

The Guideline to Enhance Professional Psychological Teachers for Primary School in  
Rural Areas of Guangxi Province

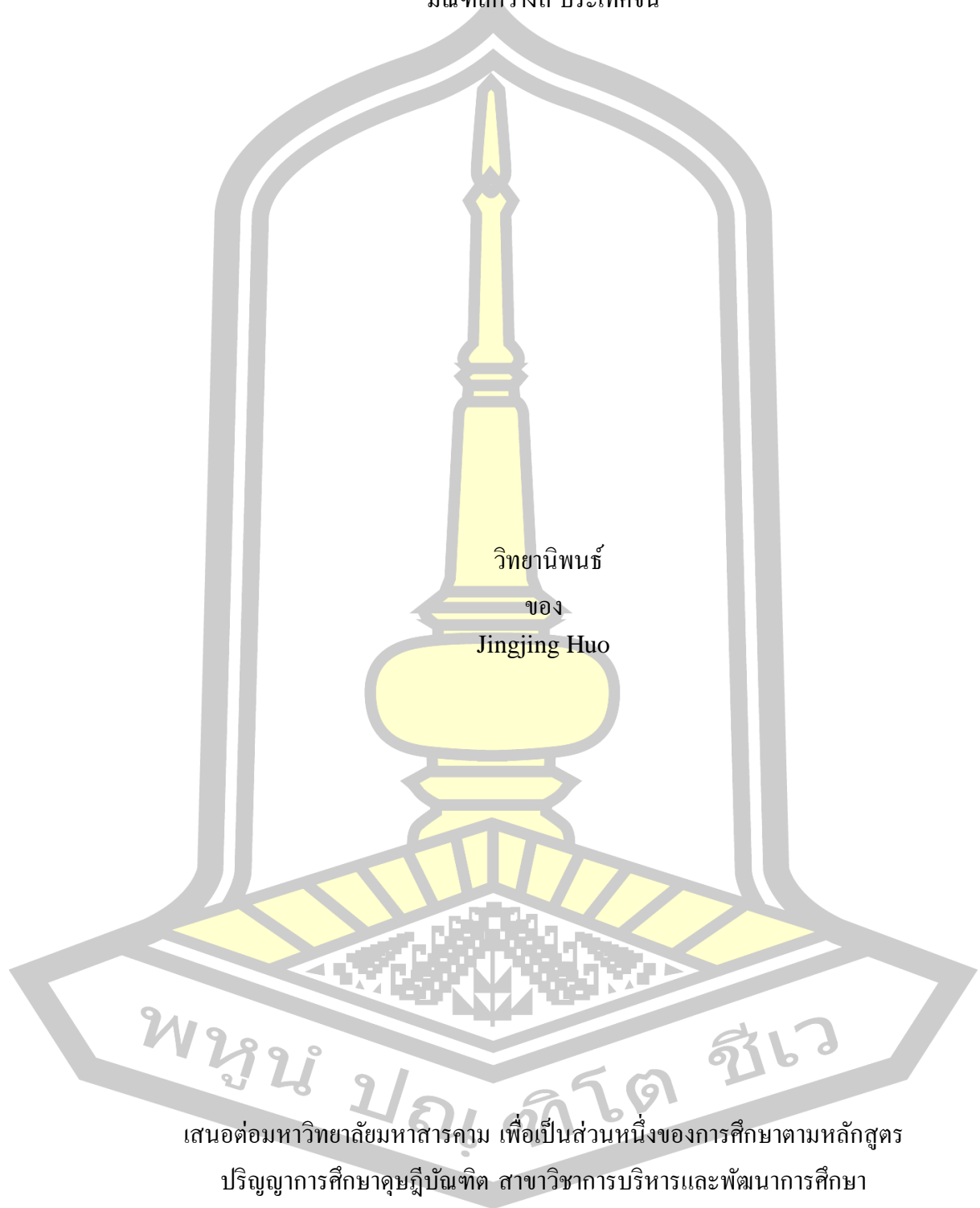
Jingjing Huo

A Thesis Submitted in Partial Fulfillment of Requirements for  
degree of Doctor of Education in Educational Administration and Development

March 2024

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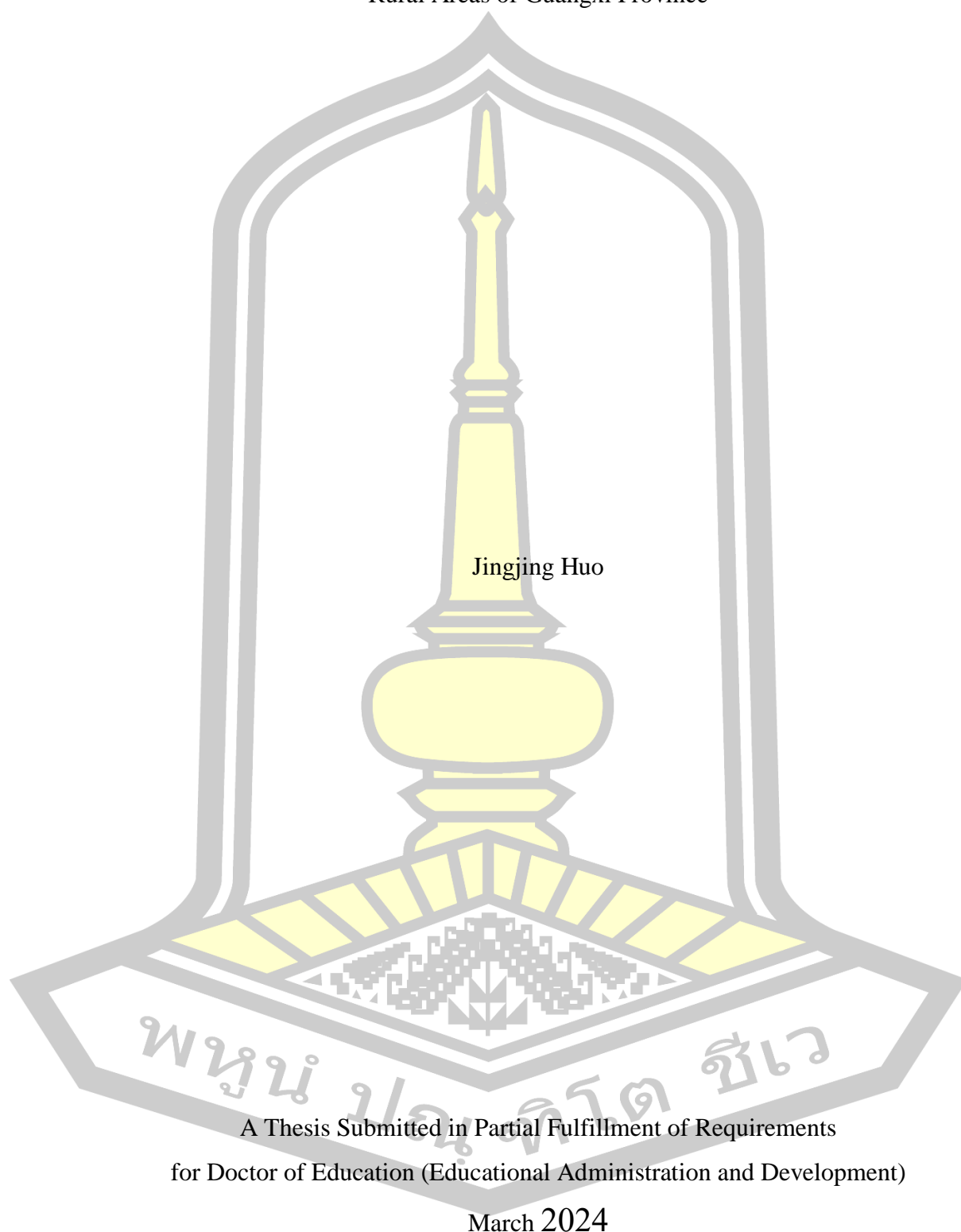
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March 2024

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### ABSTRACT

The purpose of this study is as follows: 1. To investigate the components of professional development of primary school psychological teachers in rural areas of Guangxi Province; 2. To explore the current and desired states of professional development of primary school psychological teachers in rural areas of Guangxi Province; 3. To develop a psychological teachers enhanced guidelines for the professional development of primary school psychological teachers in rural areas of Guangxi Province.

The study is divided into three phases: Phase 1: Investigate the components of the teacher enhanced guideline. Conducted through a literature review and evaluation of the components by five experts in terms of Appropriateness. Phase 2: Study the current and desired states of the psychological teachers enhanced guidelines at primary school in rural areas of Guangxi Province. The sample includes 169 psychological teachers from primary school in rural areas of Guangxi Province surveyed through a questionnaire. Phase 3: Conduct expert interviews with five experts from universities in the Guangxi Province. After understanding the best practices, a set of psychological teachers enhanced Guidelines was formulated and assessed by five qualified experts in terms of appropriateness, utility, and feasibility. Data analysis includes statistical measures such as frequency, percentage, average, standard deviation, and demand index.

Results indicate that:

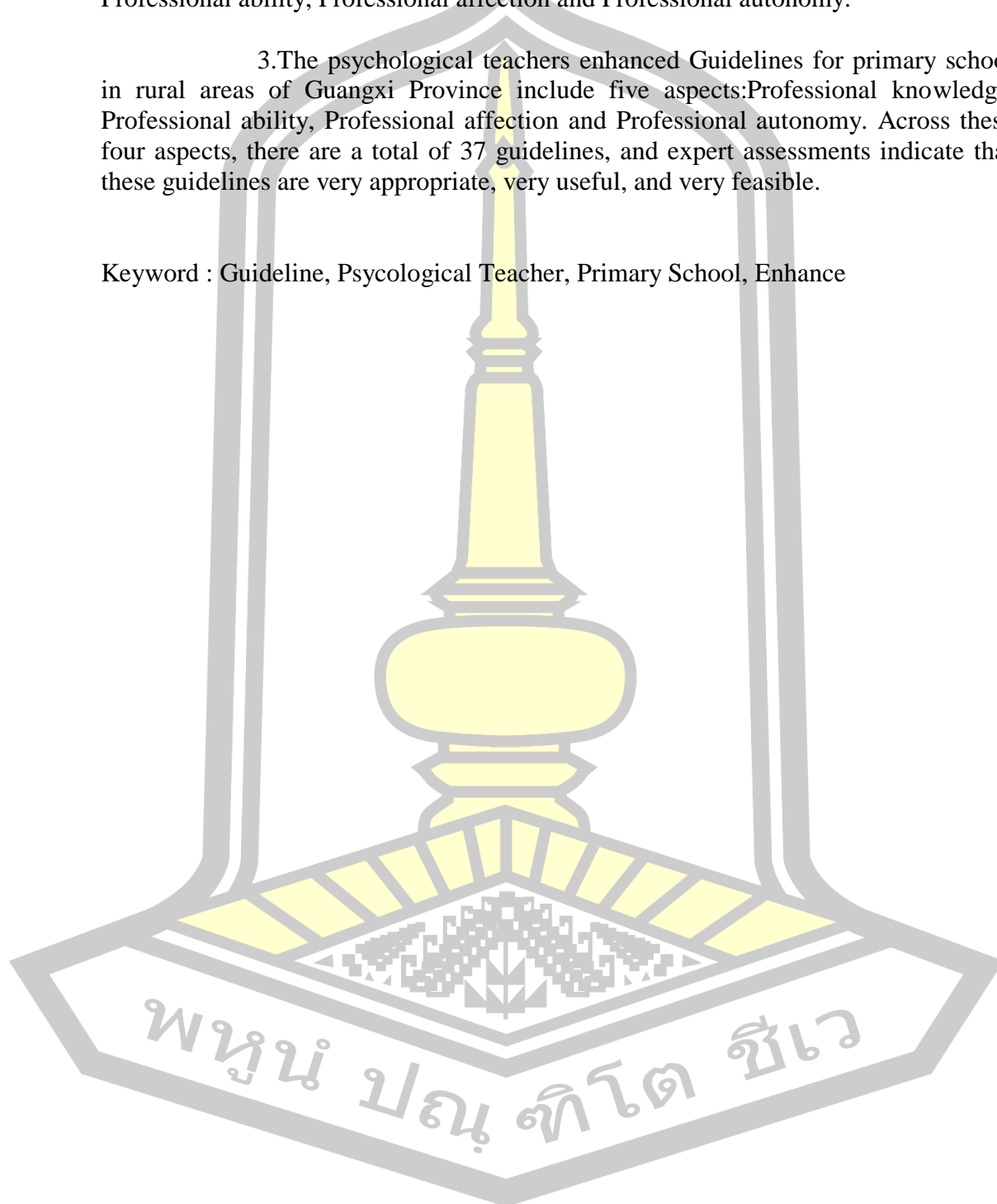
1. The components of the professional development ability of part-time psychological teachers in primary schools in rural areas in the border areas of Guangxi province demonstrate very high levels of appropriateness, accuracy, feasibility.

2. The current status of professional development status of part-time

psychological teachers in primary schools in China and Guangxi border rural areas is at a medium level. with desired states set at a very high level. The order of demand for the enhanced psychological teachers is as follows: Professional knowledge, Professional ability, Professional affection and Professional autonomy.

3.The psychological teachers enhanced Guidelines for primary school in rural areas of Guangxi Province include five aspects:Professional knowledge, Professional ability, Professional affection and Professional autonomy. Across these four aspects, there are a total of 37 guidelines, and expert assessments indicate that these guidelines are very appropriate, very useful, and very feasible.

Keyword : Guideline, Psychological Teacher, Primary School, Enhance



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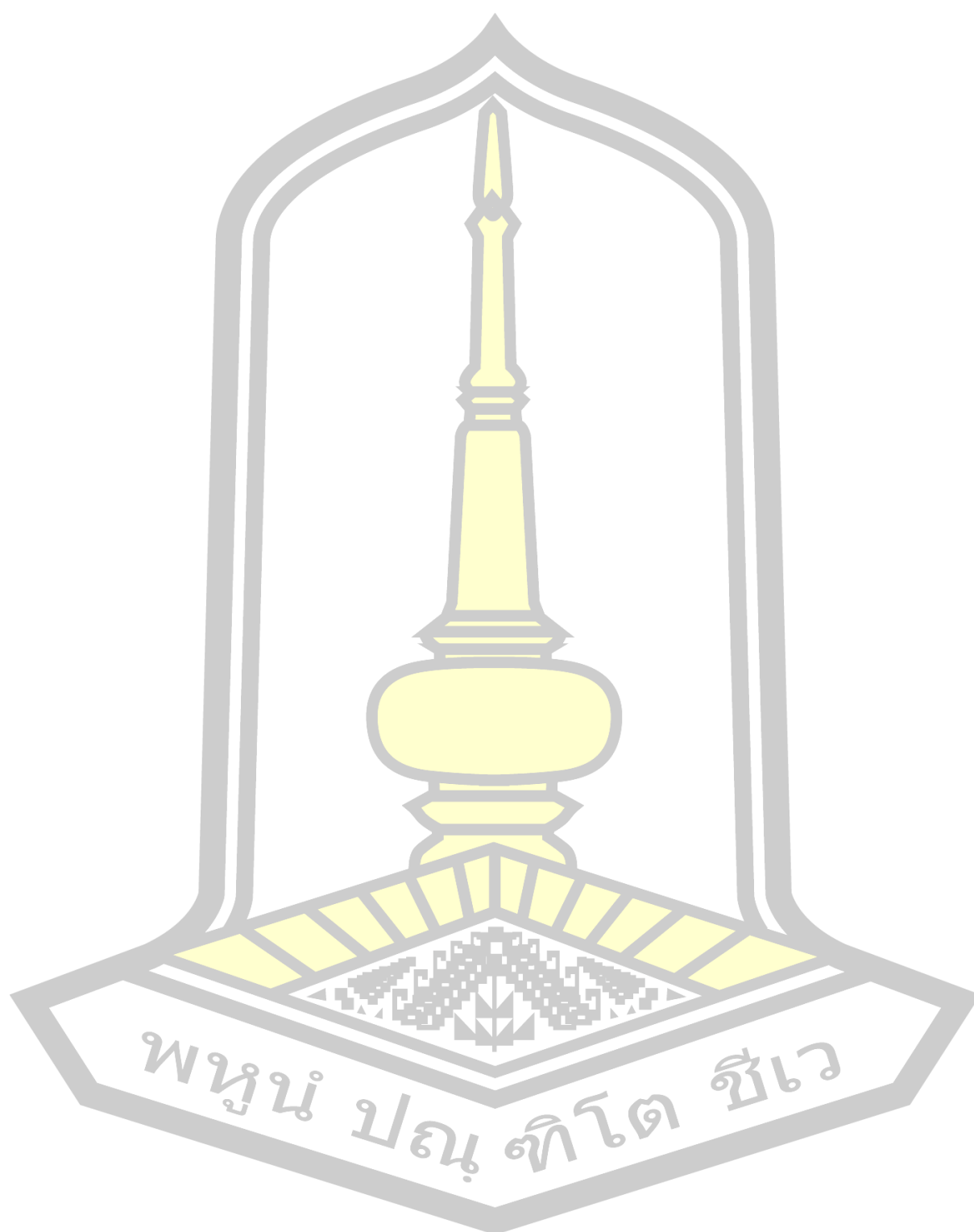
Jingjing Huo

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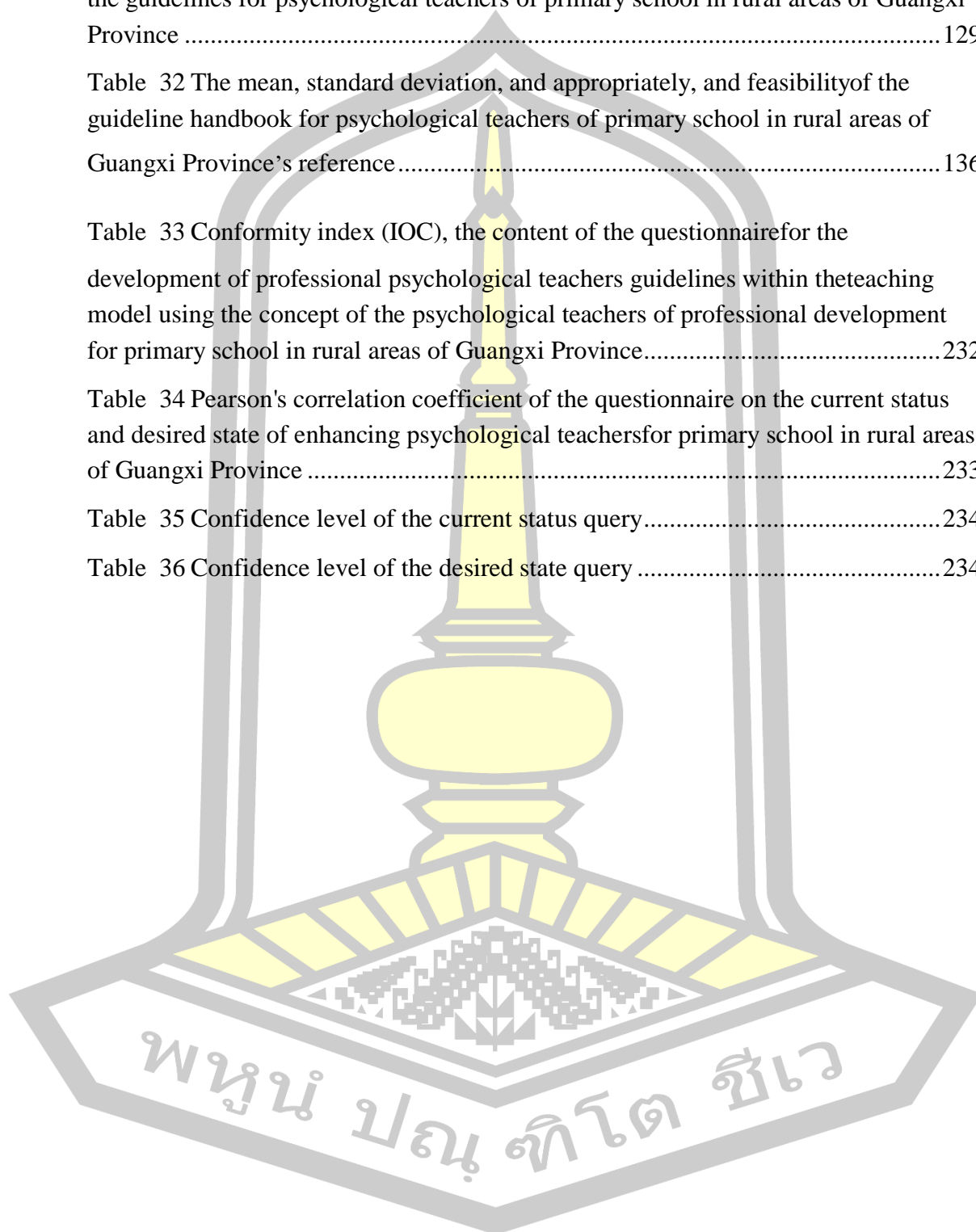
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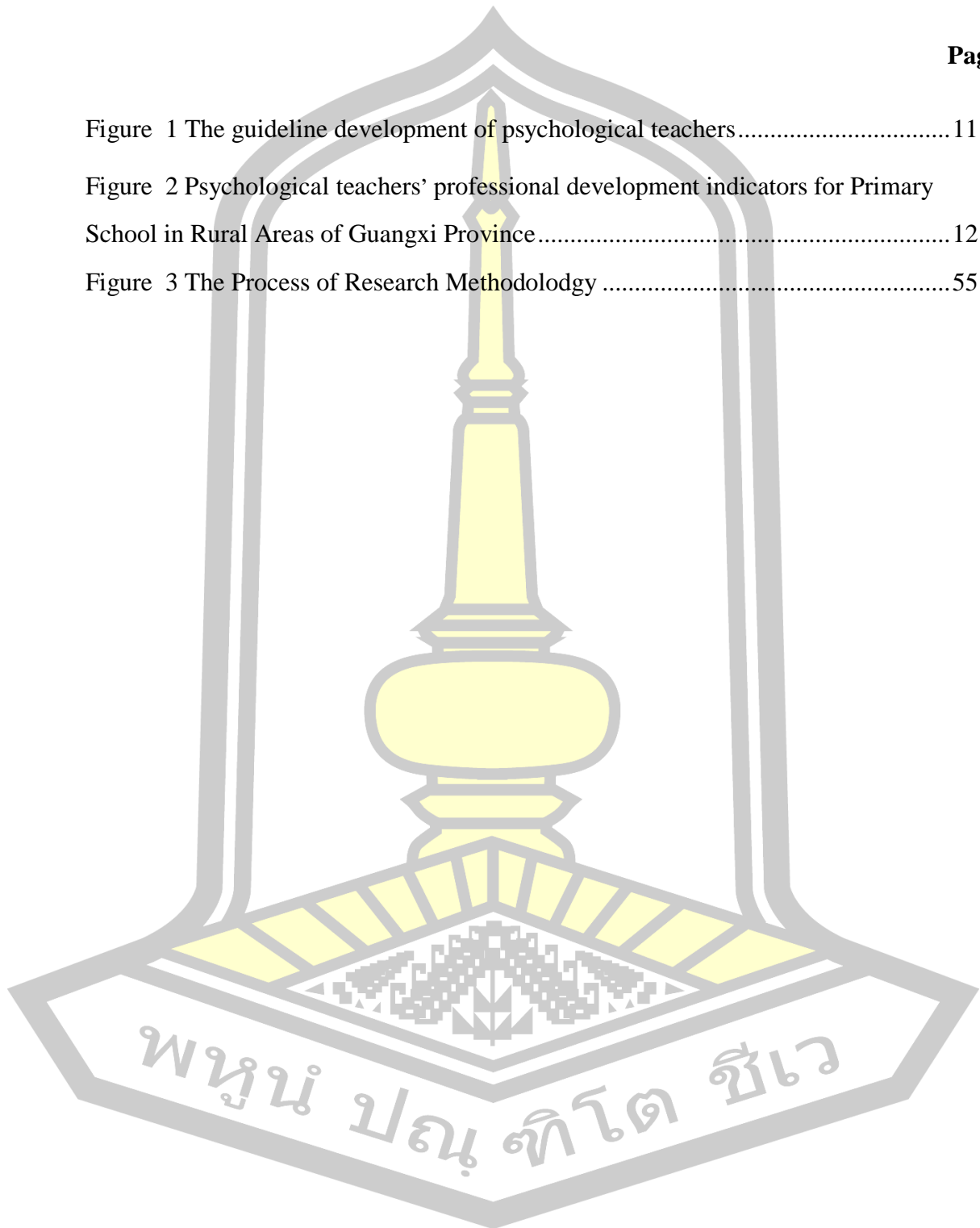


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# Chapter I

## INTRODUCTION

### Background

#### **Introduction of education in border ethnic areas of Guangxi Province:**

Guangxi is located in the southern part of the motherland. There are 103 townships under the jurisdiction of Napo, Jingxi, Daxin, Longzhou, Pingxiang, Ningming, Fangcheng and Dongxing, which are adjacent to 17 counties in 4 provinces of Vietnam, with an area of 18,000 square kilometers, a population of more than 2.42 million and a border of 1,020 kilometers (Professional exploration of primary and secondary school psychology teachers, Wang hongwen, 2001). Since the 1990s, the Vietnamese government has realized that ethnic issues and ethnic work in the border areas are important issues related to Vietnam's economic development, social stability and national unity, and adopted a series of special policies, which have achieved remarkable results and brought great pressure to the border areas of Guangxi (Thinking about the specialization of psychological education in primary and secondary schools, Wang Kecheng & Cui Jianping, 2016). The Party Committee and government of Guangxi seized the opportunity of the country to implement the strategy of developing the western region, and concentrated a certain amount of time, manpower, material resources and financial resources, starting with solving the backward infrastructure, breaking through the weak links that restrict economic and social development, and creating a good basic environment for promoting the opening, development and accelerated development of the border areas (The status quo and countermeasures of the professionalization of psychological counseling teachers: a case study of Rui'an, Zhejiang province, Zhou jianxin, 2016).

