatives, with a focus on addressing areas of improvement identified through expert assessments, pedagogical experiments, and practical case evaluations. By continually refining and optimizing support measures based on feedback and empirical evidence, educational institutions can ensure the sustained effectiveness and relevance of teacher development programs in fostering positive student outcomes. Finally, future research endeavors could explore the long-term impacts of teacher support interventions on student learning and well-being, as well as the factors influencing the successful implementation and scalability of such initiatives. By expanding our understanding of the mechanisms through which teacher support influences student outcomes, we can further enhance the efficacy and impact of teacher development efforts in primary school settings.

Despite the promising findings and implications, several limitations should be acknowledged in interpreting the results of this evaluation. Firstly, the generalizability of the findings may be limited by the specific context and sample characteristics of the study. The evaluation focused on primary school teachers in a particular region or educational setting, and as such, the results may not fully capture the diversity of experiences and challenges faced by educators in different contexts. Secondly, the reliance on self-report measures and subjective evaluations may introduce potential biases into the findings. Participants’ responses to surveys or assessments may be influenced by social desirability or other factors, leading to overestimations or underestimations of the effectiveness of the interventions. Additionally, the short-term nature of the evaluation may limit its ability to capture the long-term impacts of the interventions on teacher practice and student outcomes. Follow-up assessments conducted over an extended period would provide a more comprehensive understanding of the sustainability and durability of the observed improvements. Furthermore, the evaluation may have been constrained by resource limitations, including time, funding, and access to participants. These constraints may have impacted the scope and depth of data collected, as well as the ability to conduct more extensive analyses or implement additional measures to address potential confounding variables. Lastly, the evaluation may have been subject to selection bias, as participants who volunteered to participate may differ systematically from those who did not. This could affect the representativeness of the sample and potentially influence the generalizability of the findings to the broader population of primary school teachers. Despite
these limitations, the evaluation provides valuable insights into the effectiveness of measures aimed at enhancing teachers’ capacity to support students in primary school settings. By acknowledging these limitations and addressing them in future research endeavors, we can continue to refine and improve teacher support interventions to better meet the needs of educators and students alike.

5 CONCLUSION

The evaluation of measures aimed at enhancing primary school teachers’ capacity to advise and support students in educational activities yields promising outcomes and valuable insights. The positive feedback from expert assessments, pedagogical experiments, and practical case evaluations underscores the effectiveness of targeted interventions in addressing the diverse needs of educators and students alike. While limitations exist, including constraints on generalizability and potential biases, the findings highlight the importance of investing in tailored professional development initiatives for educators. Moving forward, continued research and refinement of teacher support interventions are crucial to fostering inclusive and supportive learning environments conducive to student success. By leveraging these insights, educational institutions can enhance teacher efficacy and ultimately improve student outcomes in primary school settings.

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