### **Introduction of primary school psychological teachers in Guangxi rural areas:**

According to the formal standards, every 500 students should have at least one psychological teacher. In rural areas of Guangxi, most primary schools are not equipped with professional psychological education teachers because of the small number of educated people. In middle schools with more than 500 or even thousands of students, the head teacher or the director of the Political and Educational Affairs Office teaches part-time because there is no plan to recruit psychological teachers. A probe into the professional development of primary and secondary school teachers in ethnic minority areas-a case study of Xuanhan County, Gansu Linxia Hui Autonomous Prefecture(Analysis on the Professional Development of Primary and Secondary School Teachers in Ethnic Areas-Taking dongxiang county of Linxia Hui Autonomous Prefecture in Gansu Province as an example, Shi Xin, 2019).

Rural primary and secondary school psychological counseling teachers' professional development concept is not strong, and their professional development awareness is relatively backward. Many teachers lack sense of responsibility and professionalism, negative professional development concept and lack of professional accomplishment(A survey, problem analysis and countermeasures of the professional development of primary and secondary school teachers in Mianning County, Xiong Wei,2020);

The quality of professional training programs for psychological counseling teachers in rural primary and secondary schools is poor, and the training effect is not satisfactory: there are few professional training programs, most of the training contents are not professional enough, there are relatively few opportunities for going out for training, and the training funds are not guaranteed; In 2002, the Ministry of Education promulgated and implemented the Guiding Outline of psychological Education in Primary and Secondary Schools, which pointed out: Strengthening the construction of psychological counseling teachers in schools is the key to do a good job in psychological education. Schools at all levels and types should gradually establish a linkage mechanism with the principal as the core, the class teacher and full-time and

part-time psychological counseling teachers as the business backbone, and all school faculty and staff to participate in school psychological education (Research on the countermeasures of the specialization of mental health education teachers in primary and middle schools in China, Liu Ying, 2021). The Outline of the National Medium-and Long-Term Education Reform and Development Plan (2010-2020) clearly points out that it is necessary to strengthen psychological education in schools and make every effort to promote students' physical and psychological, physical fitness and strong will. The Outline of Healthy China 2030, which was deliberated and adopted in Politburo meeting of the Chinese Communist Party in 2016, further puts forward the importance of strengthening psychological education. The effect of psychological education in rural primary and secondary schools depends on the professional development level of psychological counseling teachers in rural primary and secondary schools (Research on the problems and countermeasures of mental health education teachers. Wang Chunxiang, 2022).

For the teachers of psychology related majors, although they have received systematic professional study and have basic theoretical knowledge of the discipline, their applied knowledge of psychological counseling is relatively lacking, and their practical skills are low, which easily leads to their neglect of one thing and one thing in the counseling process (Circular of the Ministry of Education on issuing the guiding outline of mental health education in primary and secondary schools 2012), so their professional skills need to be improved urgently. Especially due to the special natural and social environment in Guangxi border ethnic areas, it is easy to cause the following outstanding problems:

Many rural primary and secondary school psychological counseling teachers can not really integrate into the students' hearts to help students solve their psychological confusion, and it is difficult to ensure the healthy development of school psychological counseling. They often use traditional educational concepts and general ideological and political methods to carry out psychological counseling.

During the investigation, we also found that more than 80% of the full-time and part-

time teachers of psychological counseling in rural primary and secondary schools have never participated in any research projects in the school, nor have they published papers related to school psychological education (Research on mental health education in primary and middle schools, Huang Min, 2007). At present, the relatively low theoretical level and professional skills of psychological counseling teachers in rural primary and secondary schools have become an important factor restricting their professional development.

The professional self-esteem of rural primary and secondary school psychological counseling teachers is not high, and a good sense of role identity has not yet been established. Professional self refers to the subjective experience of rural primary and secondary school psychological counseling teachers and their acceptance and recognition of themselves. This subjective feeling may greatly affect the effect of school psychological counseling they are engaged in. Therefore, the process of professional development of psychological counseling teachers in rural primary and secondary schools is the process in which teachers' professional self is gradually formed and continuously developed. Compared with the psychological education in developed countries, this work started relatively late in China (The path of realizing teachers'; professional self-development is discussed, Guo Yuanjie, 2017). The social identity and professional self-identity of psychological counseling teachers in rural primary and secondary schools are relatively low. Many psychological counseling teachers think that they are not valued at school and cannot enjoy the same welfare benefits as teachers in other disciplines. The issue of professional and technical titles is only in recent years.

These problems have seriously affected the professional identity of psychological counseling teachers in rural primary and secondary schools, and will inevitably seriously affect the quality of psychological education in rural primary and secondary schools. Most rural primary and secondary school psychological counseling teachers have not yet established a good sense of self-identity and a clear sense of role, and it is easy to confuse professional roles in the practice of school psychological

counseling education(Practice and thinking of developing mental health education activities, Niu Junming, 2016). A clear sense of role and an accurate position of responsibility are the important foundations that affect the professional development of psychological counseling teachers in rural primary and secondary schools.

Many teachers lack sense of responsibility and professionalism, negative professional development concept and lack of professionalism. This will inevitably have a great impact on the professional development level and process of psychological counseling teachers in rural primary and secondary schools (Psychological problems and role orientation in the professional development of mental health education teachers, Cui Jinggui, 2019). At the same time, many rural primary and secondary school psychological counseling teachers have a weak sense of independent development, do not attach much importance to scientific research, are extremely lacking in innovative consciousness, and do not pay attention to the improvement of their professional knowledge and the cultivation of their professional ability. In addition, the external driving force for the professional self-development of psychological counseling teachers in rural primary and secondary schools is also seriously lacking, and the social support and guarantee are insufficient, which also affects the professional development level and process of psychological counseling teachers in rural primary and secondary schools to some extent.

The quality of professional training programs for psychological counseling teachers in rural primary and secondary schools is poor, and the training effect is not ideal. There are great differences in the development level of psychological education in primary and secondary schools in China. The psychological education in primary and secondary schools in eastern economically developed areas has developed rapidly. Each school is basically equipped with psychology teachers, corresponding management mechanisms and relatively perfect hardware facilities for psychological education, and its teaching content is more related to each school(Reflections on the professionalization of mental health education teachers in primary and secondary schools, Chen Chunxia, 2009).



In the teaching of subjects, such as consciously popularizing psychological knowledge to students, mastering the psychological laws of learning, reducing learning burnout and improving students' own homework efforts. However, in the central and western regions where the economy is relatively backward, the work of psychological education in rural primary and secondary schools is still in its infancy, and there is a serious shortage of teachers

### **Research Questions**

In order to analyze the implementation and indicators of the enhanced psychological teachers in rural areas of Guangxi Province, the researcher has to find out some questions to understand more details, with the following three questions:

- 1.What are the components of the enhanced psychological teachers?
- 2.What are the level of the current status, desired status and PNI modified of the enhanced psychological teachers in rural areas of Guangxi Province?
- 3.What should be about the guideline for the enhanced psychological teachers in rural areas of Guangxi Province?

### **Research Objectives**

The primary objective of this study is to explore various factors that influence the teacher motivation mechanism, and to provide relevant suggestions for improving and formulating related policies. Its objectives are as follows:

- 1.To investigate the components of professional development of primary school psychological teachers in rural areas of Guangxi Province;
- 2.To explore the current and desired states of professional development of primary school psychological teachers in rural areas of Guangxi Province;
- 3.To develop a psychological teachers enhanced guidelines for the professional development of primary school psychological teachers in rural areas of Guangxi Province.



## Research Significances

This research will make the following contributions to primary schools in Guangxi Province:

1. The significances of investigate the components of enhanced psychological teachers for primary school in rural areas of Guangxi Province.

To promote the research on the components elements of primary school teachers in Guangxi frontier rural areas to guide the professional development of primary school teachers of mental health education in Guangxi ethnic areas of China, this paper puts forward some practical strategies to promote the professional development of mental health teachers in primary schools in ethnic areas. At the same time, this research also has the reference and the instruction significance to our country non-minority area elementary and middle school mental health education teacher's specialized development.

2. The significances of investigate the current and desired states of professional development of primary school psychological teachers in rural areas of Guangxi Province:

This study is not only helpful to arouse the attention of many scholars to the professional development of mental health education teachers in primary and middle schools in our country's minority areas, but also helpful to establish a new concept of teachers'; professional development, it is also of great theoretical significance to improve the quality of primary school teachers and the quality of education.

3. The significances of develop a psychological teachers enhanced Guidelines for the professional development of primary school psychological teachers in rural areas of Guangxi Province :

Crafting an enhanced Guidelines for the Professional Development of Primary School Psychological Teachers in Rural Areas of Guangxi Province is crucial for several reasons. Firstly, it addresses the specific challenges faced by rural educators, ensuring tailored support and resources; Secondly, it aids in building a robust framework for teacher training, which can lead to improved student mental health

outcomes; Lastly, it promotes equity in educational opportunities by strengthening the capacity of psychological teachers in less-resourced settings.

## **Research Scope**

### **1. Content**

1.1 Enhancing the composition elements of primary school psychological teachers in border rural areas of Guangxi:

#### **(1) Professional Knowledge:**

Describe the basic theoretical knowledge required for a psychological teacher, such as principles of psychology, developmental psychology, educational psychology, etc. Exploring the knowledge system that psychological teachers need to master in specific cultural and regional contexts, such as cross-cultural psychological counseling and intervention strategies. Analyze the impact of the social and cultural background in the border ethnic areas of Guangxi on the demand for psychological teaching knowledge.

#### **(2) Professional ability:**

Evaluate the teaching skills of psychological teachers, including curriculum design, teaching methods, learning assessment, and coaching skills; Assess the practical skills required by psychological teachers when dealing with psychological issues in multicultural environments; Analyze how psychological teachers can enhance their self reflection and critical thinking abilities to promote personal and professional growth.

#### **(3) Professional affection:**

Explore the enthusiasm, commitment, and concern of psychological teachers towards the education cause and the well-being of students. Discuss how psychological teachers can cultivate emotional engagement in their work and the importance of this engagement in improving teaching quality. Analyze the factors that affect the job satisfaction and career persistence of psychological teachers.

#### **(4) Professional autonomy:**

Describe the decision-making freedom of psychological teachers in classroom teaching, curriculum development, and academic research. Explore how teachers can achieve professional autonomy within the institutional framework and promote innovation in personal and educational practices.

### 1.2 PDCA (Plan Do Check Act) theory:

Explain the basic concepts of PDCA cycle, including Plan(P), Do (D), and Check (C), Act (A) as the core step of the continuous improvement process. Discuss how to apply PDCA theory to the professional development of psychological teachers to form a systematic mechanism for self-improvement. Provide an example of how the PDCA cycle can help psychological teachers effectively monitor and adjust in their professional practice, thereby continuously improving their professional level.

Through these research contents, the paper will provide a comprehensive theoretical framework and practical strategies to guide and strengthen the professional development of psychological teachers in border ethnic areas of Guangxi.

## 2. Population and sample

The first stage of this study is an integral part of teachers' professional development. In order to ensure the strength of these components after consulting the literature, the researcher invited three Thai experts, who are my thesis supervisor, dean and vice president of the college. In the second stage, the researchers focused on the current target group of primary school psychological teachers in border ethnic areas, and selected 169 primary school psychological teachers in China and Guangxi to complete questionnaires and interviews. Finally, In the final phase, based on the PNImod framework, five experts with the background of primary school psychology research in rural areas of Guangxi Province will be interviewed to draft guiding principles. Subsequently, these five experts will review and assess the guidelines to determine the final version.

## 3. Research variables

(1) Professional knowledge: This category would encompass the breadth and depth of psychological teachers' knowledge of child psychology, educational

psychology, and any specific theories or practices that are relevant to the local context of Guangxi's border ethnic areas. Variables under this category could include the teachers' familiarity with relevant theoretical frameworks, their ability to apply this knowledge in practical settings, and their ongoing efforts to update and refine their knowledge base.

(2) Professional ability: This aspect would focus on the skills and competencies that psychological teachers need to perform their jobs effectively. Variables could include the teachers' ability to assess and diagnose psychological issues, their counseling and intervention skills, their ability to design and deliver effective psychological education programs, and their skills in working with parents and other school personnel.

(3) Professional affection : This aspect would consider the emotional intelligence and empathy of psychological teachers as they interact with children, parents, and colleagues. Variables could include the teachers' ability to connect with students on an emotional level, their capacity for empathy and understanding, their resilience in handling challenging situations, and their motivation and dedication to their work.

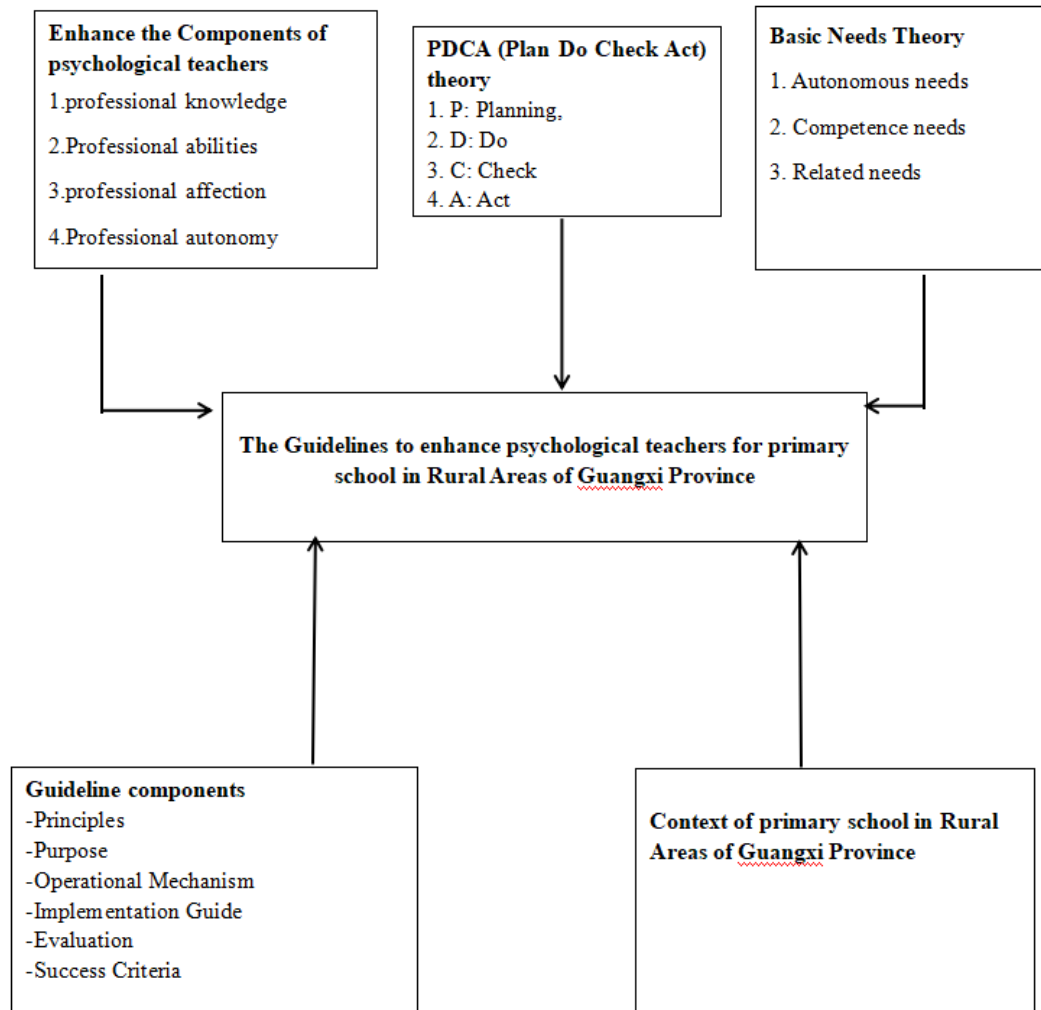
(4) Professional autonomy: This aspect would examine the degree to which psychological teachers exercise autonomy in their practice, making informed decisions and taking ownership of their work. Variables could include the teachers' willingness to embrace change, their ability to make independent decisions in consultation with stakeholders, their openness to feedback and suggestions for improvement, and their commitment to continuous professional development.

### **Theoretical Framework**

Theoretical framework is an important part of research. In order to establish this conceptual framework, the researchers synthesized books, periodicals, academic articles, effective reports and previous research were introduced. At the same time, the creation of the guide integrates the development, implementation and evaluation

guide of the Guidelines for psychological Education in Primary and Secondary Schools(McGreg,2017)

*Figure 1 The guideline development of psychological teachers*



### **Term definition**

1.Enhance the psychological teacher refer to a series of measures and regulations adopted by the government or schools to stimulate psychological teacher work enthusiasm, realize their own value, and strive to improve the level of education and teaching. The following four components are key to the enhance psychological teacher:

1.1 Professional knowledge: This mainly refers to the basic knowledge and theory that teachers have in the field of psychological teaching, including subject

knowledge, teaching knowledge, theoretical knowledge of psychological counseling and so on.

1.2 Professional abilities: This section emphasizes teachers' practical skills, such as ability to design and implement psychological activity, psychological diagnosis, counseling and consul, as well as to conduct psychological investigation.

1.3 Professional affection: This refers to the enthusiasm and responsibility of teachers for teaching, such as teachers' professional ethics, as well as orientation of students' view and professional value orientation.

1.4 Professional autonomy: This part is about the decision-making power and voice of self-cognition, teaching method choice, and also includes the support and respect that schools should give. The four factors that lead to the implementation and determine its success are as follows:

*Figure 2 Psychological teachers' professional development indicators for Primary School in Rural Areas of Guangxi Province*

Primary index	Secondary index
Professional knowledge	Subject knowledge
	Teaching knowledge
	Theoretical knowledge of psychological counseling
	Local situational knowledge
Professional abilities	Ability to design and implement psychological activity
	The ability of psychological diagnosis, counseling and consul
	Ability to conduct psychological investigation
	reflection ability
Professional affection	Teachers' professional ethics
	Orientation of students' view
	Orientation of psychological counseling view
	Professional value orientation
Professional autonomy	self-cognition
	Self-development consciousness

**2. PDCA theory:** The PDCA theory, also known as the Deming Cycle, is a four-step problem-solving process that helps organizations improve their processes and



outcomes. The acronym PDCA stands for Plan, Do, Check, and Act:

2.1 Plan: In this stage, an organization identifies a problem or opportunity for improvement and sets a goal to address it. They then develop a plan to achieve this goal, including strategies, tasks, and timelines.

2.2 Do: This stage involves implementing the plan created in the first step. Employees carry out the tasks outlined in the plan, following the established procedures and guidelines.

2.3 Check: After completing the implementation phase, the organization reviews the results to determine whether the goal was achieved and how well the plan worked. This step involves measuring performance, analyzing data, and comparing the outcomes to the desired objectives.

2.4 Act: Finally, based on the findings of the previous step, the organization decides what actions to take next. If the plan was successful, they may choose to standardize the new process or continue making improvements. If the plan did not work as expected, they will need to modify it or try a different approach.

PDCA (Plan-Do-Check-Act) is an iterative quality management method for improving processes and products. In this context, we can apply PDCA theory to the professional development and improvement of primary school psychology teachers in rural areas of Guangxi Province.

**Plan:** First, we need to have a comprehensive understanding of the current situation of primary school psychology teachers in rural areas of Guangxi Province. This includes understanding their educational background, training, teaching experience and challenges they face. Next, develop a clear goal and plan to improve the professionalism of these teachers.

**Do:** Implement relevant training and education activities according to the plan. This may include inviting experts to give lectures, organize seminars and sharing sessions, etc., so that they can learn new knowledge and skills and apply them to practical work.

**Check:** After a period of implementation, check the professional level of teachers and the mental health status of students. This can be done through regular assessments, questionnaires and interviews.

**Action:** Make corresponding adjustments to the plan based on the inspection results. This may include modifying training content, increasing or decreasing the number of training sessions, adjusting teaching methods, etc. Through continuous adjustment and optimization, a continuous improvement process is finally formed that can effectively improve the level of professional psychology teachers in primary schools in rural areas of Guangxi Province.

In short, by applying PDCA theory, we can provide a systematic guidance for professional psychological teachers in primary schools in rural areas of Guangxi Province to help them improve their professional level and thus better provide mental health education to students.

### **3. Basic Needs Theory:**

In the field of educational psychology, Basic Needs Theory provides an important theoretical framework for understanding the growth and development of teachers. This theory advocates that satisfying people's basic psychological needs is the key to promoting individual growth and realizing potential. In rural areas of Guangxi Province, the training and development of professional psychological teachers in primary schools are faced with many challenges due to various constraints. Therefore, this article aims to explore the role of Basic Needs Theory in improving the level of professional psychology teachers in primary schools in the region.

Basic Needs Theory believes that individuals have three basic psychological needs: autonomy needs, competence needs and relatedness needs. Meeting these needs is critical to promoting an individual's intrinsic motivation, self-efficacy, and social connectedness. In the field of education, this theory emphasizes creating a supportive environment for teachers to meet their basic needs and thereby promote their professional growth.



**4. Guidelines** refers to standards, principles, term of use, or expectation which mandated by institutions to use the policies officially. Guidelines will communicate the organization expectation and explain how the policy should be and being implemented within the organization and institution level. By using guidelines, it helps staffs both in organization and institution interested in implement policies and will open up the opportunities for collaboration and sharing. The guidelines will clarify staffs' roles and responsibility to implement policies that is why makes them more willing to begin implementing policies. There are six steps to create guidelines as following:

**4.1 Principles:**In the design of the upgrading program, the ethnic cultural background and characteristics of the rural of Guangxi should be taken into account to ensure that the content and methods of training are in line with the local culture. Secondly, by giving teachers more autonomy, establishing a self-driven learning mechanism and feedback mechanism to encourage teachers to participate in the decision-making process of professional upgrading, so as to constantly improve and adjust the upgrading scheme. These principles provide direction and guidance for the professional promotion of primary school teachers in Guangxi rural areas, and ensure the effectiveness and pertinence of the promotion activities.

**4.2 Purpose:**In order for educational institutions under the primary School in rural areas of Guangxi province, the development of internal supervision to be effective by using the professional psychological teachers enhancing guidelines using the concept of the professional psychological teachers for primary school in rural areas of Guangxi province.

**4.3 Operational Mechanism:**The mechanism of the school in receiving guidelines for the development of professional psychological teachers. Suggest using the concept of professional development. By adhering to the PDCA management principle, consisting of the following steps and details:

**4.4 Implementation Guide:** A document or guide that provides detailed steps, rules, and best practices to guide the implementation process in a specific area or project. It usually includes the following key elements: goals and objectives, implementation steps, rules and standards, best practice case studies or examples. In general, in formulating the implementation guide for the professional development of primary school psychological teachers in Guangxi border ethnic regions, the specific situation and needs of the region should be taken into account to ensure that the guide can effectively help teachers improve their professional skills.

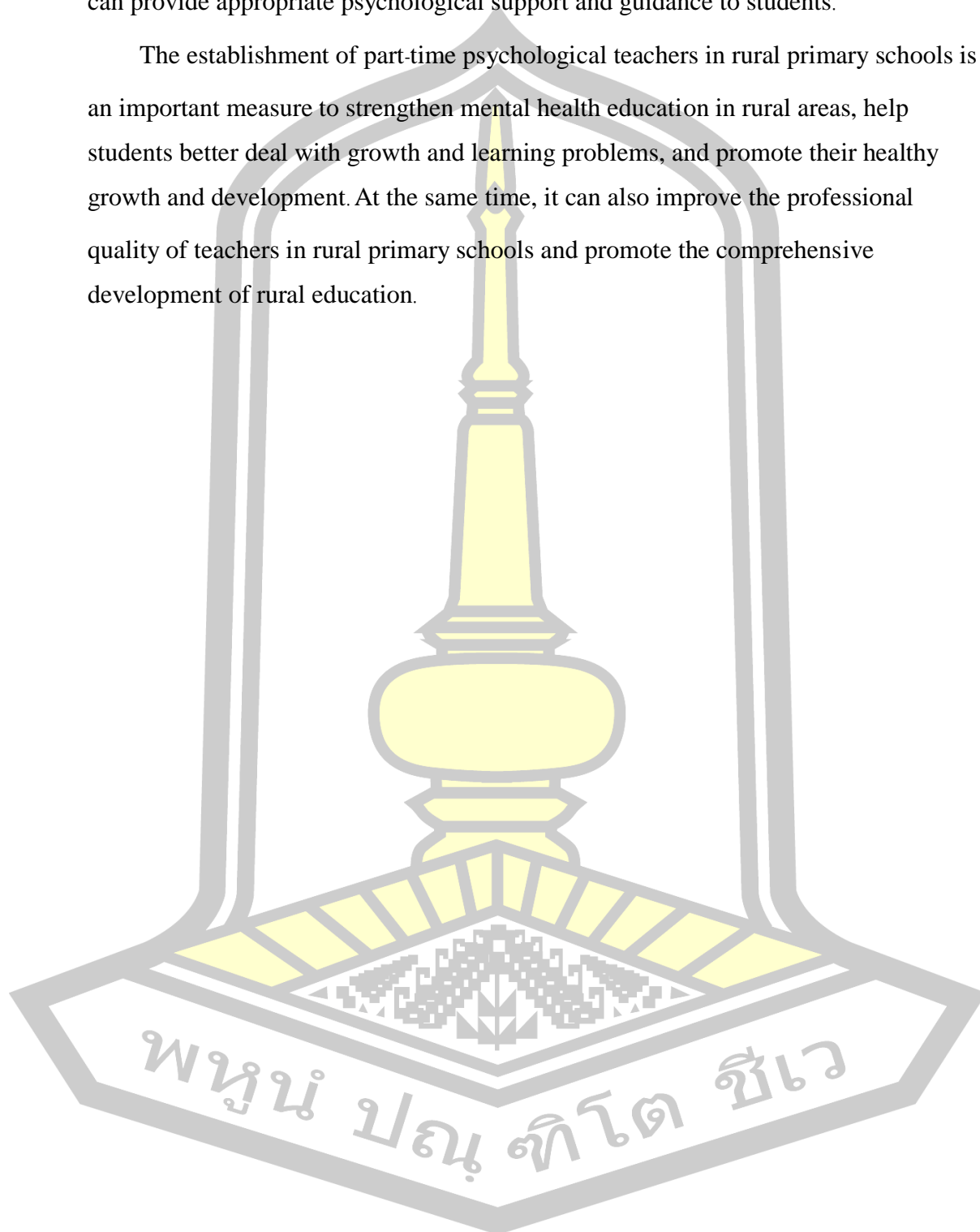
**4.5 Evaluation:** In the field of education, evaluation usually refers to a systematic process aimed at collecting and analysing information to make decisions about educational practices, policies or projects. This process includes not only assessment, but also evaluation. Evaluation is an objective evaluation of a certain thing or situation, and evaluation includes more subjective judgments and value judgments. To fully understand the actual situation and needs of psychological teachers, and provide effective guidance and support.

**4.6 Success Criteria:** In research or project management, Success Criteria or indicators used to measure whether a project, plan, or activity has achieved its stated goals and expected results. These include: The improvement of psychological teachers' professional knowledge, professional abilities, professional affection and professional autonomy, improving students' mental health to improve the quality of primary school education in rural border areas of Guangxi. Identifying these success criteria helps to quantify and qualitatively assess the effectiveness of professional promotion guidelines, and provide the basis for future revision and continuous improvement.

**4.7 Part-time psychological teachers in rural primary schools in Guangxi Provinces:** refers to "Part-time psychological teachers in rural primary schools in Guangxi Province" refers to teachers who are not full-time psychological teachers, but are responsible for carrying out psychological education and psychological counseling work in rural primary schools in Guangxi Province. These teachers may have other teaching subjects or administrative positions, but they have received relevant training

or have some knowledge and skills in psychological education and counseling, and can provide appropriate psychological support and guidance to students.

The establishment of part-time psychological teachers in rural primary schools is an important measure to strengthen mental health education in rural areas, help students better deal with growth and learning problems, and promote their healthy growth and development. At the same time, it can also improve the professional quality of teachers in rural primary schools and promote the comprehensive development of rural education.



## Chapter II

### LITERATURE REVIEW

Literature review is the second part of the paper. By refining and synthesizing theoretical and empirical research, it points out the core concepts in the research field. This chapter provides specific relevance theory to define the scope of research. Through the introduction and description of this chapter, readers will know more about the limitations of research foundation under resources and other sources.

In addition, this chapter will remind researchers not to digress. The second chapter demonstrates:

1. Policy of enhancing psychological teachers.
2. Enhance psychological teachers of primary school.
  - 2.1 Related theoretical basis of enhancing psychological teachers.
  - 2.2 The stages of enhancing psychological teachers.
3. Components of professional development of primary school psychological teachers.
  - 3.1 Professional knowledge
  - 3.2 Professional ability
  - 3.3 Professional affection
  - 3.4 Professional autonomy
4. Factors affecting the professional development of primary school psychological teachers.
5. Methods for enhancing psychological teachers in primary school.
6. An analysis of the current status of enhancing psychological teachers in primary school.
7. Guidelines
  - 7.1 The current status of guidelines
  - 7.2 Guidelines for enhancing psychological teachers
  - 7.3 handbook of guideline
8. Related theory
  - 8.1 PDCA theory

## 8.2 Basic Needs theory

### 9.Related research

#### **Policy of enhancing psychological teachers**

1. In 2012, the Ministry of Education officially issued the decision on deepening teacher reform and promoting liberal education, which clearly states that “Improving the construction of the teaching staff and improving the psychological teachers is an important condition for ensuring the normal and healthy development of mental health education.”. It is necessary to develop local and school teacher training programs for mental health education teachers, through which mental health education teachers can increase their awareness of reading mental health education and acquire the knowledge and ability to conduct mental health education. This is specifically reflected in:

(1) The educational administrative department should attach great importance to the professional status of the teachers of mental health education in schools, and create conditions for their professional development as far as possible.

(2) Puts forward some countermeasures for establishing the system of Mental Health Education Teachers' qualification certificate, strengthening the training and training of mental health education teachers, and perfecting the mental health education service institutions, to promote the specialization of mental health education teachers in primary and secondary schools in our country.

(3) Should have a variety of practical ability. The policy should require psychological teachers to practice for a certain period of time before taking up their posts, such as practice, practical teaching, etc., to improve their ability of psychological counseling and counseling, classroom management, and communication with students and parents.

(4) The policy should also provide practical opportunities for in-service psychological teachers, such as participating in research projects, carrying out mental health education activities inside and outside schools.

(5) In order to stimulate the work enthusiasm and professional identity of primary school psychological teachers, the policy should provide good space and support for their career development. For example, the establishment of a Special Award Fund for Mental Health Education to commend and reward psychological teachers who have made outstanding contributions to the field of mental health education, and the establishment of a professional title evaluation system for mental health education, to provide promotion channel for psychological teachers, encourage psychological teachers to participate in educational decision-making, improve their educational practice ability and innovative spirit.

(6) In order to ensure the effective implementation of the policy, the policy should establish a sound evaluation and supervision mechanism. The concrete measures include: establishing a perfect evaluation system of psychological teachers, scientifically evaluating the professional development of psychological teachers from various dimensions, strengthening the supervision and guidance of Psychological Teachers' work, to ensure that their work is carried out in accordance with the state educational guidelines; to conduct regular examinations of psychological teachers and to rectify or adjust the positions of those who are not qualified.

(7) Improve the psychological teacher development system, perfect the systems for teacher development training, guarantee, motivations, and supervision, and create a favorable environment for sustainable teacher development.

(8) The policy should require that psychological teachers receive systematic professional training prior to their appointment, including core courses such as basic psychology, child development psychology and counseling psychology. In addition, the policy should encourage on-the-job refresher training and regular participation in professional training and academic exchanges to update the knowledge system and improve professional literacy.

(9) Strengthening the system for the qualification of teachers in mental health education, "Some opinions on strengthening mental health education in primary and secondary schools", which requires mental health education teachers participating in

training to obtain a certificate, they should also obtain a qualification certificate issued by a professional institution for mental health education.

(10) We should vigorously promote the training of in-service mental health education teachers, and gradually form a mature training system under the guidance of theory and on the basis of practice.

(11) Improve the psychological teaching quality evaluation system, and evaluate teaching standards, teaching operations, classroom teaching effectiveness, teaching reform and research, teaching awards, and other teaching performance from multiple dimensions. Strengthen the proportion of teaching performance and effectiveness in performance distribution, professional title evaluation, and job promotion assessment.

2. The system for the construction of the psychological teacher workforce in rural areas primary school of Guangxi Province.

In the context of educational reform, the importance of mental health education in primary schools in rural border areas of Guangxi has gradually become prominent.

However, the construction of the primary school psychological teacher team in rural areas of Guangxi Province still faces many challenges, such as insufficient professional ability and shortage of teaching staff. In order to improve the professional level of primary school psychological teachers in rural areas, the Guangxi Provincial Government and education departments have formulated a series of policies to build a high-quality team of psychological teachers. This article will analyze and interpret the policies for the construction of primary school psychological teachers in rural areas of Guangxi Province.

#### (1) Professional knowledge training policy

In order to ensure that primary school psychological teachers in rural areas have solid professional knowledge, policies should require them to receive systematic professional training before taking up their positions, including core courses such as basic psychology, child development psychology, and counseling psychology. In addition, policies should also encourage psychological teachers to engage in on-the-job training, regularly participate in professional training and academic exchange



activities, in order to update their knowledge system and improve their professional competence.

#### (2) Policy for cultivating practical abilities

In addition to professional knowledge, psychological teachers should also possess various practical abilities. The policy should require psychological teachers to undergo a certain amount of practical training before taking up their positions, such as internships and practical teaching, in order to improve their psychological counseling and counseling abilities, classroom management skills, and communication skills with students and parents. At the same time, policies should also provide practical opportunities for in-service psychological teachers, such as participating in research projects and conducting on campus and off campus mental health education activities.

#### (3) Career development support policies

In order to stimulate the work enthusiasm and professional identity of primary school psychological teachers in rural areas, policies should provide them with good career development space and support. Specific measures include: establishing a special reward fund for mental health education, and recognizing and rewarding psychological teachers who have made outstanding contributions in the field of mental health education; Establish a title evaluation system for mental health education to provide promotion channels for psychological teachers; Encourage psychological teachers to participate in educational decision-making, improve their educational practice ability and innovative spirit.

#### (4) Evaluation and supervision mechanism

In order to ensure the effective implementation of policies, a sound evaluation and supervision mechanism should be established. Specific measures include: establishing a comprehensive evaluation system for psychological teachers, and scientifically evaluating the professional development of psychological teachers from multiple dimensions; Strengthen supervision and guidance on the work of psychological teachers, ensuring that they carry out their work in accordance with national education policies; Regularly assess psychological teachers and rectify or adjust positions for those who fail.



At the 2023 Teacher Representative Conference of the Guangxi Border Region Professional Development Forum, the education administration department pointed out that although schools have made a lot of efforts in terms of teaching staff, in recent years, there are still some areas that need improvement, including:

Insufficient quantity: Further increase in the staffing of primary school psychological teachers in rural areas.

(1) The training system is not perfect: There are still many shortcomings in the current psychological teacher training system.

(2) Career development is limited: Due to geographical location and resource limitations, the career development space for primary school psychological teachers in rural areas is limited.

(3) The evaluation and supervision mechanism is not sound: Currently, there are still loopholes in the evaluation and supervision mechanism for rural psychological teachers, leading to some incompetent teachers not being able to adjust or improve in a timely manner. In addition, there are also issues with Independent resources and facilities.

### **Enhance psychological teachers of primary school**

#### **1.Related theoretical basis of enhancing psychological teachers.**

##### **1.1Theory of teachers' professional development**

With the rapid development of social politics and economy, schools have raised the requirements for teachers' professional development. Therefore, teachers' professional development has gradually become a common topic of educational research. From the connotation point of view, teachers' professional development refers to the process that teachers master the necessary knowledge and skills for good professional practice at every stage of their teaching career. Teachers' professional development means teachers' personal professional growth, including the enhancement of confidence and the improvement of skills.

Constantly update and broaden the knowledge of the subjects taught and deepen

the sense of attribution of their own behavior in the classroom. Teachers professional development is staged. Only by grasping these stages can teachers' professional development be sustained and steady.

Shulman divides teachers' professional development into four stages, namely, reserve period, finalize the design period, development period and creation period. In our country, the idea of career development or time sequence research is mostly adopted, and the age is taken as the main reference data and norm to divide the process of teachers' professional development into different stages, emphasizing that teachers' professional characteristics will develop and change with time. Generally, teachers' professional development stages are divided into four stages: preparation stage, novice stage, mature stage and expert stage.

In recent years, the state has continuously promulgated a number of policies and taken a number of measures to promote the professional development of teachers in light of the characteristics of the times. The Action Plan for the Revitalization of Teacher Education (2018-2022) proposes to promote the professional development of teachers by upgrading the level of teacher training, promoting teacher education in internet plus and improving the teaching staff. The development of teachers' professional career has great influence and function on education and teaching practice, which shows that the state attaches importance to teachers' professional development. Grasping the stage of teachers' professional development is conducive to a more targeted understanding of the knowledge, skills and external help needed for teachers' professional development at different stages, and to provide teachers with targeted and feasible training and development programs.

## 1.2. Self-Management theory

The theory of self-management was put forward by American management scientist Peter Drucker. Self-management requires individuals to organize themselves, conduct self-management and restraint, and enhance their motivation to achieve their goals through self-motivation.

The category of management can be one's own psychological state, thought and

behavior, etc. According to this theory, people who are good at self-management are easy to succeed. Self-management is based on everyone being a manager, everyone participating in management, and managing themselves, which saves the tedious work of person-to-person management by combining the subject and object of management into one, the management effect is more prominent. Drucker's theory of self-management puts forward that feedback analysis can be used to ask five questions for self-management: (1) What are your strengths and contributions? (2) How to express yourself? That is, how to reflect their own effectiveness? (3) What are their own values, belonging in groups and life goals? (4) What are the strengths of colleagues in the team? How to be responsible for relationships in a group? How to communicate effectively with colleagues? (5) Do you have any plans for your career? How to manage time and innovation? Drucker believes that self-management is the embodiment of humanism, and everyone should conduct self-management, which is the way of self-realization (Drucker, 2018).

The theory of self-management is similar to the method of self-cultivation in ancient Confucianism, which was advocated by Confucianism.

Self-cultivation law emphasizes that individuals should be "cautious and independent", that is, first of all, self-management and self-improvement should be carried out to improve their moral quality, so as to achieve the effect of doing nothing when managing themselves and others.

Self-management theory also has important enlightenment to the professional development of primary school psychological teachers. At present, in school education, especially in primary education, there is still a great ambiguity in the division of work of teachers, and teachers are at school. School leaders should also undertake teaching tasks. Relying on the traditional management mode of "managing people by people" will cause problems such as cumbersome management work and low management effect. Teachers can improve the effectiveness of professional development through self-management, which can be

done in the following three ways: (1) Understand the advantages of their own professional development: the complexity of psychological health education determines the high requirements of teachers professional development, and every teacher can't grow in every way, which requires teachers to start from their own strengths, make special breakthroughs, and obtain their own expertise and skills; (2) Planning professional development goals: Drucker advocated self-management from the aspects of career, time management and life goals (Drucker, 2018). These methods are also useful for the professional development of primary school psychological teachers. Teachers should enhance their awareness of active development, set reasonable professional development goals and make career plans well; (3) Right responsible for relationship: Teachers' professional development is not isolated from the collective. It is also a good measure to learn wisdom from the group, learn strengths from others and communicate with colleagues around them.

### 1.3 Theory of balanced allocation of educational resources

The word educational resources is interpreted as the human, material and financial resources used, used and consumed in the education process, that is, the sum of human resources, material resources and financial resources. Balance refers to balance, which mainly emphasizes relative equality or balance in quality and degree. The balanced allocation of educational resources refers to the relatively equal or balanced allocation of education resources among various components or different subsystems within the educational system, so that it can give full play to its role and achieve the greatest social and economic benefits. The ultimate goal of educational resources allocation is to achieve the optimal allocation of resources. In the process of allocation of educational resources, while giving consideration to the principle of fairness, we should also pay attention to the ratio of input and output to maximize the income, ensure the high efficiency of the use of educational resources, achieve rational allocation of educational resources, and reduce the waste of educational resources. Balance is a relative concept. In the balanced allocation of educational resources, we cannot pursue the absolute balanced allocation of resources, but should

achieve a relatively balanced state of educational resources. The important content of the balanced allocation of educational resources is the balanced allocation of urban and rural educational resources. Among the educational resources, the most important is human resources, that is, teacher resources. Because of the geographical location close to the city center, developed economy, modern technical conditions and advanced educational concepts, urban teachers professional level is higher, their development speed is faster, and it is easier to achieve remarkable results in resource investment. The rural primary school teachers, on the other hand, are more inclined to urban teachers, and the allocation of educational resources between urban and rural areas is unbalanced. In the rural revitalization strategy.

## 2.The stages of enhancing psychological teachers.

the following is an analysis of the ways and stages to improve the professional development of primary school psychological teachers from the aspects of goal setting, internal and external motivational factors, evaluation, feedback, etc.:

### 2.1 Organizational goals setting:

At different stages of professional development, psychological teachers should set clear and achievable goals. These goals should be consistent with personal career planning and development direction, while also meeting the educational development needs of schools and regions. For example, in the initial stage, the goal can be set to master basic teaching skills and methods; In the growth stage, the goal can be set to form one's own teaching style, which can effectively solve the problems faced by students; In the proficiency stage, the goal can be set to be able to deeply reflect on teaching and continuously improve one's professional level; In the expert stage, the goal can be set to provide students with high-quality psychological counseling services and become industry experts.

### 2.2 Internal and external motivational factors:

Internal and external motivational factors have a significant impact on the professional development of psychological teachers. Internal motivational factors include self actualization, sense of achievement, interest, and self growth. External

motivational factors include improvements in the work environment, increased welfare benefits, promotion of professional titles, and opportunities for career development. The combination of internal and external motivational factors can effectively stimulate the motivation and enthusiasm for the professional development of psychological teachers. For example, in the initial stage, providing a good working environment and welfare benefits can stimulate the enthusiasm and work enthusiasm of psychological teachers; In the stage of growth and proficiency, providing more career development opportunities and training resources can motivate psychological teachers to continuously improve their professional competence and practical ability; In the expert stage, it is possible to motivate psychological teachers to make greater contributions to the development of primary school psychological education by giving them higher honors and status.

### 2.3. Evaluation of the effectiveness of psychological teachers

Evaluation is an important link in the professional development of psychological teachers. Through evaluation, it is possible to objectively and comprehensively evaluate the professional level and practical ability of psychological teachers, identify shortcomings and weaknesses, and propose improvement suggestions and suggestions. Evaluation can be conducted in various ways, such as self-assessment, peer evaluation, student evaluation, and expert evaluation. For example, in the initial stage, the teaching effectiveness of a psychological teacher can be evaluated through feedback from students and evaluations from colleagues; In the stage of growth and proficiency, the professional level and academic achievements of psychological teachers can be evaluated through participating in teaching seminars, research projects, and other means; At the expert stage, the professional competence and practical ability of psychological teachers can be evaluated through evaluations from industry peers and student satisfaction surveys.

### 2.4. Feedback system for enhancing psychological teachers

Feedback is an important means to enhance the professional development of psychological teachers. Through feedback, one can understand their own shortcomings and weaknesses, clarify improvement directions and goals. Feedback



can be obtained through various channels, such as suggestions from colleagues, feedback from students, self reflection, etc. For example, in the initial stage, one can understand their own shortcomings and improvement directions through feedback and suggestions from colleagues; In the stage of growth and proficiency, feedback and suggestions from peers can be obtained through participating in teaching seminars, research projects, and other means; In the expert stage, feedback and suggestions from the industry can be obtained through participating in academic exchanges, industry self-discipline activities, and other means.

### **Components of professional development psychological teachers**

The theoretical framework underpinning these components is a social cultural perspective on professional development, which emphasizes the importance of social interactions and cultural contexts in shaping teachers' practices. According to this framework, teachers' professional development is a dynamic process that occurs within social and cultural contexts, influenced by individual experiences, collective practices, and institutional norms and values. The components of Psychological Teachers Professional Development show the literature about the others who wrote about psychological Teachers Professional Development:

1. The first one: Hoyle, E. (2012), 3 components as follow: Professional knowledge, Professional skills, Professional sentiment.
2. The second one: H.J. Hartly. (2008), 5 components as follow: Professional knowledge, Professional skills, professional emotion, Professional motivation and attitude.
3. The third one: Song guangwen (2004), 3 components as follow: Professional knowledge, Professional skills, Professional motivation.
4. The fourth one: Carless - David, Li Shangwei (2017), 3 components as follow: Professional autonomy, professional wisdom, Professional ethics.
5. The fifth one: Zhu Peiyu (2022), 2 components as follow: Professional ideas and ethics, professional knowledge and skills.



knowledge of psychology, Skills of psychological counseling, Ability of rural psychological counseling research.

8.The eighth one: Li Shijiang(2020),4 components as follow: Professional knowledge, Psychological skills, Professional ethics,Professional sentiment,

*Table 1 Analyze and synthesize the components of Enhancing Psychological Teachers*

Components	Experts								Frequency
	Hoyle, E. (2012)	H.J.Hartly. (2008)(2008)	Song guangwen (2004)	Carless·David , Li Shangwei (2017),	Zhu Peiyu (2022)	Huang Bai (2021)	Tao Xingzhi (2015)	Li Shijiang (2021)	
Professional knowledge	√	√	√		√	√	√	√	8
Professional abilities	√	√	√	√	√	√	√	√	6
Professional affection		√			√	√	√	√	5
Professional autonomy	√	√					√	√	4
Professional attitude					√	√	√		3
Professional motivation			√	√				√	3
Ability of rural psychological counseling research						√			1
Interest in social transformation							√		1

From table 1 can explain Development has 4 components, as shown in Table

### 1. Research on the Influencing Factors of Psychological Teachers' Professional Development in Rural Primary Schools

By analyzing psychological teachers' professional development through the lens of these four components, it becomes clear that effective teaching requires a balance of theoretical knowledge, practical skills, positive attitudes, and autonomy in practice. This balance is essential for psychological teachers to be able to meet the challenges of the profession effectively and to promote positive outcomes for learners. Based on the analysis. dimensions of teachers, professional development and rural teachers, professional development, researchers generally agree with teachers. (Rural teachers) professional development dimensions at least include:

**1. Professional knowledge:** This refers to the theoretical frameworks and knowledge base that psychological teachers acquire through their education and training. This knowledge is essential for providing accurate and evidence-based instruction, and includes an understanding of psychological principles, theories, and research. The theoretical foundations upon which psychological education is built are essential for teachers to have a strong foundational understanding of the subject matter they are teaching. Includes the knowledge to subject knowledge, teaching knowledge, theoretical knowledge of psychological counseling and local situational knowledge.

**2. Professional abilities:** This component involves the practical skills and abilities that psychological teachers must possess to effectively deliver their instruction. These skills include assessment and evaluation techniques, counseling and intervention methods, and an ability to provide feedback and guidance to students. The mastery of these skills allows teachers to apply their knowledge in real-world settings and to tailor their teaching strategies to meet the needs of individual learners. Include to design and implement psychological activity, the ability of psychological diagnosis, counseling and consul, ability to conduct psychological investigation, and psychological reflection ability

**3. Professional affection** :This aspect of professional development involves the attitude, values, and beliefs that psychological teachers bring to their work. It encompasses things like a commitment to student welfare, a belief in the importance of education, and an openness to continuous learning and improvement. The affective domain is essential for teachers to be able to connect with their students, establish trust, and promote a positive learning environment. Includes teachers' professional ethics, students. View orientation and psychological counseling view.,orientation, professional value orientation.

**4. Professional autonomy** :This component refers to the degree of freedom and responsibility that psychological teachers have in their work. It involves making informed decisions about teaching methods, curricular content, and assessment practices based on professional judgment and expertise. Autonomy also includes the ability to take risks and to innovate in the classroom. The concept of autonomy is important because it allows teachers to exercise their professionalism and to adapt their teaching to meet the changing needs of learners. Includes self-awareness and self-development consciousness. At the same time, rural teachers' professional development emphasizes the particularity of their environment and the adaptability and support of their professional quality and rural field. Therefore, this study holds that the professional development of rural teachers refers to a dynamic process in which teachers' professional knowledge professional ability, professional affection and professional autonomy are gradually developed and perfected and their professional level is improved through independent efforts and external assistance.

#### **Factors affecting the professional development of primary school psychological teachers**

From an individual perspective, teacher professional development refers to the ability of teachers to efforts to change one's professional practices, beliefs, and attitudes towards students and the school's understanding emphasizes the acquisition of individual knowledge and skills for teachers, From the perspective of the teacher

community, it is also the continuous realization of professional maturity by teachers, which is in line with the degree of professional standards for professional groups, i.e. the degree of professional specialization.

The professional development of teachers has a certain degree of inevitability of the times. The social trend of personal learning and the expectations borne by education cannot be separated from teachers. The realization of professional development. The construction of teaching staff in ethnic minority areas in China is weak. We still need to face the following difficulties and challenges.

#### 1. The theoretical knowledge of education and teaching is not solid.

Ethnic Region Township, the loss of village teachers is relatively severe, with few graduates from normal universities remaining on duty. Rural teachers engage in educational work, while other rural teachers, despite their work experience, but teaching is difficult to achieve the expected results, education and teaching theoretical knowledge. The main reason is that it is not solid. For example, ontological knowledge and conditional knowledge. Lack of solid understanding, resulting in knowledge errors in teaching; Difficulty in grasping teaching key points and difficulties; Weak class management ability; Modern educational skills etc.

#### 1. Rural teachers in ethnic minority areas have weak professional abilities.

The language ability of rural teachers in ethnic areas is weak. Language is the Importance of Culture. The form of expression is an important tool for interpersonal communication and also a means of learning about the national important pathways for cultural genes and cultural embryos. As Heidegger put it Language is the home of our existence, "said the teacher helping ethnic languages and students to further connect and communicate creating a sense of closeness and allowing students to receive more care, on the other hand, teachers can borrow dialects to play a certain auxiliary role in teaching. Use to help students better understand knowledge. However, teachers use non universal methods teaching through phone calls or non-standard Mandarin, especially for some elderly learners.

Teachers have developed their own language style, which is difficult to change and may not be beneficial for students' growth, just as Yu Yi said, the mother tongue is the adhesive inside, It is a barrier to the outside world, and in a Mandarin speaking environment, there may be the result of not adapting.

## 2. Insufficient professional concepts of rural teachers in rural areas:

There is a crisis of teacher identity among rural teachers in ethnic minority areas. Rural teachers' identity refers to the interaction between the state, rural society, and school society towards the township. The requirements, standards, and expectations of the village teacher profession, within which rural teachers integrate into one's own behavior and concepts, and form a self towards rural teachers. Recognition of responsibilities and corresponding responsibilities, identity recognition is related to the teacher's autonomy. The main body and driving force of professional development ultimately lie in seeking a reasonable identification that can effectively promote teacher professional development. However, in practical work, rural teachers in ethnic minority areas, there is a shortage of teaching staff, and many teachers need to teach multiple subjects simultaneously. We also need to undertake tasks such as drug control propaganda, anti crime and poverty alleviation. On the one hand, heavy workload makes it difficult for teachers to achieve professional development goals. Effective planning makes it difficult to clarify development goals. On the other hand, the work content. The expansion of boundaries has accelerated the emotional exhaustion of teachers, resulting in tedious work weakening one's identity as a rural teacher in the content of the work. In addition, Some studies have pointed out that the implementation of national policies is not in place, and school organizational documents are inadequate. Stubbornness, weak individual quality of teachers, and lack of practical knowledge of teachers affects the self-identity of rural teachers and hinders their proactive self-improvement willingness to achieve professional level.

## 3. The attitude towards education and teaching is negative

The policies, schools, families, and society in which rural teachers are located are relatively unfavorable. The four factors are interrelated and mutually influencing,

and their reasonable negative effects have brought great resistance to the personal professional development of teachers. In addition, the demands for teachers' interests are hindered, and their survival is facing many challenges, exacerbating their professional fatigue and making it difficult for teachers to fulfill their teaching tasks with due diligence. This is crucial for improving teaching quality. Seeking personal professional development with an indifferent attitude seriously hinders the overall development of rural education in ethnic areas.

### **Methods for enhancing psychological teachers in primary school**

To effectively leverage the role of enhancing psychological teacher, it is necessary to start from various aspects to promote the operation of these methods. Schools need to develop corresponding motivation policies and strengthen the promotion and education of psychological teacher motivation methods. Special institutions should be established to manage the operation of psychological teacher enhancing methods, and strict execution should be enforced.

#### **1. Developing enhancing policies**

The education administrative department formulates relevant policies to effectively strengthen the organization and leadership of mental health education teachers in primary schools in border rural areas of Guangxi province. The teachers' expectations and tasks should be realistic in the process of rural primary school teachers' professional development (Watson Keith, 1983). The training of rural primary school teachers should not only be practical, but also last for a suitable time. Too short a time is not conducive to teachers' digestion and absorption, and the content they have learned is simple, which can not better serve students and help rural development. The author thinks that the curriculum and examination of rural primary schools should also be rural, which is in line with the actual situation in rural areas and cultivates more capable rural children. At the same time, rural primary school teachers need to be guaranteed financially, and they will not suffer heavy losses compared with their urban counterparts. Ideally, the reward system should be conducive to these teachers, rather than those who work in the education department of towns, ensure the



positive professional development of teachers. Under the background of comprehensive ability requirements, a unified teacher training system should be formulated for rural primary school teachers to improve their teaching and training activities (HaBerladyn, 2017). At the same time, strengthen close cooperation with universities and local education systems, modernize the content of professional training, keep up with the times, and ensure the continuity and professionalism of professional training for primary school teachers. (Melanie U and Wohlfahrt, 2018)

According to the training conditions of rural primary school teachers in Mellon, it is concluded that informal learning in the workplace corresponds to the traditional collectivism-oriented learning mode in rural areas, and both methods have their own advantages and disadvantages. Therefore, they believe that informal methods should be combined with formal teacher education structure, which can improve the quality of teachers in many African countries, improve the education level and meet the high demand for qualified teachers within a limited budget. It investigated the teaching practice of five experts teachers from rural school districts in the United States through thinking protocols, curriculum plans, teaching observations and semi-structured interviews (Hatch Lance & Clark Sarah K, 2021). The study concluded that rural primary school teachers did not rely on compiling detailed teaching plans or rigorous curriculum plans to improve their professional level, but thought deeply about students, evaluation and curriculum objectives carefully selected reference materials and curriculum materials, and adopted traceable improvisation in teaching.

To sum up, foreign scholars believe that to improve the professional level of rural primary school teachers, on the one hand, we should start with the reward system and training system to provide impetus for the professional development of rural primary school teachers. On the other hand, teachers should sum up their teaching experience and form their own teaching mode. The problem of rural primary school teachers' professional development is complex and cannot be solved in a single way. It needs to be combined with various methods according to the local actual situation, so as to form a thrust and promote the professional development of rural primary school teachers.



2. Schools and parents increase support for the professional development of psychological teachers

The degree to which schools attach importance to mental health education directly affects the professional development of mental health education teachers.

2.1 Attach importance to the teaching status and achievements of mental health education, and encourage and support activities organized by mental health education teachers.

2.2 Reduce the burden on mental health education teachers and build a harmonious campus. At present, China's education industry has experienced unprecedented development, followed by an increase in expectations for education. Schools and society also have higher requirements for mental health education teachers, and excessive demands have evolved into various psychological pressures for mental health education teachers, such as work target task pressure, self-development pressure, economic life pressure, interpersonal relationship pressure, etc. According to a survey of primary school psychological teachers in border areas of Guangxi, 63.4% of mental health education teachers believe that their current work burden is heavy or heavy. Reducing the workload and psychological burden for mental health education teachers, creating a harmonious campus atmosphere, helps teachers to moderately express themselves and reasonably vent, thereby creating a good professional growth environment for psychological education teachers.

3. Psychological teachers achieve self professional growth

Due to the dual influence of subjective and objective factors, the professionalization level of mental health education teachers varies greatly. The current situation. Therefore, analyzing the profession of mental health education teachers from the perspectives of education administrative departments, society, schools, etc. The development of culture must be truly promoted through the subjectivity of teachers. Only by truly stimulating mental health, the self-awareness of professional development of educational teachers is the key to the transformation of the growth of mental health education teachers from external supervision to internal

growth, a fundamental shift from individual individuals to social groups.

4.Strengthen the qualification admission system for mental health education teachers.

The issue of teaching staff is at present, there is an urgent need to solve the problem of carrying out mental health education in the border areas of Guangxi. Adopting the strategy of "introducing professional talents and sending them out". The policy of "part-time teachers" can enhance the professional level of school mental health education teachers. Education Administration Department develop relevant policies to hire a group of fresh graduates majoring in psychology and send out some eligible candidates and teachers who aspire to engage in mental health education should learn and devote themselves to mental health education after completing their studies. One important goal of the teacher qualification certification system is to improve the voice of teachers by continuously strengthening their professionalization Honor, ensure the quality of teachers, change public image and improve teacher welfare, thereby attracting more outstanding talents to apply entering the teaching profession with teacher qualifications, thus forming a virtuous cycle of teacher human resources.

#### **An analysis of the current status of enhancing psychological teachers in primary school.**

This study is based on the basic idea of teachers' professional development! And the change of school management characteristics in teachers' professional development as the basic analysis basis, it is planned to investigate from the following aspects! Analysis and research

1. To form shared values, teachers' professional development involves understanding a series of basic issues, such as education, teachers, students, knowledge, skills, teaching, curriculum, development, etc. In fact, teachers' professional development has different orientations, which has a great relationship with people's different understanding of these issues, and the understanding of these

issues actually reflects the values of running a school. Values are an attitude of the subject to the object, indicating the behavioral tendency of the subject to the object. It means that the subject chooses the object, and this attitude and behavior tendency choice is closely related to the subject's needs, ideals and aspirations. Different needs, ideals and aspirations of the subject have different values for the object. Therefore, the promotion of teachers' professional development from the perspective of school management is first based on the corresponding values, that is, how managers and teachers as the subject understand this series of problems. Different understanding of these problems leads to different behavior tendencies and behavior choices, and different tendencies and choices will have different effects on the practice of teachers' professional development. Among the above many problems, how to recognize and establish the professional quality structure that teachers should have as a professional is the most important, which involves the basic understanding of the profession and teachers' profession, and the basic understanding of teachers' professional development. At the same time, it also involves teachers' own professional development direction and the practical orientation of school management. The understanding of teachers' professional development and teachers' professional quality is the primary problem for the school to promote teachers' professional development, but not every member of the school is always interested in teachers' professional development at the beginning. Teachers' professional quality has a correct understanding and a strong sense of action, which is constantly cultivated in the process of practice. From the perspective of values, it needs to be a process of concept identification, and with concept identification there will be common aspirations and pursuits. Teachers' professional development can only be supported by teachers' psychological support and teachers can consciously accept the requirements and norms of the school on teachers' professional development, and then turn it into their own conscious behavior. Therefore, the problem to be solved in school management is how to make all teachers accept and agree with the basic ideas of teachers' professional development and teachers' professional quality structure established by the school and internalize them into their own concepts and needs. At the same time,

make such a common concept and understanding have an influence on teachers' behavioral tendencies and choices, and make the school's common understanding of teachers' professional development turn into an objective reality.

## 2.Change teachers behavior through institutional norms

The system is artificially set, which restricts and changes people's behavior, and it is also the embodiment of changing rules and requirements. But no matter what kind of system, it is formulated under the guidance of certain values, and they all have their own. The value basis and value pursuit of. The rules and regulations formulated by any organization also reflect the values pursued by this organization, and schools are no exception. The setting and change of school system are the embodiment of school values that is, what we hope to achieve through the system, and the system reflects the value pursuit of the school. Therefore, promoting teachers professional development system from the perspective of school management is a way to turn ideals into reality. The significance of the system to teachers' professional development lies in: first, in school management, the understanding of teachers' professional development and teachers' professional quality is more directly manifested in the ideological and conceptual guidance of teachers, which is essential in the process of teachers' professional development, but the concept and understanding can not produce binding force and coercive force on each teacher's specific behavior, which requires the construction of an institutional system to make up for it. And through the implementation of the system to turn it into reality for teachers, even excellent teachers are more willing to follow a familiar one because of the trivial and complicated work, repetition and tense work rhythm, and because of some inertia that people have Habitual. To do things in the same way, change means starting over. Without the coercive power of the system, change will be difficult to achieve; Second, teachers' professional development is a process behavior. In this process, both the external impetus and their own needs need specific measures. feasible methods and necessary support, and all of these can be legalized or partially legalized through the form of system, and bind teachers' actions; Third, the system is the most commonly

used and common in school management, and it is often proved to be one of the most effective management means in the process of organizational development. For example, after classical management was introduced into China in the early 1990s, because classical management theory reflected the idea of system management more, the school management reform in that period in China was carried out with the help of system means. Therefore, "the problem to be solved in school management is' how to embody the requirements of teachers' professional quality through a series of systems . How to standardize and change teachers- professional behavior through systems, and further deepen the understanding of teachers professional development ideas on the basis of reflection on actions, and internalize the requirements of teachers' professional quality into the needs of their own development.

### 3. To create a school custom to promote teachers' self-development

If the system embodies a standard that conforms to the mainstream value and common value of the organization, the custom more embodies a folk group and individual value tendency. In the real society, the value tendency embodied by the custom may be consistent with the mainstream value of the organization, or it may run counter to it. Therefore, it is really a very important issue to put the professional development of teachers in what custom. Teachers' professional development is a gradual process, and it is a subtle process. In this process, school members behaviors, ways of doing things, work attitudes, emotional expires. Ways of thinking and personal hobbies affect teachers in a most profound subtle and irresistible way, which constitutes the main content of school customs. If you say view.

Mindfulness and harmony system more expresses a kind of pursuit of ideal state, a kind of behavior tendency embodies a kind of inclination that should be, while custom expresses an objective reality, a kind of fact existence and a kind of actual state. A teacher grows from an immature novice to a mature professional. This process is mostly carried out and completed in schools. The school environment provides a soil for teachers' professional development, but not all school environments are conducive to teachers' growth which largely depends on the nature of the soil, that is,

customs. When new teachers go to school, their addition to the school generally begins with becoming vulgar Customs provide the most basic behavior mode for each new teacher to complete socialization. When the new teacher is completely independent and participates in various school activities, people will find that "the customs of the school have become his customs, the beliefs of the group have become his beliefs, and the behavior norms of other teachers have become his behavior norms. When a teacher gradually melts into the teacher group, he acquires professional knowledge, professional skills, professional attitude and other professional qualities in the process of unconsciously infecting and imitating various customs, accepts school customs, and follows the footsteps of other teachers who are older than him to complete the course of teaching career The problem to be solved in school management is to use the power of customs to promote teachers professional development. The key point is how to adjust and use existing customs around teachers' professional development ideas How to create new customs and how to influence teachers professional development, values, systems and customs. Values are the soul of running a school, which reflects the knowledge of school members about the value relationship in school education management activities, and has an impact on the behavior tendency and mode of school members. It shows a kind of concept of what should be and a kind of school spirit, and this concept and spirit are in a leading position in the school. System is the explicit form of values, and it is the embodiment of school values from setting to changing. "It regulates the behavior of school members, and through the implementation of system values, the determination and guidance of values, the formulation and implementation of systems are all rational , behaviors and the result of an idea. However, in school life, almost all rational behaviors are embedded in the school environment formed by customs, and customs are the actual expression of values and the result of internalization of systems.

### **Guidelines**

#### **1.The current status of guidelines**

According to Andrew(2012), guidelines are called standards, expectations or



terms of use. Guidelines. It is the expectation imposed by the institution to use the official capacity of the policy. Using effective guidelines provides an important tool for administrators to successfully perform their duties. The guidelines will convey the expectations of the organization, provide necessary support, and explain how the policy is implemented within the organization. This will provide a framework and comfort for the national policy office and teachers interested in implementing the policy, and will open up opportunities for cooperation and sharing of best practices. Similarly, a guideline is a statement that sets a course of action. Guidelines are designed to simplify specific practices according to a set of routine or reasonable practices.

Process. By definition, following guidelines is never mandatory. The guidelines are not binding or enforceable. For example, the statement "besides giving a meaningful name to a variable, you should also consider where to declare the variable." As a general rule, "local variables should be declared at the beginning of a code block" can be considered as a criterion. By following it, developers can increase the readability of their code, thus simplifying maintenance but they can declare local variables in other parts of the code without compromising the quality of the code (<http://www.va.gov/trm/TRMGlossaryPage.asp>).

For primary school psychological teachers, the guidelines will clarify their roles and expectations in policy implementation. In turn, this will help teachers adapt to the implementation of the policy and make them more willing to start implementing the policy. The preparation for solving and preventing possible problems in the implementation of the strategy begins with establishing guiding principles for the implementation of the strategy.

## 2. Guidelines for enhancing psychological teachers

Guidelines refers to standards, principles, term of use, or expectation which mandated by institutions to use the policies officially. Guidelines will communicate the organization expectation and explain how the policy should be and being implemented within the organization and institution level. By using guidelines, it



helps staffs both in organization and institution interested in implement policies and will open up the opportunities for collaboration and sharing. The guidelines will clarify staffs' roles and responsibility to implement policies that is why makes them more willing to begin implementing policies.

According to "The Formulation and Implementation of Guidelines" (Li Yue, 2008), the formulation of guidelines generally follows the following six steps: Principles, Purpose, Operational Mechanism, Implementation Guide, Evaluation and Success Criteria. Setting principles is the first step in developing guidelines. It provides a foundation and direction for subsequent decisions and actions. Principles provide clear criteria for evaluating success and progress. They can be used as a benchmark to measure the performance and achievements of organizations or individuals.

## 2.1 Setting principles

In The Formula and Implementation of Guidelines, the four stages of setting principles are as follows:

2.1.1 Clarifying goals and scope: Defining the goals and scope of application of a guide is the primary step in developing any guide. It is necessary to clarify which issues the guide aims to address and which users or industries it will serve.

2.1.2 Collect and evaluate evidence: Collect relevant evidence and data based on a systematic approach, including scientific research, case studies, expert opinions, etc. Then, these pieces of evidence are rigorously evaluated to determine their applicability and weight in the guidelines.

2.1.3 Formulate recommendation opinions: Based on the evaluation evidence, develop specific recommendation opinions. This process typically involves discussions and consensus formation among expert teams, and may also include opinions and feedback from stakeholders.

2.1.4 Writing and reviewing guidelines: Translate recommendations into a complete guideline document and conduct peer review. This stage ensures that the content of the guide is clear, accurate, and easy to understand and implement.

These principles help improve the quality and reliability of guidelines, and ensure that they can effectively guide practice and decision-making.

## 2.2 Purpose

In order for educational institutions under the primary School in rural areas of Guangxi province, the development of internal supervision to be effective by using the professional psychological teachers enhancing guidelines using the concept of the professional psychological teachers for primary school in rural areas of Guangxi province.

## 2.3 Operational Mechanism

Operating mechanism of the teacher motivation system based on the PDCA management principle, including the following steps:

### 2.3.1 Planning Phase (PLAN)

- (1) Establish a committee responsible for enhancing psychological teachers initiatives.
- (2) Convene meetings to explain the development and implementation of the psychological teachers enhanced Guidelines, aligning them with the actual situation for primary school in rural areas of Guangxi province and the needs of the psychological teachers.
- (3) The primary school's psychological teachers enhanced Committee proposes the development direction of the psychological teachers enhanced Guidelines.
- (4) Formulate a preliminary draft for the operation of enhancing psychological teachers.
- (5) Conduct a primary school-wide staff meeting to gather feedback from psychological teachers.
- (6) Hold a meeting to clarify the roles and tasks of the working group, ensuring that they possess the skills required for effective execution, and collaboratively plan action strategies.

### 2.3.2 Implementation Phase (DO)

- (1) Incentivize psychological teachers based on the guidelines.

(2) Conduct professional training according to specified procedures and practical arrangements.

#### 2.3.3 Checking Phase (CHECK)

- (1) Clearly define the responsible supervisor.
- (2) Develop a plan for tracking and reviewing the effectiveness of motivations.
- (3) Jointly review the budget utilization of the enhancing psychological teacher .

#### 2.3.4 Acting Phase (ACT)

- (1) Implement psychological teacher enhanced based on the school's plan.
- (2) Summarize and compile an annual report, assessing the effectiveness of psychological teacher enhanced.
- (3) Submit the report to the school committee and gather feedback.
- (4) Based on the evaluation results of psychological teacher enhanced effectiveness and solicited feedback, promptly adjust and improve enhanced measures.
- (5) Develop the primary school to be a learning organization until it is a culture in the normal work of the school.

#### 2.4 Implementation Guide

When the Board of Directors of Education considers allowing guidelines for the development of professional psychological teachers. Within the teaching form, using the concept of the professional development, the person in charge is therefore operating according to the manual. The manual is used, which has the process of the process as follows. The operation means the development of the professional psychological teachers enhancing guidelines. By using the concept of professional development. For primary School in rural areas of Guangxi province consists of 4 elements, including 1. professional development planning, teaching, advice. 2. Conducting the development of professional psychological teachers in the form of instruction. 3. Evaluate, monitor and improve work. 4. A Reflecting the results.

#### 2.5 Evaluation

2.5.1 Evaluate the effectiveness of the implementation of the guidelines through questionnaires, interviews, etc.

2.5.2 Compare the motivation effect of teachers before and after using the Guidelines.

## 2.6 Success conditions

2.6.1 Managers should strictly execute their work in accordance with clear plan/project/activity requirements.

2.6.2 When carrying out the work, it is essential to ensure that the relevant personnel are involved in goal setting, plan development, and evaluation of results.

## 3. Handbook of guideline

Development of promotion guidelines to enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province, organized with the objective for Executives, teachers and stakeholders in the development of enhancing Professional Psychological Teachers guidelines Instructions can be guided to use the steps set out in the manual. To be more effective and effective The essence of this manual consists of principles and reasons, goals, mechanisms, operations, methods, evaluation and conditions.

### **The essence of the manual consists of**

3.1 Principles

3.2 Purpose

3.3 The mechanism of operation

3.4 Guidance on operation

3.5 Evaluation

3.6 Conditions of success

## Related theory

**1. PDCA theory:** The PDCA theory, also known as the Deming Cycle, is a four-step problem-solving process that helps organizations improve their processes and outcomes. The acronym PDCA stands for Plan, Do, Check, and Act. PDCA (Plan-Do-Check-Act) is an iterative quality management method for improving processes and products. In this context, we can apply PDCA theory to the professional development and improvement of primary school psychology teachers in rural areas of Guangxi Province.

1.1 Plan: In this stage, an organization identifies a problem or opportunity for improvement and sets a goal to address it. They then develop a plan to achieve this goal, including strategies, tasks, and timelines.

1.2 Do: This stage involves implementing the plan created in the first step. Employees carry out the tasks outlined in the plan, following the established procedures and guidelines.

1.3 Check: After completing the implementation phase, the organization reviews the results to determine whether the goal was achieved and how well the plan worked. This step involves measuring performance, analyzing data, and comparing the outcomes to the desired objectives.

1.4 Act: Finally, based on the findings of the previous step, the organization decides what actions to take next. If the plan was successful, they may choose to standardize the new process or continue making improvements. If the plan did not work as expected, they will need to modify it or try a different approach.

**2. Basic Needs Theory:** plays the following roles in improving the professional development of primary school psychology teachers in rural areas of Guangxi Province:

2.1 Meet independent needs:

Give teachers autonomy: At the level of education management, primary school psychology teachers in rural areas should be given more autonomy so that they can make decisions, plan teaching activities and participate in school management;

#### 2.2 Provide professional development opportunities:

Provide teachers with continuous professional development opportunities to meet their self-actualization needs.

#### 2.3 Meet competency requirements:

Provide effective teaching support: Provide necessary teaching resources and support to primary school psychology teachers in rural areas to help them improve their teaching effectiveness and enhance their sense of competence.

2.4 Establish an incentive mechanism: encourage teachers to continuously improve their teaching level and professionalism by establishing reward mechanisms, displaying teaching results, etc.;

#### 2.5 Meet related needs

Build a teacher community: Encourage primary school psychology teachers in rural areas to establish connections and form a teacher community to share teaching experience, solve problems and support each other.

By applying Basic Needs Theory, we can provide strong theoretical support and practical guidance to improve the level of professional psychological teachers in primary schools in rural areas of Guangxi Province. Meeting teachers' autonomous needs, competence needs and related needs will help stimulate teachers' intrinsic motivation, improve their professionalism and teaching level, and thereby promote the mental health development of primary school students in rural areas.

### **Related studies**

#### 1. Research on the Professional Quality of psychological Teachers

Wang Hongfang, a scholar, explored from the characteristics of professionals and summed up the general characteristics of teachers engaged in psychological education. He pointed out that interpersonal communication and teamwork skills are particularly



important for teachers of psychological education. Teachers have a good sense of self-efficacy, and the trust conveyed to others is conducive to the development of teachers' work in psychological education. Cai Yuanyun pays attention to the working objects that school psychological teachers face. He believes that teachers should understand the influencing factors of teenagers' "growth and development", understand the learning mode and characteristics of teenagers, and complete the change of adolescent mental development health service mode. The above three contents are psychological education and teaching.

Main points of division work , In his research, Yang Guifen analyzed that there is a lack of humanistic spirit in the professional development of psychological teachers. This part of the teachers' work is aimed at students and teenagers, and good humanistic care is helpful for teachers' professional growth.

## 2. Research on Professional Training of psychological Teachers

Government and education sector: The education sector should create a good policy environment for teachers' independent development, include teachers' professional development in the school development strategy, and build a scientific and reasonable teacher development guarantee system (Tang Haixia, 2017). The education department should increase efforts to support and guarantee the improvement of the professional ability of primary school teachers in poor rural areas (Wang Lina and Jiang Zaiqiang, 2018). Improving teachers' professional development requires local governments to strengthen the guidance of teachers' professional development (Li Yong and Ke Qi, 2019). The development path of rural primary school teachers, on the one hand, improves the pre-service teacher training and on-the-job training system, so that teachers' professional development becomes a continuous process (Li Xiaoli, 2021).

It is necessary to improve the training mode of general practice teachers in primary schools, optimize the qualification certification system of general practice teachers, establish an effective training system for general practice teachers, and formulate a personalized on-the-job training plan for general practice teachers. On the



other hand, creating a good cultural atmosphere provides a powerful external environment for the professional development of rural primary school teachers. The author thinks that we should strengthen the construction of rural culture, enhance the attraction of rural education, and at the same time optimize the working environment of primary school general teachers and enhance their professional development awareness.

School level: Put forward strategies such as improving the school teaching development system, ensuring obstacles in the school system, improving school teaching and training, establishing a reasonable multi-dimensional evaluation mechanism, and improving teachers self-evaluation level(Yao Limin&He Guangming ,2018) . The schools Should Strengthen the construction of teachers' professional development(Li Yong& Ke Qi,2019) . It is believed that schools should promote the professional development of rural primary school teachers by carrying out a series of deep learning activities, promoting teaching through evaluation, organizing efficient classroom evaluation, building a development form for young teachers, returning teachers' autonomy in teaching and research, and improving the teacher evaluation mechanism(Zhao xunmei,2019). Put forward that the paths of rural primary school teachers' professional development include providing teachers with diversified skills training, peer assistance, healthy competition, creating a learning atmosphere, creating a fashion of attaching importance to teachers, establishing and improving the teacher supervision system, and improving the teacher reward and punishment system(Wang Qiwei ,2020).

The teachers should enhance their awareness, promote the development of professional ability, enhance their professional identity and pay attention to the spiritual needs of rural primary school teachers(Wang Lina & Jiang Zaiqiang 2018).

The development of teachers' division in the new era should not passively accept training content, but actively use modern network technology to enrich teaching practice Teachers actively use cyberspace resources, take the initiative to learn by themselves by using the resource platform, optimize the content and design of daily

teaching courses, constantly learn modern information knowledge and improve technical operation ability(Lu Shi ,2020). The path of general practice teachers' independent development should be becked, and teachers' self improvement should become the internal power source of professional development. Teachers should establish the concept of lifelong learning and cultivate the habit of being diligent in reflection(Li Xiaoli 2021).

### 3.Carding and analysis of the existing research

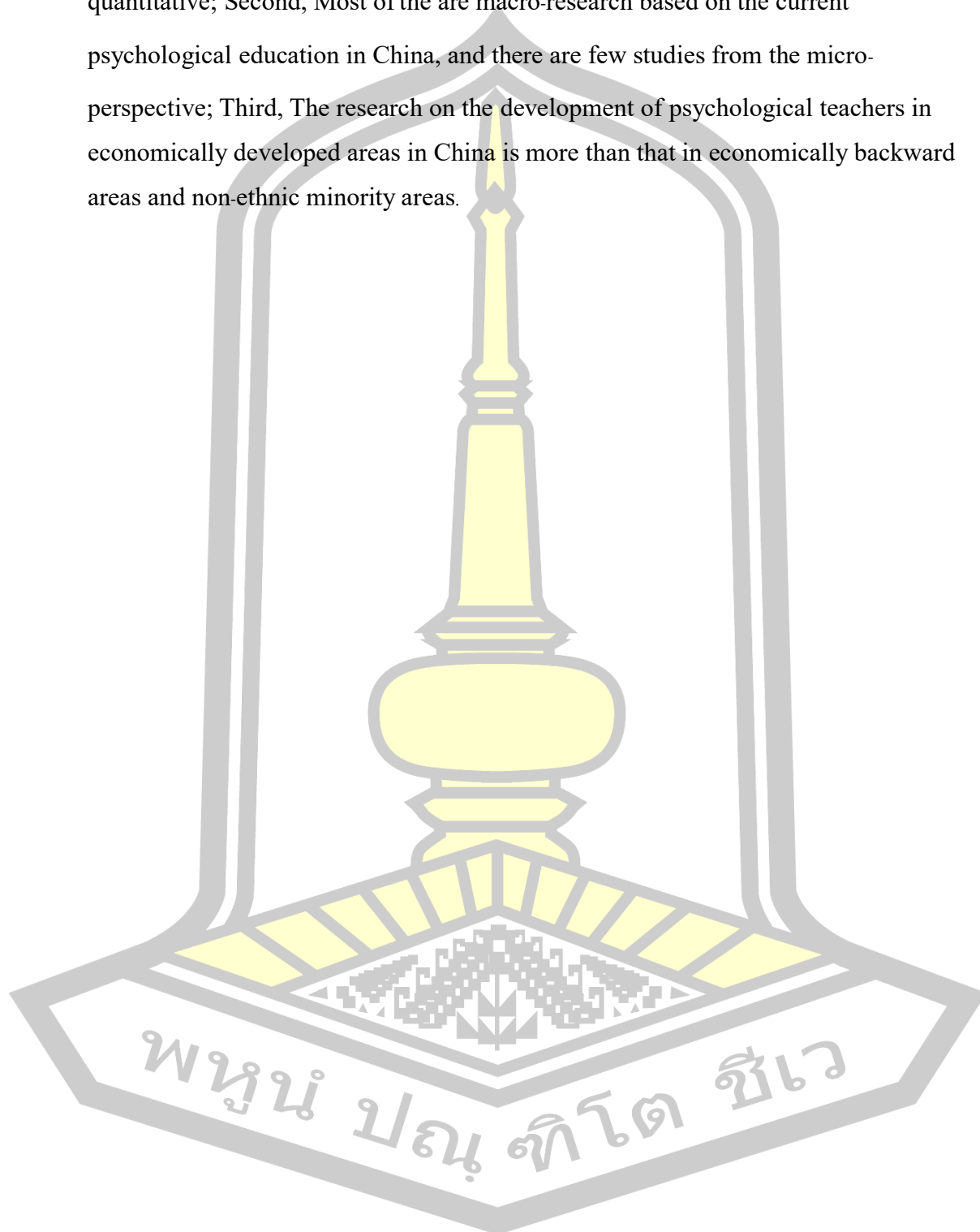
The above foreign scholars' research has studied the current situation, influencing factors and development path of rural primary school teachers' professional development, and found that rural primary school teachers have the status quo of great mental pressure, low sense of accomplishment leading to job burnout, the use and lack of modern educational technology, and under understanding of students' situation. The main factors that hinder the professional development of rural primary school teachers are inadequate training, lack of economic security, lack of educational information technology conditions, lack of development motivation, unreasonable professional knowledge structure, imperfect incentive measures and so on(Liu Xue,2021). The measures to improve the professional development of teachers in rural areas include extending the training time, formulating a unified and standard training system, improving the treatment of rural teachers, strengthening teachers' cooperation, encouraging and guiding teachers to form their own teaching models, etc. These studies are the development of education in China provides theoretical basis and guiding methods. However, due to different regions and policies, the development of rural primary school teachers in our country can't copy foreign theories and related practices. We should put forward theories and solutions based on local conditions. We can learn from these successful experiences, but we can't copy them. We need to internalize and absorb them before using them(Li Mingxiu,2012). The research on rural teachers' professional development in China is relatively mature, and the results of the existing research are mainly as follows: First, it is proposed that teachers' professional development is actually teachers' active development, and its core issue is teachers' professional awareness and ability. Secondly, it is analyzed from different

angles of teachers schools and governments and different conclusions are obtained which enriches the theory of teachers professional development. Thirdly, it enriches the theory of teachers' professional development and provides some theoretical support and reference for this study. However, there are also some shortcomings, such as the lack of empirical research methods and the simplistic research strategies(Zhao Fucai,2022).

To sum up, from the quantity of literature, there are many researches on teachers' professional development, and their researches are relatively mature. However, there is still very little research on the professionalization of psychological teachers. Foreign scholars started the research on the professionalization of teachers in psychological education earlier, and the research focused on putting forward unique opinions on the development of teachers' professional lization from a specific perspective focusing on the collection of data and the application of research methods(Liu Bingyuan,2021). Foreign countries pay attention to practice and application in the professional training of psychological teachers. However, because the level of psychological education in primary and secondary schools in China is quite different from that in foreign countries, especially in some remote and backward minority areas, psychological education has just started. The theoretical results of foreign research may not be suitable for the development of psychological education in minority areas in China(Ling Xiaoli,2023).

Personally, I think that since the 'Several Opinions on psychological Education in Primary and Secondary Schools' was issued, all localities have fully implemented the spirit of the document of the Ministry of Education. Many provinces and municipalities have not only issued relevant policies on the education and training of psychological teachers, but also trained a large number of full-time and part-time teachers engaged in school psychological education. At present, there are more and more researches on the professional development of psychological teachers by Chinese scholars. Generally speaking, the research on the professionalization of psychological teachers in China has the following three characteristics: first, from the

perspective of sociological methods, the current area is more qualitative than quantitative; Second, Most of the are macro-research based on the current psychological education in China, and there are few studies from the micro-perspective; Third, The research on the development of psychological teachers in economically developed areas in China is more than that in economically backward areas and non-ethnic minority areas.



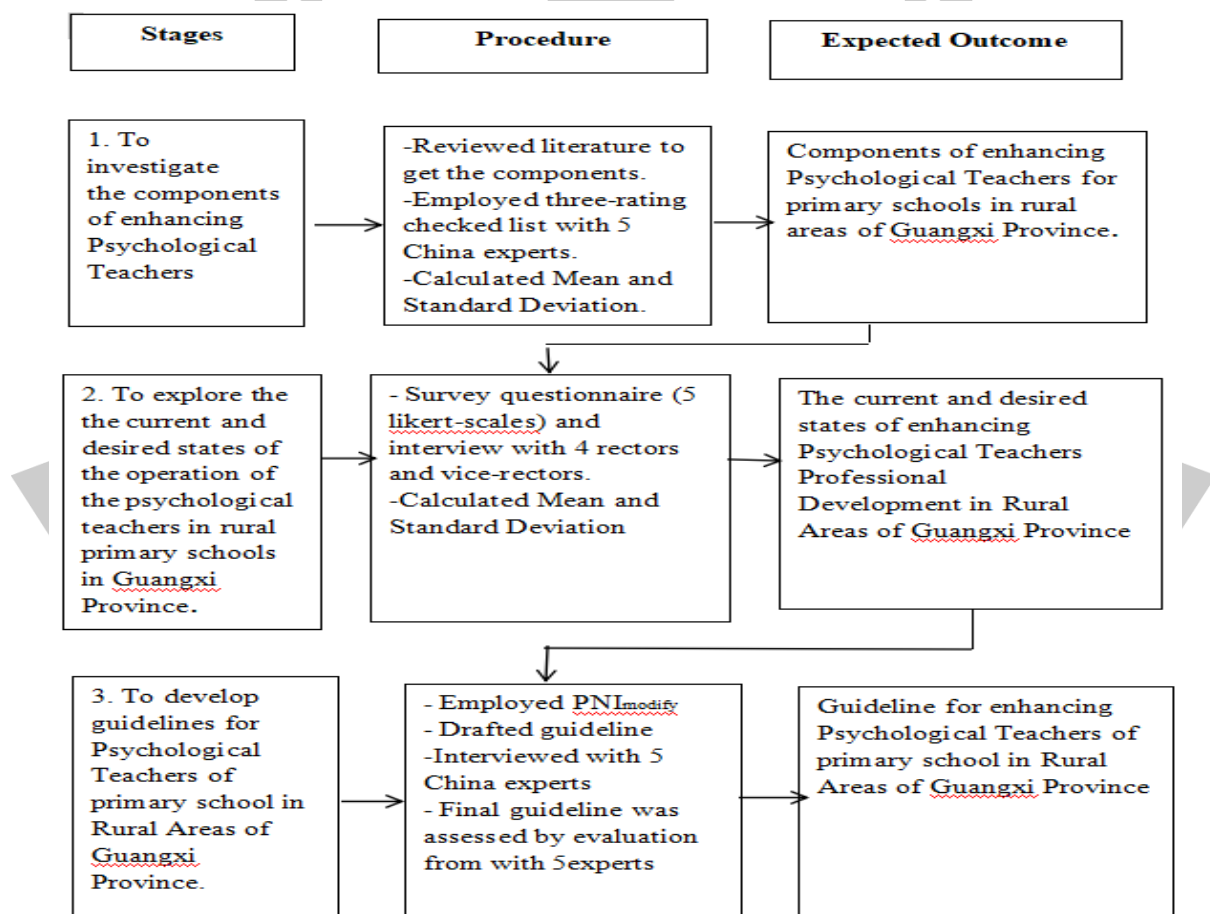
## Chapter III

### RESEARCH METHODOLOGY

Research method is an important part of every research, which can guide researchers to use the right tools, obtain convincing data and turn them into complete results. At the same time, it is also a clue to let readers know what effective methods researchers are implementing to carry out their full research. In this mixed method research is used. This study adopts the method of combining qualitative research with quantitative research. In qualitative research, literature is mainly used.

The methods of analysis and archives research are presented, and the quantitative research mainly adopts questionnaire survey, interview and data statistical analysis.

*Figure 3 The Process of Research Methodology*



### **Stage I: To investigate the components of enhancing Psychological Teachers**

To study the components of enhancing Psychological Teachers, the entire process was conducted in three steps by the researchers. In the first step, the researchers reviewed a large number of literature sources, such as books, academic articles, reports, studies, and papers. In the second step, the researchers invited experienced

experts from China in relevant fields to examine the components of enhancing Psychological Teachers. In the third step, research tools were constructed. After completing the production of research tools, the researchers will proceed to the data collection stage to prepare for the final data analysis.

#### **1. Respondents**

The researchers used a component checklist to inspect the quality of the teacher motivation mechanism components together with five experts. The researcher adopted the form of component checklist to check the quality of policy implementation components with five experts. These experts have at least a doctor's degree and have 5 years' working experience. The interviewees were:

(1) Prof. Dr. Huang Jianyi, Dean of the School of Education of Guangxi Normal University for Nationalities, Doctor of Education, holds the National Psychological Counselor Qualification Certificate, and has extensive knowledge and skills in mental health education through professional training and practical experience. In the past ten years, I have been engaged in mental health education in the border areas of Guangxi and accumulated rich practical experience. It has provided training and guidance to rural primary school psychology teachers on many occasions to help them improve their teaching standards.

(2) Prof. Dr. Zhao Fucui, Director of the Psychological Counseling Center of Liaocheng University, Ph.D. in Psychology, holds the National Level 2 Psychological Counselor Qualification Certificate, and has extensive knowledge and skills in mental health education. Have an in-depth understanding of national education policies and mental health standards, and be able to develop relevant teaching plans and courses according to national guidelines. He has provided training and guidance for rural

primary school psychology teachers on many occasions to help them improve their teaching standards.

(3) Prof. Dr. Liu Bingyuan, Doctor of Education, Shandong Provincial Theoretical Talent "Hundred Talents Project", Shandong Provincial Expert "Famous Teachers" Expert Database, Director of the Shandong Provincial Youth Research Institute, Dean of the Youth Work College of Shandong Youth Political College, Youth Ideological and Moral Construction Research Institute Dean; Vice President of Shandong Youth Research Association; Member of Shandong University Teacher Training Expert Steering Committee. Since 2003, he has published more than 90 papers in various professional journals such as CSSCI and National Chinese Core.

(4) Prof. Dr. Li Jianping, Doctor of Education, President of Tianjin Academy of Educational Sciences, Director of the National Expert Steering Committee for Primary and Secondary School Teacher Training. He has published many academic papers on rural children's mental health education and hosted a number of related research projects.

(5) Prof. Dr. Zhong Haiqing, Mental health education expert in primary and secondary schools in Guangxi. Director of the Steering Committee, professor at Guangxi University for Nationalities, mainly responsible for research, consultation and guidance on mental health education for primary and secondary school students in Guangxi. Familiar with the important decisions on mental health education for primary and secondary school students in Guangxi, and able to formulate mental health teacher training plans for primary and secondary schools in accordance with national guidelines.



*Table 2 Basic Situation of Teachers' Professional Development Interview*

Interview	Gender	Age	Experience	Diploma	Professional title
Teacher 1	Man	32	Six(year)	College	Intermediate professional title
Teacher 2	Man	35	Ten(year)	Master	Intermediate professional title
Teacher 3	Woman	41	Eighth(year)	Bachelor	Senior professional title
Teacher 4	Woman	29	Five(year)	Master	Elementary school intermediate professional title
Teacher 5	Man	34	Eleven(year)	Bachelor	Intermediate professional
Teacher 6	Woman	32	Nine(year)	Bachelor	Senior professional title

The interview was conducted in a semi-structured way, and FQ was used to indicate the number of specific topics in the interview outline. Through interviews, we can fully understand the professional development status of psychological teachers in primary schools in Guangxi, China. In terms of research dimensions, it is consistent with the four dimensions of the questionnaire, namely, professional knowledge, professional ability, professional affection and professional autonomy. There are corresponding topics in each specific dimension, with a total of 10 topics. See Table 3-3 for the specific topic composition of each dimension.

*Table 3 Dimensions and Questions of Interview Outline for Teachers' Professional Development*

Dimension	Number of topics
Professional knowledge	11
Professional ability	10
Professional affection	10
Professional autonomy	9

## 2. Research Instrument

In this part, the researcher will employ a checklist for confirming the five

components of policy implementation, which underpins the research objective number one from selected experts.

#### Validity

The researcher invited experts to check the content validity to find the content validity through *Index of Item-Objective Congruence* (IOC) of the components used on the forms. The accuracy of the content validity is valid if the values of IOC range from 0.50 to 1.00 (Harrion, 1983). The researcher revised the components' forms, based on the experts' suggestions and recommendations; and then the components' forms will be returned to the adviser for final editing. The IOC implemented the following scale:

+1 refers to experts agree with the component *responds to* the content

0 refers to experts are undecided with the component responds to the content

-1 refers to experts disagree with the component *respond to* the content.

### 3. Data collection

After the form is constructed, the researcher will double-check the form of components before submitting it to the experts, in order to ensure the acute explanation is clear and understandable. The next step of data collection will be the researcher approaching directly to the selected experts and submit the checklist for checking accuracy and confirming the strength of those components. Finally, the researcher will collect back the checklist from the experts. After receiving the forms, the researcher will adjust those components according to the experts' suggestions, in order to improve and implement the highest quality of components of policy implementation, which is fundamentally beneficial to Objective one and the research, as a whole.

### 4. Data Manipulation and Analysis

4.1 The researcher proceeds as follows. validate Completeness of the data according to the variables studied.

Within the checklist, the researcher included the five components of psychological teachers toward professional development and utilized three-point

rating scales form, with a short explanation of each sub-item. Rating from 3 "*suitability*" to 1="*unsuitability*". The criteria set integrate the following measures:

- 3 refers to *suitable* with the components of policy implementation.
- 2 refers to *undecided* with the components of policy implementation.
- 1 refers to *unsuitable* with the components of policy implementation.

4.2 Data analysis of the questionnaire, the researcher summarizes, analyzes and synthesizes using content analysis techniques and uses the analytical data to classify items into data analysis tables.

To generate the results of this thesis, the researcher used the statistical package program to find Mean score and Standard Deviation for each items of policy implementation components. The Mean score of three-rating scale was adapted from five-rating scales, and the rank of Mean score categorizes into three as shown below:

- 2.51 - 3.00 refers to *suitable* with the components.
- 1.51 - 2.50 refers to *undecided* with the components.
- 1.00 - 1.50 refers to *unsuitable* with the components.

## **Stage II: To explore the the current and desired states of the operation of the psychological teachers in rural primary schools in Guangxi Provinces.**

The researcher conducted the study by using survey research method with the following research methods.

Researcher has considered population and sample as the first step to find current and desired states of policy implementation. The next step of this second stage researcher construct research instrument which are questionnaires and interview. The third step was to check the validity of survey questionnaire by IOC criteria with five Thai experts from various departments. Data collection is the fourth step of exploring the current and desired states of policy implementation. Lastly, in order to find the completed result of this stage two, data from respondents was analyzed to find Mean score and Standard deviation.

## 1. Population and sample

1.1 Population: The study population includes all qualified primary school psychology teachers in rural areas of Guangxi Province focused on the investigation and study 300 part-time psychological teachers in rural primary schools in Guangxi Provinces.

1.2 Sample group: After determining the research population, a sampling frame needs to be set. The framework is broken down by factors such as region, school type, teacher title, and more. By setting a sampling frame, the diversity and representativeness of the sample can be ensured. 169 of whom are selected in primary schools in Guangxi border ethnic minority areas as research samples, based on the professional development theory of psychological teachers and the analysis of related literature, determines the size of the sample. by adopting the method of empirical research, collecting the first-hand data of professional development of primary school psychological teachers in rural primary schools in Guangxi Provinces by using self-made questionnaires.

$$n = \frac{N}{1 + N(e)^2}$$

$$= \frac{300}{1 + 300(0.05)^2}$$

$$= 169$$

where,

$n$  - the sample size

$N$  - the population size

$e$  - the acceptable sampling error

\* 95% confidence level and  $p = 0.5$  are assumed

Meanwhile, the researcher used stratified random sampling to get the sample size of this study.

$$n_i = \frac{N_i}{N} * n$$

Where  $i = 1, 2$

*Table 4 Sample selection for questionnaires*

Target group	Population	Sample sizes
Part-time psychological teachers in rural primary schools in Guangxi Provinces	300	169
Total	300	169

## 2. Research Instrument

### 2.1 Instrument characteristics

In this research, two research tools are used, comprising questionnaire form And semi-structure interview. the researcher approached to the psychological teacher of rural primary schools in the border ethnic areas of Guangxi, With the questioning Naire s form. The survey questioning Naire divided into two separate columns, finding out the current and desired states of the present situation and ideal state of the professional development of psychological teachers in rural primary schools in Guangxi border ethnic areas. The questionnaire consists of 2 main sections- the personal profile and key questions. The Likert-type Scales (five-point rating scale) questionnaire was constructed. The researcher constructed the questionnaires based on the components from checklist in stage one , which are concerned with relevant items to the level of policy implementation performance in primary school in rural

areas of Guangxi province, and at the end questionnaire form, the researcher required respondents to give comments.

The questionnaire consists of three parts:

Part I: Questions about general information of respondents;

This paper investigates the gender, age, teaching experience, education background, professional title, learning background and the frequency of information-based teaching of psychological teachers in rural primary schools in China Guangxi.

## 2.2 Construction and quality determination of instrumental

### 2.2.1 Study how to construct an estimation scale questionnaire.

2.2.2 Draft questionnaire on Professional Development of Primary School Psychological Teachers in Border Minority Areas of Guangxi from The results of the study in Phase 1 served as a framework for constructing the questionnaire.

2.2.3 Take it to the thesis advisor to check its accuracy and make improvements according to their advice.

Part 2: Questions about current and desired status of promote Professional Psychological Teachers enhancing guidelines. Questionnaire survey scale of the professional development status of rural primary school psychological teachers. The Richter five-level scale is introduced, and the corresponding scores are: 1= completely inconsistent; 2= a few match; 3= half match; 4= Most of them meet; 5= completely consistent, the higher the score, the higher the professional development level of teachers. There are four dimensions in dimension design, namely, professional knowledge, professional skills, professional affection and professional autonomy. There are 39 topics in each dimension. See Table 3-1 for the specific topic composition of each dimension.

*Table 5 Dimensions and Questions of Primary School Psychological Teachers' Professional Development*

Primary index	Secondary index
professional knowledge	Subject knowledge
	Teaching knowledge
	Theoretical knowledge of psychological counseling
	Local situational knowledge
Professional abilities	Ability to design and implement psychological activity
	The ability of psychological diagnosis, counseling and consultation for students.
	Ability to conduct psychological investigation, psychological evaluation and establish psychological files
	Evaluation and reflection ability
Professional affection	Teachers' professional ethics
	Orientation of students' view
	Orientation of psychological counseling view
	Professional value orientation
Professional autonomy	self-cognition
	Self-development consciousness

professional knowledge  
Professional abilities  
Professional affection  
Professional autonomy  
Providing benefit and service.

#### Validity and Reliability

To construct the questions for the questionnaire form, the researcher followed five steps. Firstly, the researcher developed questions based on literate review which mentioned about the flow of policy implementation and its five components; Secondly, the researcher divided questions into two main sections. Thirdly, the researcher proposed a first draft of the questionnaire form to the advisor for checking and editing to verify the accuracy of questionnaires.

#### 2.2.4 Checking the quality of the questionnaire By checking content validity

(Content Validity), the researcher brought the draft questionnaire created by the researcher and has been considered by the thesis control committee Presented to



experts in research or evaluation or evaluation and content to check the validity of the content, suitability and clarity of the questions Carry out tool quality checks. By checking content validity (Content Validity) using the IOC (Index of Congruence) technique, the Concordance (IOC) by the researcher selects a question with a consistency from .60 or higher. Experts in examining research instrument and considering giving opinions on the consistency of the questionnaire using the IOC (Index of Congruence) technique, The questionnaire was verified by five experts , who are the president of Psychological teachers training in primary schools in rural areas.

(1) Prof. Dr. Huang Jianyi, Dean of the School of Education of Guangxi Normal University for Nationalities, Doctor of Education, holds the National Psychological Counselor Qualification Certificate, and has extensive knowledge and skills in mental health education through professional training and practical experience. In the past ten years, I have been engaged in mental health education in the border areas of Guangxi and accumulated rich practical experience. It has provided training and guidance to rural primary school psychology teachers on many occasions to help them improve their teaching standards.

(2) Prof. Dr. Zhao Fucui, Director of the Psychological Counseling Center of Liaocheng University, Ph.D. in Psychology, holds the National Level 2 Psychological Counselor Qualification Certificate, and has extensive knowledge and skills in mental health education. Have an in-depth understanding of national education policies and mental health standards, and be able to develop relevant teaching plans and courses according to national guidelines. He has provided training and guidance for rural primary school psychology teachers on many occasions to help them improve their teaching standards.

(3) Prof. Dr. Zhong Haiqing, Mental health education expert in primary and secondary schools in Guangxi. Director of the Steering Committee, professor at Guangxi University for Nationalities, mainly responsible for research, consultation and guidance on mental health education for primary and secondary school students in Guangxi. Familiar with the important decisions on mental health education for

primary and secondary school students in Guangxi, and able to formulate mental health teacher training plans for primary and secondary schools in accordance with national guidelines.

(4) Prof. Dr. Luo Suo, Mental health education expert in primary and secondary schools in Guangxi Deputy Director of the Steering Committee, Director of the Basic Education Division of the Department of Education, has long been committed to research and practical activities on primary and secondary teacher training in border areas of Guangxi

(5) Prof. Dr. Ye Faqin, Mental health education expert in primary and secondary schools in Guangxi Member of the Steering Committee, Professor of Guangxi Institute of Education, has long been committed to research and practical activities on primary and secondary school teacher training in border areas of Guangxi. He has researched and published "Research on Teacher Training for Rural Primary Schools in Border Areas of Guangxi.

2.2.5 The researcher takes the draft questionnaire that has been checked for validity and considered by the thesis control committee and used to try out with a sample of 171 persons. using Pearson's simple correlation coefficient. By looking at the correlation of item scores and total scores (Item Total Correlation), the researcher selected items with item classification power between 0.20-0.80.

### Part3: Comments and suggestions

The researcher hereby certifies that the information received from you in answering this questionnaire. It will be considered confidential and will not be disclosed. Do not use the information to cause damage to yourself. Therefore, please kindly answer all questions in the questionnaire correctly. reality

Lastly, the experts checked the content validity to find the content validity through the use of the Index of Item-Objective Congruence (IOC) of questionnaire forms. The accuracy of the content validity is valid if the values of IOC range from 0.50 to 1.00 (Harrion, 1983). The researcher revised the questionnaire based on the

experts' suggestions and recommendations and then the questionnaire forms were returned to the advisor for finalization. The IOC was considered as follows:

+1 refers to experts are sure the question *responds to* the content.

0 refers to experts *are not sure* the question responds to the content.

-1 refers to experts are sure the question *does not respond* to the content.

2.2.6 Checking the confidence value The researcher used the questionnaire with the questionnaire forms were first be piloted (Try-out) with 30 non representative samples, in order to find the reliability, and the researcher used these 30 questionnaire forms during the data collection period. The researcher used the completed computer program to calculate the Alpha Coefficient of Cronbach for the reliability. By using Alpha Coefficient of Cronbach to calculate the policy implementation performance, the score of current state is 0.93, which presents that all items in survey questionnaire are highly reliable for conducting this research. Finally, the questionnaire forms were sent to 171 respondents with 300 Psychological Teachers of Primary School in Rural Areas of Guangxi Province.

Discriminatory power to find the reliability of the whole copy according to Conbrach's alpha coefficient method. (Cronbach'Alpha Coefficient) where the researcher used the confidence criteria for the whole version equal to or greater than 0.70.

2.2.7 Prepare a complete questionnaire. and used to collect data with samples.

### **3. Data Collection**

3.1 Proceed to request an official letter to collect data from the Faculty of Education.

In this section, the researcher got the approval from the faculty of Education, Mahasarakham University, so the researcher went through an official process. The researcher wrote a letter of request to the Faculty of Education.

After sending the letter to the target samples- psychological teachers, the researcher followed up with the questionnaire forms. Target samples were appointed

by the researcher to meet and work together in case there were any inquiries; meanwhile, a semi-structured interview was employed.

### 3.2 Contact and coordinate for assistance in collecting data with samples.

After the approval letter was received, the researcher attached the letter for requesting approval letter for data collection from the psychological teachers toward Professional Development of primary school in Rural Areas of Guangxi Province. The researcher attached letters with the questionnaire form and sent it to 171 respondents.

## 4. Data Manipulation and Analysis

### 4.1 Data handling The researcher proceeds as follows.

#### 4.1.1 Validate exhaustive questionnaire

#### 4.1.2 Assign codes, give points, and record data on the computer.

### 4.2 Analysis of questionnaire data

#### 4.2.1 Section 1 Status of respondents using frequency and percentage analysis

#### 4.2.2 Section 2 Current condition and desirable condition Psychological Teachers enhance Professional Development in primary school..use mean analysis and standard deviation

The researcher employed the Likert-type scales (five-point rating scale) to rate the level of policy implementation performance in

Rating from 5 = "Very high" to 1 = "very low" for positively phrased statement as follows:

Professional Development implementation performance is *very high* refers to 5

Professional Development implementation performance is *high* refers to 4

Professional Development implementation performance is *moderate* refers to 3

Professional Development implementation performance is low *refers to 2*

Professional Development implementation performance is *very low* refers to 1

## 5. Statistics for data analysis

5.1 The statistics used to determine the quality of the instrument are Index of Congruance (IOC), discrimination and Reliability of Questionnaire

5.2 Basic statistics: frequency, percentage, mean, standard deviation.

### 5.3 Priority Needs of Index (PNI<sub>modified</sub>)

For the next step, after getting back the questionnaire forms, the researcher had to interpret the respondents' answers into script. To generate the results for this stage II, the researcher used the statistical package program, called Statistical Package for Social Science (SPSS for Windows) to find Mean scores for each item of current and desired states, and researcher defined Mean score and Standard Deviation based on Boonchom Srisa-ard (2010). The rank of Mean score categorizes into five as following:

4.51-5.00 refers to policy implementation performance is *very high*.

3.51-4.50 refers to policy implementation performance is *high*.

2.51- 3.50 refers to policy implementation performance is *moderate*.

1.51-2.50 refers to policy implementation performance is *low*.

1.00 -1.50 refers to policy implementation performance is *very low*

Finally, the researchers calculated the Standard Deviation (S.D.) and Modified Priority Need Index (PNI<sub>mod</sub>) based on the computed average scores and standard deviation.

The Modified Priority Need Index (PNI<sub>mod</sub>) is used to indicate the self-assessed priority needs of the respondents. A higher value of the modified PNI indicates higher needs. This tool is derived by dividing the difference between the expected mean and the actual mean by the actual mean.

$$\text{Modified PNI} = (I - D) / D$$

Where; I was referred to desired state

D was referred to current state

The modified PNI value was normally in the range of 0.00-1.00. The average score of modified PNI was considered as the critical point to determine the performance.

After identifying the key priority needs results through the Modified PNI, the researchers conducted interviews to guide the formulation of enhancing psychological teachers guidelines.

### **Stage III: To develop guidelines for Psychological Teachers of primary school in Rural Areas of Guangxi Province.**

The researcher employed a qualitative research method for the study.

Step 1: The researcher conducted in-depth interviews at Jingdezhen University, following the main procedures outlined below:

#### **1.Participants**

The researcher conducted interviews with nine experts were chosen from Primary school in rural areas of Guangxi Province, and Mental health education expert in primary and secondary schools in Guangxi Steering Committee Expert The five experts are:

(1) Prof. Dr. Huang Jianyi, Dean of the School of Education of Guangxi Normal University for Nationalities, Doctor of Education, holds the National Psychological Counselor Qualification Certificate, and has extensive knowledge and skills in mental health education through professional training and practical experience. In the past ten years, I have been engaged in mental health education in the border areas of Guangxi and accumulated rich practical experience. It has provided training and guidance to rural primary school psychology teachers on many occasions to help them improve their teaching standards.

(2) Yu Haijiao, Mental health education expert in primary and secondary schools in Guangxi Steering committee expert, psychology specialist of Jiangzhou District Education Bureau, Chongzuo City, long-term commitment to teacher training and management of primary school psychology teachers in border areas of Guangxi.

(3) Prof. Dr. Ye Faqin, Mental health education expert in primary and secondary schools in Guangxi Member of the Steering Committee, Professor of Guangxi Institute of Education, has long been committed to research and practical activities on



primary and secondary school teacher training in border areas of Guangxi. He has researched and published "Research on Teacher Training for Rural Primary Schools in Border Areas of Guangxi".

(4) Prof. Dr. Hong Ming'ai, Expert of Guangxi Primary School Mental Health Education Expert Steering Committee, Pingxiang Primary School Mental Health Education Teaching and Researcher, long-term commitment to research on mental health education in primary schools in Pingxiang border areas. He was once rated as an outstanding psychology teacher in the western region of the country.

(5) Ass.Prof. Que Zuxia, She is an expert on the Guangxi Longzhou County Primary School Mental Health Education Expert Steering Committee and a Longzhou County primary school mental health education teacher. He has long been committed to the research and teaching of primary school mental health education in the Longzhou border area. The person in charge of the famous psychological teacher studio in Guangxi, and was once rated as an outstanding psychological teacher in Guangxi.

## **2. Research Instrument**

### **2.1 Instrument characteristics**

The instrument used for data collection was an semi-structured interview has the following components:

Part 1 General information: the researcher adopted the form of component checklist to check the quality of policy implementation components with five experts. These experts have at least a doctor's degree and have 5 years' working experience.

Part 2 Opinions on the issues interviewed

### **2.2 Construction and quality determination of tools**

The researcher has proceeded to create and find the quality of the tools as follows.

- 1) Study the concepts, theories and related research
- 2) Create an interview questionnaire.



3) Take the interview form to the thesis advisor to check the correctness of the interview form, idioms, and make improvements as recommended.

4) Take the interview form to experts to assess the consistency between the objective questions.

5) Improve the interview form according to the advice of experts. to be published in the complete edition.

Modified Priority Need Index (PNI modified), self-evaluation to assess the critical priority of respondents (Aisoonphisarnkul, Kittisopee, and Sakulbumrungsil, 2012:157) was employed to reveal respondents' needs. The higher value of modified PNI refers to the greater significance of such a need. This tool is the mean difference between the expected and actual performance level divided by the actual performance:

$$\text{Modified PNI} = (I - D) / D$$

Where; I was referred to desired state D was referred to current state .The modified PNI value was normally in the range of 0.00-1.00. The average score of modified PNI was considered as the critical point to determine the performance.

Researcher designed a draft manual of policy implementation guideline after finding out the result of critical priority needs from PNI mod .

Together with draft manual, researcher also employed the evaluation form, five-rating scale, and open-ended questions, for assessing the quality of the manual by getting feedback and suggestions from experts.

### **3. Data collection**

The researcher collects data. (Describe methods for collecting data, such as coordinating with experts. conduct an interview The details are as follows.

3.1 Prepare a letter asking for cooperation from the Faculty of Education to experts.

3.2 Submit a letter requesting cooperation thesis outline and a structured interview form to the experts to ask for assistance in giving an interview

3.3 Coordinate with experts to request an interview date and time.

3.4 Interview on the appointed date and time.

The researcher started to deliver the evaluation form to experts after the form was completely finished. By the time of delivering manual, the researcher attached the evaluation form with it. The next responsibility after delivering the forms for the researcher was to follow up with each expert and to also get the forms back on the expected date. At the same time of delivering the evaluation form, the interview section was conducted.

At the time of getting evaluation forms back, the researcher carefully checked the evaluation form to guarantee that all information was completed.

#### **4.Data Manipulation and Analysis**

4.1 Collect interview data. organize information group content.

4.2 Data were analyzed by qualitative data analysis techniques. Content Analysis

**Step 2** Evaluation of Guiding Principles The main procedure is as follows:

##### **1.Participants**

The researcher conducted interviews with nine experts were chosen from Primary school in rural areas of Guangxi Province, and Mental health education expert in primary and secondary schools in Guangxi Steering Committee Expert The five experts are:

(1) Prof. Dr. Huang Jianyi, Dean of the School of Education of Guangxi Normal University for Nationalities, Doctor of Education, holds the National Psychological Counselor Qualification Certificate, and has extensive knowledge and skills in mental health education through professional training and practical experience. In the past ten years, I have been engaged in mental health education in the border areas of Guangxi and accumulated rich practical experience. It has provided training and guidance to rural primary school psychology teachers on many occasions to help them improve their teaching standards.

(2) Prof. Nong Guoxiang, governmental the principal of Mingfeng Central Primary School in Longzhou County, Guangxi, an expert on the Mental Health Education Expert Steering Committee, and one of the famous principals in Guangxi. He has long been committed to the research and teaching of mental health education in primary schools in Longzhou border area.

(3) Prof. Fu Xiaoyan. The principal of Fulong Township Central Primary School, Daxin County, Guangxi Province, China. an expert on the Mental Health Education Expert Steering Committee, and one of the famous principals in Guangxi. She has provided training and guidance to rural primary school psychology teachers on many occasions to help them improve their teaching standards.

(4) Prof. Huang Xusheng, The principal of Haiyuan Town Central Primary School, Ningming County, Guangxi Province, China. an expert on the Mental Health Education Expert Steering Committee, and one of the famous principals in Guangxi. He has published many academic papers on mental health education for rural children and participated in many related research projects.

(5) Prof. Wei Shaohang, The principal of Shangshi Town Central Primary School, Pingxiang County, Guangxi Province, China. an expert on the Mental Health Education Expert Steering Committee, and one of the famous principals in Guangxi. He holds a national psychological counselor qualification certificate and has extensive knowledge and skills in mental health education through professional training and practical experience.

## **2. Research instrument**

### **2.1 Instrument characteristics**

The researcher developed it by studying documents. Relevant research of guideline components, Then determine the key points to be assessed from the information obtained from the study. then used to create questions to cover the issue

### **2.2 Construction and quality determination of tools**

#### **2.2.1 study the details of the components of the program.**

2.2.2 Determine the key points to be assessed from the data obtained from the study. used to write questions to cover all issues.

2.2.3 Thesis Advisor the correctness of the idioms

2.2.4 Experts verify content validity, suitability. question clarity

### 3. Data Collection

The researcher coordinated with experts to assess the appropriateness of the approach/program/pattern...

### 4. Data Manipulation and Analysis

validate analyze data and interpret data. Criteria by using the mean interpretation criterion (Boonchom Sri-saard, 2010).

The researcher invited experts to check the evaluation form based on three criteria: Expert's agreement to use guideline is "Strongly agree" refers to 5 Expert's agreement to use guideline is "Agree" refers to 4

Expert's agreement to use guideline is "undecided" refers to 3

Expert's agreement to use guideline is "Disagree" refers to 2

Expert's agreement to use guideline is "Strongly disagree" refer to 1

To generate the result of this stage III, the researcher used the statistical package program finds the Mean scores and Standard Deviation for each item on the evaluation form.

4.51-5.00 refers to *strongly agree* with the guideline.

3.51-4.50 refers to *agree* with the guideline.

2.51-3.50 refers to *neutral* with the guideline.

1.51-2.50 refers to *disagree* with the guideline.

1.00-1.50 refers to *strongly disagree* with the guideline.

## CHAPTER IV

### RESULT OF DATA ANALYSIS

The result of guideline to enhance professional psychological teachers for primary School in rural areas of Guangxi province according to the gained data is from experts and survey questionnaire, the researcher can present the research results in order as follows:

1. Symbols used in presenting data analysis
2. Put forward the steps of data analysis results.
3. Results of data analysis Symbols used to present data analysis results

#### The Symbol for data analysis representative

$\bar{X}$	Mean
S.D	Standard Deviation
$PNI_{modified}$	Priority Need Index modified
N	The number of samples
I	Importance or Desired condition
D	The current condition

#### Stages of data analysis

In order to get the final guideline, researcher analyzed the data as

1. Analyzing components of enhancing psychological teachers.
2. Analyzing current and desired states of level of teacher motivation performance and level of enhancing psychological teachers.
3. Analyzing Priority Need Index ( $PNI_{mod}$ ) of enhancing psychological teachers.
4. Analyzing the best practices of enhancing psychological teachers for primary school in rural areas of Guangxi Province, and formulates guidelines for enhancing psychological teachers.

### Result of data analysis

In order to get the final guideline, researcher analyzed the data as

1. Analyzing components of enhancing Psychological Teachers
2. Analyzing current and desired states of level of enhancing Psychological Teachers performance and level of enhancing Psychological Teachers.
3. Analyzing Priority Need Index (PNImod) of enhancing Psychological Teachers.
4. Analyzing the best practices for Psychological Teachers of primary school in Rural Areas of Guangxi Province., and formulates guidelines for enhancing Psychological Teachers.

General information of the respondents. The status of the respondents.

Investigators put forward with frequency. The percentages are shown in Table 6.

*Table 6 Basic information of the respondents*

Items	(n= 169)	
	Frequency	Percentage
1. Respondents		
Principals	10	6.1
Psychological Teachers	149	87.8
School Board	10	6.1
1.1 Gender		
Female	116	68.8
Male	53	31.2
1.2 Age Group		
Under 30 years old	15	8.7
30 - 40 years old	25	14.5
41 - 50 years old	101	60.5
Over 50 years old	28	16.3
1.3 Working Experiences		
Under 5 years old	30	17.5
5-10 years old	51	30
over 10 years old	88	52.5

1.4 Qualification		
Bachelor's Degree	154	91
Master's Degree	15	9
2. School Size		
2.1 Extra large	11	6.4
2.2 big	30	17.5
2.3 Medium	40	23.4
2.4 small	85	49.7

Table 6, it is found that the sample group that responded to the questionnaire were mostly teachers (87.8 %), gender of respondents 118 female respondents (68.8%), 103 people in group of 41-50 years old (60.5%) and over 10 years old with 190 people (52.5%) and then most of them graduated from bachelor's degree with 156 people (91%). and educational institution administrators, numbering 10 people, representing 6.1 percent. And when divided by the size of the school in which they work, it was found that they work in Small schools had the highest number of 85 people, representing 49.7 percent, followed by medium sized schools with 40 people, representing 23.4 percent, big schools with 30 people, representing 17.5 percent, and extralarge schools with 11 people, accounting for 6.4 each respectively.

### 1. The investigation of components of enhancing Psychological Teachers

*Table 7 Mean, Standard Deviation, and Level of appropriateness of four components of enhancing professional psychological teachers*

No.	Components	Appropriately		
		$\bar{X}$	S.D	Result
1	Professional knowledge	4.80	0.14	Very High
2	Professional abilities	4.75	0.18	Very High
3	Professional affection	4.73	0.22	Very High
4	Professional autonomy	4.87	0.24	Very High



According to table 7 showed that according to the experts' ratings of each component in the expert check table, it can be concluded that the four components are appropriate, and are all suitable for enhancing professional psychological teachers.

*Table 8 Mean, Standard Deviation, and Level of appropriately of professional knowledge*

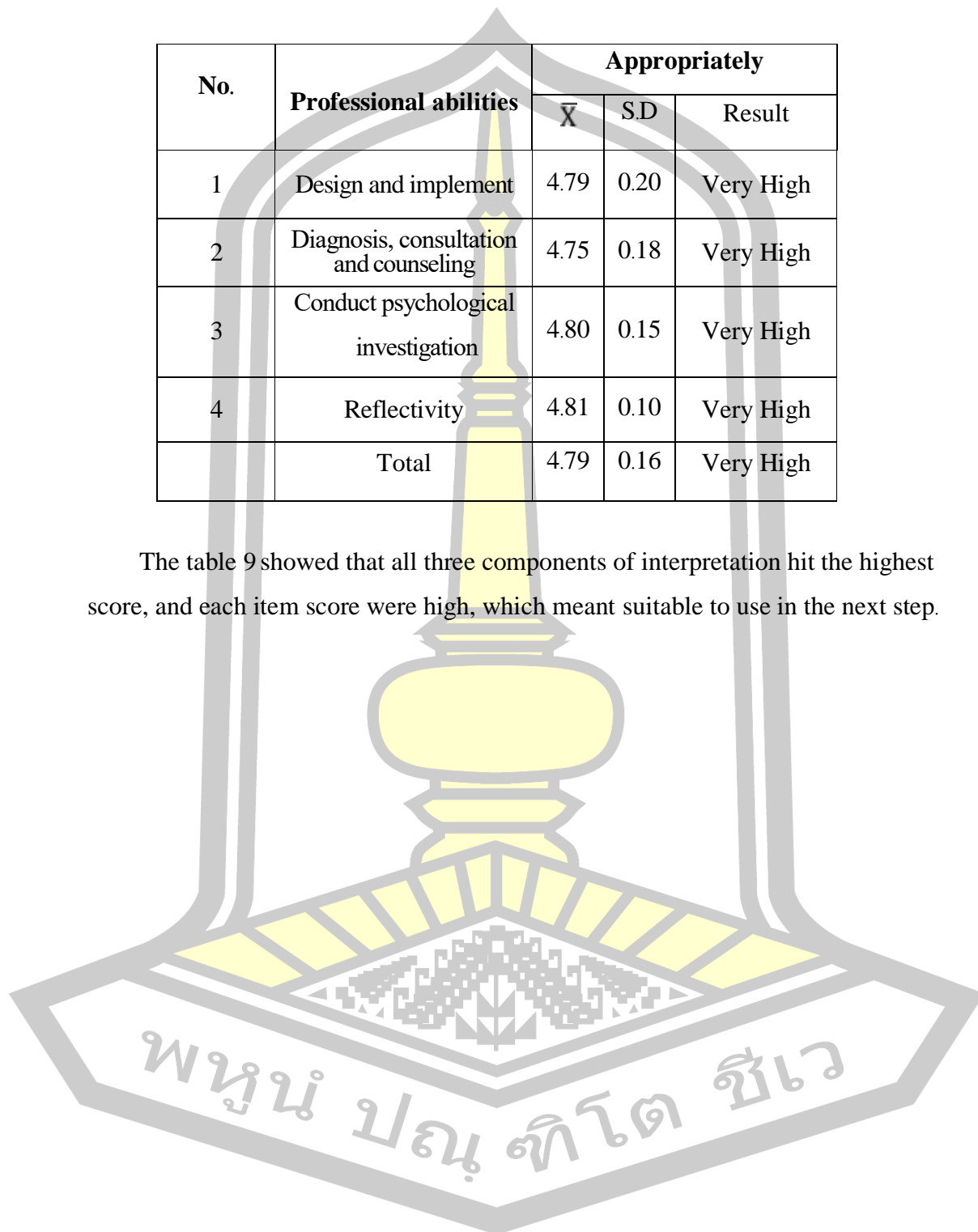
No.	Professional knowledge	Appropriately		
		$\bar{X}$	S.D	Result
1	Subject knowledge	4.75	0.46	Very High
2	Teaching knowledge	4.79	0.23	Very High
3	Theoretical knowledge of psychological counseling	4.73	0.22	Very High
4	Local situational knowledge	4.87	0.31	Very High
	Total	4.78	0.31	Very High

As shown the table8, the mean scores of the three sub-components of "Professional knowledge" are relatively high, which means that each sub-component is appropriate.

*Table 9 Mean, Standard Deviation, and Level of appropriately of Professional abilities.*

No.	Professional abilities	Appropriately		
		$\bar{X}$	S.D	Result
1	Design and implement	4.79	0.20	Very High
2	Diagnosis, consultation and counseling	4.75	0.18	Very High
3	Conduct psychological investigation	4.80	0.15	Very High
4	Reflectivity	4.81	0.10	Very High
	Total	4.79	0.16	Very High

The table 9 showed that all three components of interpretation hit the highest score, and each item score were high, which meant suitable to use in the next step.



*Table 10 Mean, Standard Deviation, and Level of appropriateness of Professional affection*

No.	Professional affection	Appropriately		
		$\bar{X}$	S.D	Result
1	Teachers' professional ethics	4.60	0.20	Very High
2	Orientation of students' view	4.75	0.19	Very High
3	Orientation of psychological counseling view	4.80	0.15	Very High
4	Professional value orientation	4.68	0.12	Very High
	Total	4.71	0.17	Very High

Table 10 shows that the three sub-components of "Professional affection" all received relatively high mean scores, which means that the three sub-components of "Professional affection" are appropriate.

*Table 11 Mean, Standard Deviation, and Level of appropriateness of Professional autonomy*

No.	Professional autonomy	Appropriately		
		$\bar{X}$	S.D	Result
1	Self-cognition	4.81	0.22	Very High
2	Self-development consciousness	4.68	0.19	Very High
	Total	4.75	0.21	Very High

It can be described that all the items suggested were suitable to be key. Table 11 shows that items used in the survey questionnaire on the "Professional autonomy"

components, since those items meet the highest mean score. Experts believed that these items were valid to use in the survey questionnaire.

## 2. The current and desired states of the operation the psychological teachers

After 169 survey questionnaires were delivered, researchers summarized the results of current and desired states of enhancing psychological teachers' components through the use of computer software to find Mean score and Standard Deviation.

*Table 12 Mean, Standard Deviation, level of current performance, and level of desired priority of four components*

Enhancing Psychological Teachers' components	Current State			Desire State		
	$\bar{X}$	S.D	Results	$\bar{X}$	S.D	Results
Professional knowledge	2.32	0.68	Low	4.72	0.45	Very High
Professional abilities	2.36	0.76	Low	4.71	0.45	Very High
Professional affection	2.50	0.68	Low	4.73	0.45	Very High
Professional autonomy	2.72	0.64	Medium	4.67	0.49	Very High
Total	2.48	0.69	Medium	4.70	0.58	Very High

Table 12 indicated that the total score, level of professional knowledge, and level of desired priority of components were high. Separately, three components of priority are low performed and one component of priority are medium performed in the current state according to Mean score. Meanwhile, the data of desired state told us that there are four components psychological teachers would like to performance very high in the future in Guangxi Province are professional knowledge promotion and professional abilities. Additionally, psychological teachers would like to increase their level of performance higher and higher than what they are performing recently on two components among five such as professional affection and professional autonomy.

*Table 13 Mean, Standard Deviation, level of current performance, and level of professional psychological teachers for primary School in rural areas of Guangxi province of Professional knowledge*

Professional knowledge	Current State (n=169)			Desire State (n=169)		
	$\bar{X}$	S.D.	Result	$\bar{X}$	S.D.	Result
1. General psychological knowledge	2.32	0.67	Low	4.86	0.36	Very High
2. Developing psychological knowledge	2.29	0.70	Low	4.87	0.38	Very High
3. Knowledge of social psychology knowledge counseling and therapy	2.33	0.68	Low	4.85	0.36	Very High
4. Knowledge of educational psychology	2.31	0.71	Low	4.99	0.36	Very High
5. Psychological and counseling knowledge	2.32	0.68	Low	4.99	0.15	Very High
6. Psychological measurement and evaluation knowledge	2.35	0.66	Low	4.98	0.32	Very High
7. Knowledge of psychological counseling and therapy	2.34	0.65	Low	4.87	0.31	Very High
8. Knowledge about teaching situation	2.31	0.67	Low	4.86	0.26	Very High
9. Practical knowledge	2.34	0.66	Low	4.97	0.25	Very High
10. Knowledge on measurement and evaluation	2.32	0.65	Low	4.95	0.28	Very High
Total	2.32	0.68	Low	4.92	0.25	Very High

The table 13. Shows the current state of professional psychological teachers for primary School in rural areas of Guangxi province. The overall performance is average, and the highest average level is item 1:knowledge of educational psychology. The most average is 2: Developing psychological knowledge.The lowest mean score in this current state were Developing psychological knowledge is scientific and reasonable;

In the desired state of the "Professional knowledge", the survey showed that respondents rated ten items that needed to be improved in the future, "Knowledge of social psychology knowledge counseling and therapy" got the lowest mean score.

*Table 14 Mean, Standard Deviation, level of current performance, and level of psychological teachers of Professional ability*

Professional Ability	Current State (n=169)			Desire State (n=169)		
	$\bar{X}$	S.D.	Result	$\bar{X}$	S.D.	Result
1. Teaching design and implementation ability	2.41	0.77	Low	4.85	0.37	Very High
2. Psychological counseling ability	2.36	0.76	Low	4.98	0.15	Very High
3. Teamwork and leadership	2.37	0.78	Low	4.86	0.36	Very High
4. Ability to use educational technology	2.38	0.79	Low	4.99	0.14	Very High
5. Ability of continuous learning and self-development	2.42	0.76	Low	4.86	0.35	Very High
6. Crisis intervention ability	2.40	0.72	Low	4.99	0.09	Very High
7. Ability to control classroom teaching	2.37	0.75	Low	4.87	0.17	Very High
8. Ability to learning design	2.39	0.78	Low	4.97	0.25	Very High
9. Ability of measurement and evaluation	2.38	0.73	Low	4.95	0.36	Very High
Total	2.38	0.76	Low	4.92	0.24	Very High

The table 14. shows the current state of professional psychological teachers for primary School in rural areas of Guangxi province. The overall performance is average, and the highest average level is item 2: Psychological counseling ability. The most average is 5: Ability of continuous learning and self-development.

The professional psychological teachers for primary School in rural areas of Guangxi province are desirable in terms of performance incentives. In terms of performance incentives, the overall level is quite high. Among each project, the project with the highest average level is the eighth, and the tasks suitable for knowledge, ability and goal are assigned, and the project with the highest average level is the tenth. Ability of measurement and evaluation is beneficial to both organizations and individuals.

*Table 15 Mean, Standard Deviation, level of current performance, and level of psychological teachers of Professional affection*

Professional Affection 1	Current State (n=169)			Desire State (n=169)		
	$\bar{X}$	S.D.	Result	$\bar{X}$	S.D	Result
1. Professional ideal	2.47	0.71	Low	4.86	0.34	Very High
2. Professional sentiment	2.45	0.70	Low	4.85	0.06	Very High
3. Teachers' Professionalism	2.48	0.66	Low	4.83	0.34	Very High
4. Teachers' Professional self	2.48	0.70	Low	4.92	0.06	Very High
5. Have a noble professional ethics	2.53	0.66	Medium	4.87	0.34	Very High
6. Respect the law of education	2.56	0.65	Medium	4.94	0.06	Very High
7. Pay attention to students' all-round development	2.46	0.64	Medium	4.97	0.12	Very High
8. Caring and responsible	2.49	0.66	Medium	4.89	0.33	Very High
9. Be diligent in learning and keep making progress	2.51	0.70	Low	4.85	0.07	Very High
10. Love education	2.50	0.71	Low	4.87	0.06	Very High
Total	2.49	0.68	Low	4.93	0.24	Very High

Table 15 shows the current status of professional psychological teachers for primary School in rural areas of Guangxi province. The overall performance is



average, and the highest average level is item 6: Respect the law of education. The most average is 2 : Professional sentiment.

The professional psychological teachers for primary School in rural areas of Guangxi province are desirable in terms of performance incentives. In terms of performance incentives, the overall level is quite high. Among each project, the project with the highest average level is the 6 Respect the law of education.and the project with the highest average level is the second.Professional sentiment.

*Table 16 Mean, Standard Deviation, level of current performance, and level of psychological teachers of Professional Autonomy*

Professional Autonomy	Current State (n=169)			Desire State (n=169)		
	$\bar{X}$	S.D.	Result	$\bar{X}$	S.D	Result
1. Continuous learning and promotion of professional knowledge and skills	2.61	0.65	Medium	4.83	0.37	Very High
2.Independent psychological teaching and counseling activities	2.67	0.64	Medium	4.99	0.06	Very High
3.Participate in professional exchanges and seminars	2.73	0.61	Medium	4.83	0.37	Very High
4.Teaching reflection and summary	2.77	0.64	Medium	4.99	0.09	Very High
5.Exploration of new psychological teaching concepts and methods	2.76	0.64	Medium	4.86	0.35	Very High
6.Effective teamwork	2.78	0.65	Medium	4.99	0.11	Very High
7.Physical personality expression	2.79	0.66	Medium	4.85	0.12	Very High
8.Emotional personality expression	2.70	0.62	Medium	4.97	0.33	Very High
9.Social personality expression	2.68	0.65	Medium	4.89	0.07	Very High
10.Intelligence personality expression	2.72	0.64	Medium	4.85	0.06	Very High
Total	2.72	0.64	Medium	4.92	0.23	Very High

The table 16 Present situation of professional psychological teachers for primary School in rural areas of Guangxi province. In terms of Professional Autonomy, it is generally at a medium level. In each project, the project with the highest average level is the seventh project. Physical personality expression. The highest average is Item1: Continuous learning and promotion of professional knowledge and skills.

The professional psychological teachers for primary School in rural areas of Guangxi province desirable conditions in terms of achievement motivation are highly recognized and respected as a whole. In each project, the project with the highest average level is the seventh project. Physical personality expression. The highest average is Item1: Continuous learning and promotion of professional knowledge and skills.

3. Analyzing Priority Need Index (PNI mod) of enhancing psychological teachers. Demand index analysis for professional psychological teachers for primary School in rural areas of Guangxi province. The researchers analyzed the revised Priority Demand Index (PNI). Modify Design of a professional psychological teachers enhanced approach in the primary School in rural areas of Guangxi province.

The result of Modified Priority Need Index (PNI mod) of five components as follow:

*Table 17 Mean, Standard Deviation, Modified Priority Index, and Ranking of four components*

Modified priority Need Index	D	I	PNImodified (I-D)/D	Rank
Professional knowledge	3.22	4.39	0.46	1
Professional abilities	3.23	4.37	0.35	2
Professional affection	3.26	4.38	0.34	3
Professional autonomy	3.28	4.30	0.31	4
Total	3.25	4.36	0.37	

As can be seen from Table 17, indicated that 169 of respondents. The demand for professional psychological teachers for primary School in rural areas of Guangxi province is from high to low. Considered “Professional knowledge” as the first critical priority in their university with PNI mod = 0.46, The second priority was “Professional abilities” with the PNI mod = 0.35, followed by “Professional affection” with PNI mod = 0.34, “Professional autonomy” with PNI mod = 0.31, and as a whole.

*Table 18 Mean, Standard Deviation, Modified Priority Index, and ranking of Professional knowledge. The demand for sum indicators is improving.  
(PNI Modify success)*

<b>Professional knowledge</b>	<b>D</b>	<b>I</b>	<b>PNI modified (I-D)/D</b>	<b>Rank</b>
1. General psychological knowledge	3.26	4.41	0.35	2
2. Developing psychological knowledge	3.25	4.34	0.34	3
3. Knowledge of social psychology knowledge counseling and therapy	3.44	4.30	0.38	1
4. Knowledge of educational psychology	3.27	4.42	0.35	2
5. Psychological and counseling knowledge	3.38	4.36	0.29	6
6. Psychological measurement knowledge	3.32	4.30	0.30	5
7. Knowledge of psychological counseling and therapy	3.32	4.35	0.32	4
8. Knowledge about teaching situation	3.41	4.41	0.20	9
9. Practical knowledge	3.43	4.18	0.22	8
10. Knowledge on evaluation	3.45	4.23	0.23	7

As can be seen from Table 18, the professional psychological teachers for primary School in rural areas of Guangxi province and asking for leave is success at work. The order of asking for leave is three from high to low: “Knowledge of social psychology knowledge counseling and therapy” is scientific and reasonable as the first critical priority in their Primary school with PNI mod = 0.38, The second priority was “Knowledge of educational psychology” and “General psychological knowledge” with the PNI mod = 0.35, the “Developing psychological knowledge” with PNI mod = 0.34, and the last is “Knowledge about teaching situation” with PNI mod = 0.20.

*Table 19 Mean, Standard Deviation, Modified Priority Index, and ranking of Professional abilities*

The demand for sum indicators is improving.

(PNI Modify I need Professional abilities)

<b>Professional abilities</b>	<b>D</b>	<b>I</b>	<b>PNI<sub>modified</sub></b>	<b>Rank</b>
1.Teaching design and implementation ability	3.22	4.25	0.32	4
2.Psychological counseling ability	3.09	4.49	0.45	1
3.Teamwork and leadership	3.35	4.34	0.30	6
4.Ability to use educational technology	3.08	4.48	0.45	1
5.Ability of continuous learning and self-development	3.23	4.22	0.31	5
6.Crisis intervention ability	3.45	4.18	0.21	8
7.Ability to control classroom teaching	3.26	4.37	0.34	3
8.Ability to learning design	3.47	4.21	0.21	7
9.Ability of measurement and evaluation	3.18	4.36	0.37	2

As can be seen from Table 19, indicated that 169 of respondents considered “Ability to use educational technology and Psychological counseling ability” with strong feasibility as the first critical priority in their primary with PNI mod = 0.45, The second priority was “Ability of measurement and evaluation” promotion are open and transparent“ with the PNI mod = 0.37, followed by “ability to control classroom teaching” with PNI mod = 0.34. The last is the “Crisis intervention ability” with PNI mod = 0.21. Performance professional psychological teachers Needs and Improvement Needs Index (PNI) for professional psychological teachers for primary School in rural areas of Guangxi province is from high to low. Modify Your school provides educational technology and psychological counseling ability to control classroom teaching.

*Table 20 Mean, Standard Deviation, Modified Priority Index, and ranking of Professional Affection.*

The demand for sum indicators is improving.

(PNI Modify Professional Affection)

<b>Professional Affection</b>	<b>D</b>	<b>I</b>	<b>PNI<sub>modified</sub></b>	<b>Rank</b>
1. Professional ideal	3.24	4.46	0.38	3
2. Professional sentiment	3.14	4.51	0.44	1
3. Teachers' Professionalism	3.26	4.36	0.34	4
4. Teachers' Professional self	3.43	4.18	0.22	10
5. Have a noble professional ethics	3.45	4.23	0.23	9
6. Respect the law of education	3.20	4.48	0.40	2
7. Pay attention to students' all-round development	3.30	4.29	0.30	6
8. Caring and responsible	3.22	4.25	0.32	5
9. Be diligent in learning and keep making progress	3.28	4.21	0.28	8
10. Love education	3.26	4.219	0.26	7

As can be seen from table 20, indicated that 169 of respondents considered “Professional sentiment ” with strong feasibility as the first critical priority in their university with PNI mod = 0.44, The second priority was “Respect the law of education” promotion are open and transparent“ with the PNI mod = 0.40, the last is “teachers' Professional self” with PNI mod = 0.22. The Performance professional psychological teachers Needs and Improvement Needs Index (PNI) for professional psychological teachers for primary School in rural areas of Guangxi province is success at work.

*Table 21 Mean, Standard Deviation, Modified Priority Index, and ranking of Professional autonomy.*

The demand for sum indicators is improving.

(PNI Modify Professional Autonomy)

<b>Professional Autonomy</b>	<b>D</b>	<b>I</b>	<b>PNI<sub>modified</sub></b>	<b>Rank</b>
1.Continuous learning and promotion of professional knowledge and skills	3.20	4.48	0.40	2
2.Independent psychological teaching and counseling activities	3.14	4.51	0.44	1
3.Participate in professional exchanges and seminars	3.26	4.36	0.34	4
4.Teaching reflection and summary	3.27	4.20	0.28	8
5.Exploration of new psychological teaching concepts and methods	3.24	4.46	0.38	3
6.Effective teamwork	3.45	4.23	0.23	9
7.Physical personality expression	3.39	4.37	0.32	7
8.Emotional personality expression	3.21	4.28	0.33	5
9.Social personality expression	3.47	4.21	0.21	10
10.Intelligence personality expression	3.22	4.25	0.32	6

As can be seen from Table21, indicated that 169 of respondents considered “Independent psychological teaching and counseling activities” with strong feasibility as the first critical priority in their university with PNI mod =0.44, The second priority was “Continuous learning and promotion of professional knowledge and skills“ with the PNI mod = 0.40, the last is“Social personality expression ”with PNI mod =0.21. the Performance professional psychological teachers Needs and Improvement Needs Index (PNI) for professional psychological teachers for primary School in rural areas of Guangxi province. Modify According to the requirements of the professional autonomy, the leave time is arranged into three leave time from high to low, namely: Article2:Independent psychological teaching and counseling activities;Happy work1:Continuous learning and promotion of professional knowledge and skills;Social personality expression.



The Department of Education develop and determine professional psychological teachers enhanced policies, which are mainly used to carry out work, make decisions or motivate personnel. Department of Education have proper and fair salary management control and supervision.

The researchers summarized the needs to enhance professional psychological teachers for primary school in rural areas of Guangxi province.

(1) In the aspect of professional knowledge, the principal requires the professional psychological teachers to enhance the general psychological knowledge, developing psychological knowledge; knowledge of educational psychology and knowledge of psychological counseling and therapy. Teachers are required to make performance plans to achieve performance standards and goals.

(2) In terms of professional abilities, I find that the professional psychological teachers need to enhance the Psychological counseling and measurement and evaluation ability, and teachers need to develop the ability to use educational technology and control classroom teaching. Through continuous supervision and follow-up, assist the support of superiors, and entrust teachers to perform tasks that are vital to enhance professional psychological teachers.

(3) In terms of professional affection, I find that I want the command in professional sentiment, respect the law of education and professional ideal. have clear guidelines, the Department of Education has appropriate management psychology and creates a good working atmosphere.

(4) Characteristics of professional autonomy, It is required that the Independent psychological teaching and counseling activities, and helps to increase Continuous learning and promotion of professional knowledge and skills, promote the Social personality expression, And Participate in professional exchanges and seminars.

4. Analyzing the best practices of enhancing psychological teachers for primary School in rural areas of Guangxi province. And formulates guidelines are developed to enhance professional psychological teachers by studying best practices (best practice) schools. According to the research results, the significance of demand is (PNI).



### **Criteria for selecting four schools as sample schools:**

When selecting four primary schools on the border of Guangxi as interview objects, the following criteria were used:

(1)Geographical location and border characteristics: These four schools are located in different border cities or towns, and are located near different border ports, in order to obtain information about different regional characteristics. information.

(2) Select schools of different sizes, including larger central primary schools and smaller teaching sites, to compare differences in resource distribution.

(3)Teaching team: Examine teachers' qualifications, experience and teaching methods, as well as their awareness and adaptation to the special needs of border education. Understand teachers' views and coping strategies on the problem of insufficient educational resources in border areas.

(4)Understand the relationship between the school and the local community, including parent participation, community support, etc. Explore the implementation of national and local education policies in schools and the main challenges schools face.

Through the above criteria, four schools that can represent the diversity of primary education in Guangxi's border areas were selected for in-depth interviews and research. Such selection helps to comprehensively understand the educational status, challenges and development potential of border primary schools. As follows:

(1) Fulong Township Central Primary School, Daxin County, Guangxi Province, China.,and a teacher.

(2) Haiyuan Town Central Primary School, Ningming County, Guangxi Province, China, consists of a principal and a teacher, of a principal and a teacher.

(3) Mingfeng Central Primary School, Xiangshui Town, Longzhou County, Guangxi Province, China, and a teacher.

( 4 ) Shangshi Town Central Primary School, Pingxiang County, Guangxi Province, China, and a teacher.

Through the analysis of the interview data of the investigators, this paper summarizes the methods of professional psychological teachers enhancing, which are as follows:

#### 4.1 Professional knowledge

The results from interviews with professional psychological teachers enhanced methods show that the managers of school must carry out Professional Training and learning activities regularly, have clear work objectives and action plans. And various forms of activities are carried out to increase the exchange and sharing of experiences among peers to improve them together; encourage and support them to develop themselves continuously. Lead them to actively carry out practical exploration and research, constantly sum up experience and lessons, and improve the professional knowledge and ability of psychological teachers.

The investigator gave the results of the interview, for example.

"... Choose people with knowledge that are relevant to the job. Have clear goals and timetables. Have tracking, support and facilities. Build confidence in the people who are in charge of the job so that they know they have the ability to get the job done and have a systematic process...."

(November 20, 2023, President of the First School: Interview)

"...It analyzes and summarizes the actual work cases, and it actively participates in the related academic exchange activities to broaden the horizon..."

(First School Teacher, November 20, 2023, Interview)

"... There is an assignment. Or provide teachers with clear policies, and then communicate, build understanding and promote the implementation of policies. By understanding the living environment, family background and cultural customs of the rural pupils in Guangxi province, this paper analyzes the causes and characteristics of their psychological problems, aim at student's psychological problem to carry on the pertinence study professional knowledge..."

(November 27, 2023, Principal of the Second School: Interview)

"... Let teachers complete the tasks that match their knowledge wholeheartedly and wholeheartedly, and let them complete the tasks freely and flexibly..."

(Teacher of the second school, November 27, 2023,: Interview)

"... Because of geographical, cultural and economic reasons, students in Guangxi province often have some special psychological problems, such as self-abasement, anxiety, weariness of learning and so on. In order to better serve these students, psychological teachers need to strengthen the study of child psychological development theory, such as Jean Piaget's theory of cognitive development, Floyd's theory of psychoanalysis and so on..."

(December 5, 2023, No.3 School Teacher: Interview)

Psychological teachers enhance their professional knowledge of how to communicate and cooperate with parents and teachers, while actively seeking school and social support. In addition, psychological teachers are encouraged to carry out psychological education and publicity activities to raise awareness and understanding of psychological teachers, students and parents.

(December 12, 2023, No.4 School Teacher: Interview)

#### 4.2 Professional ability

The conclusion drawn from interviews with professional psychological teachers' Professional ability is that school administrators must establish working relationships among teachers, enable them to cooperate and participate in their work, Psychological teachers need to master the basic abilities of listening, questioning and empathy, so as to better communicate with students and understand their psychological needs. In order to improve the ability of psychological counseling, psychological teachers can participate in relevant training courses, reading professional books, watching the work of excellent psychological counselors.

The investigator gave the results of the interview, for example.

"...The ability of emotion management and conflict mediation is one of the professional abilities that psychological teachers must possess. In practical work, psychological teachers need to effectively manage their own emotions, to avoid projecting their own emotions to students, affecting the effectiveness of counseling..."

(November 20, 2023, President of the First School: Interview)

"... In order to create a harmonious and safe environment and help students to solve their psychological problems, psychological teachers should have the ability to mediate the conflicts between students and teachers. In order to improve the ability of emotion management and conflict mediation, psychological teachers can participate in relevant training courses, reading books, participate in simulation exercises..."

(First School Teacher, November 20, 2023,: Interview)

"... For the psychological teachers, to master some innovative teaching methods and technical abilities, such as game therapy, music therapy, etc. , can better stimulate students' interest and motivation in learning and improve the teaching effect..."

(November 27, 2023, Principal of the Second School: Interview)

"... Psychological teachers also need to understand the students' psychological characteristics and learning styles, according to different students to use different teaching methods and tools to meet the personalized needs of students. In order to master more teaching methods and technical ability, psychological teachers can participate in relevant training courses, reading professional books, watching the teaching of excellent teachers..."

(Teacher of the second school, November 27, 2023,: Interview)

"... The professional development of psychological teachers needs continuous study and practice. In order to enhance the professional ability of psychological teachers, school leaders encourage psychological teachers to participate in professional training, academic exchanges and other activities, and constantly update their knowledge and skills. At the same time, the school also provides some incentive mechanisms to stimulate the professional growth of psychological teachers..."

(December 5, 2023, President of the Third School: Interview)

"...it is necessary to have good Communication, observation and evaluation skills are required. Psychological teachers need to be able to communicate effectively with students, parents and other teachers, timely detection of students,; psychological problems and provide effective support and guidance. apply these theories to practical work and improve their theoretical literacy and practical ability through practice, so as to formulate more effective intervention programs..."

(December 5, 2023, teacher of the Third School: Interview)

"... School administrators must establish an organizational culture where teachers and staff live together as brothers and sisters, Students' psychological problems are becoming more and more complex, so it is necessary for psychological teachers to have rich ability to diagnose and deal with them accurately. In addition, the professional development of psychological teachers requires continuous learning and practical ability, and the lack of training opportunities and limited learning resources is also one of the current challenges..."

(December 12, 2023, No.4 School Teacher: Interview)

#### 4.3 Professional affection

The results from interviews with professional psychological teachers' professional affection show that Schools should provide psychological teachers with the necessary working environment and resource support, including adequate time, space, equipment and funds. These supports can help psychological teachers better fulfill their duties and improve work efficiency and quality. School administrators must provide psychological teachers with the necessary working environment and resource support, including adequate time, space, equipment and funds. These supports can help psychological teachers better fulfill their duties and improve work efficiency and quality. Establish a good team culture. Mutual support and encouragement among team members can enhance each other; sense of professional belonging. Through regular organization of team activities and exchanges, can promote mutual understanding and trust, and enhance the cohesion of the team.

The investigator gave the results of the interview, for example.

"... Create a good atmosphere, build a good relationship with teachers and staff, fully aware of the value of their own work, to enhance teachers' affection; enthusiasm and investment in psychological education..."

(November 20, 2023, President of the First School: Interview)

"... I feel great satisfaction and sense of accomplishment when I see my efforts make positive changes in my students. This positive feedback can motivate them to work harder and make a greater contribution to students' psychology..."

(First School Teacher, November 20, 2023, Interview)

"... School administrators must establish a fair and equitable evaluation system. Evaluation should be an objective evaluation based on performance and results, not based on subjective impressions or other irrelevant biases. Through a fair evaluation

system, psychological teachers can feel that their value and contribution has been recognized and valued...."

(November 27, 2023, Principal of the Second School: Interview)

"... school administrators must provide psychological teachers with the necessary working environment and resource support, including adequate time, space, equipment and funds...."

(Teacher of the second school, November 27, 2023,: Interview)

"... in charge of organizing activities to establish interaction between psychological teachers and staff of educational institutions to familiarize themselves with their work and support their development. The physical environment in which you work is appropriate and conducive to your work. The supervisor's management psychology is appropriate and creates a good working atmosphere .... "

(December 5, 2023, President of the Third School: Interview)

"...Schools should provide necessary space and financial support for psychological teachers to participate in professional development and academic exchange activities. Let them have a good learning and communication environment. This will enable teachers to participate more actively in these activities, and help them solve financial worries, improve their professional level..."

(December 5, 2023, teacher of the Third School: Interview)

"...School administrators should establish a good team culture. Team members support and encourage each other, enhance the sense of professional belonging and mission of psychological teachers..."

(December 12, 20223, No.4 President r: Interview)



"...School administrators should set up a reward system. For professional development and academic exchanges in the outstanding performance of psychological teachers, should be given a certain amount of awards and recognition. Such rewards can not only motivate the winners to continue their efforts, but can also have an exemplary and exemplary effect on other psychology teachers and encourage more people to actively participate ..."

(December 12, 20223, No.4 School Teacher: Interview)

#### 4.4 Professional autonomy

From the interview results, the professional autonomy of primary school teachers in Guangxi province not only affects their professional development, but also directly affects the psychological and educational quality of rural children. autonomy refers to the right of teachers to independently exercise educational decision-making in their professional fields. Teachers of rural psychology shall have the right to design and adjust the curriculum of psychological education independently according to the needs and actual conditions of students, in order to better meet students' learning needs, rural psychological teachers should regularly evaluate and reflect on their own educational practice in order to continuously improve the quality of education.

The investigator gave the results of the interview, for example.

"... Schools and education departments should also provide psychological teachers with the necessary resources and support to help them solve problems encountered in their work. These resources include, but are not limited to, psychological counseling, training courses, books, network resources. In addition, schools and education departments should also provide necessary technical and financial support, such as the procurement and maintenance of psychological counseling software ...."

(November 20, 2023, President of the First School: Interview)

.... Give teachers the opportunity to choose jobs that suit their interests and abilities. Organize teachers who are interested in the same topic to promote the development of teachers and make them understand the assigned tasks..."

(First School Teacher, November 20, 2023,: Interview)

"... provide teachers with special training and learning opportunities for psychological teachers that match their interests and abilities, or provide teachers with teaching opportunities that match their majors. Encourage teachers to make continuous progress...."

(November 27, 2023, Principal of the Second School: Interview)

"... The school, the community, the parents and so on should establish the cooperative relations with the rural psychological teachers, participate in the educational decision-making together, promote the professional autonomy of the teachers, and establish the perfect evaluation system, to encourage teachers to conduct regular reflection on education to enhance the quality of teaching...."

(Teacher of the second school, November 27, 2023,: Interview)

"... When assigning work, school administrators must train teachers to understand the scope and role of work, and provide teachers with opportunities for discrimination that match their knowledge, abilities and interests. In addition, teachers are encouraged to give full play to their abilities and increase their experience through exchange learning and study tour...."

(December 5, 2023, President of the Third School: Interview)

"...Ability development training for teachers in teaching and special jobs. Establish an understanding of the roles and responsibilities assigned to the task.

Provide teachers with education, research and visits to enhance their knowledge and support them to make the most of their work..."

(December 5, 2023, teacher of the Third School: Interview)

"...The government should issue relevant policies to clarify the professional status of rural psychological teachers and provide policy guarantee for their exercise of professional autonomy..."

(December 12, 2023, No.4 President r: Interview)

"...Schools and educational departments should establish a fair and just evaluation system for psychological teachers. The evaluation system should be based on the actual performance and results of the psychological teachers, rather than just based on students; test scores or graduation rates. In addition, the evaluation results should be timely feedback to the psychological teachers, so that they understand their work situation and need to improve. Only when psychological teachers feel their own value and contribution is recognized, they can better play their professional ability for students to make greater contributions to psychology..."

(December 12, 2023, No.4 School Teacher: Interview)

The researchers synthesized enhancing psychological teachers based on the PDCA cycle theory using interviews with primary administrators and best practices from educational institutions to achieve the goals of enhancing psychological teachers to work towards focusing. The enhancing psychological teachers appears as follows, a composite approach to professional psychological teachers for primary School in rural areas of Guangxi province is shown in Table 22-24.

*Table 22 Level of Appropriately and Feasibility of Components of enhanced guideline*

NO.	Components	Appropriately			Feasibility		
		$\bar{X}$	S.D.	Result	$\bar{X}$	S.D.	Result
1	<b>Professional knowledge</b>	4.73	0.45	Very High	4.23	0.40	Very High
2	<b>Professional abilities</b>	4.72	0.45	Very High	4.68	0.41	Very High
3	<b>Professional affection</b>	4.70	0.45	Very High	4.65	0.48	Very High
4	<b>Professional autonomy</b>	4.67	0.49	Very High	4.70	0.41	Very High

As shown in the table 22. the overall components of enhanced guideline was suitable. All components have the very high score of mean. It can be concluded that the components of enhanced guideline are objectives, content, method, length of time, material and support resources and evaluation

*Table 23 Summary of Fulong Township Central Primary School Professional psychological teachers guideline Synthesis.*

Indicators	Best practice research	Results of summary
1. Have clear goals and timetables	1.participates in the related academic exchange activities	1.Primary school administrators should have clear goals and timetable (P)
2.Provide teachers with clear policie	2.Analyzes the causes and characteristics of children' psychological problems	2.Primary school administrators should provide teachers children' psychological problems and clear policie (P)
3. Complete the tasks that match their knowledge	3.Complete the tasks freely and flexibly	3.Primary school administrators should match the knowledge freely and flexibly (P)

4.Strengthen the study of child psychological development theory	4.Study of Jean Piaget's theory of cognitive development, Floyd's theory of psychoanalysis	4.Primary school administrators should study many of Professional child psychological development theory (D)
5.Enhance their professional knowledge	5.Study of how to communicate and cooperate with parents and teachers	5.Primary school administrators should study of how to enhance their professional communicate and cooperate knowledge(D)
6. Encourage teachers' continuous activities.	6.Carry out psychological education and publicity activities.	6.Primary school administrators should encourage and support teachers' continuous self- development. (D)
7. Raise awareness and understanding of psychological teachers, students and parents.	7.Encourage and support teachers' continuous self- development.	7.Primary school administrators should freedom and regularly flexibility in work to achieve satisfaction. (C)
8.Enthusiasm and commitment to work.	8.Encourage and support teachers' continuous self- development.	8.Primary school administrators should freedom and flexibility in work to achieve satisfaction. (C)
	9.Build confidence in your job.	9.Primary school administrators should encourage and support teachers' continuous self- development. (C)
	10.Focus on students' Psychological problems and meet parents' expectations.	10.Primary school administrators should challenge goals and encourage Competition (C)
	11.Challenge goals and promote competition.	11.Primary school administrators should build confidence in your job. (A)

	12.Dedication to the organization, dedication, dedication.	12.Primary school administrators should adjust tasks in the spirit of teachers and selflessness. (A)
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Based on the comprehensive results in Table 23, the comprehensive results will be used to draft the development of Professional psychological teachers methods.

Fulong Township Central Primary School. In successful practice, we found that.

- 1.Primary school administrators should have clear goals and timetable (P)
- 2.Primary school administrators should provide teachers children' psychological problems and clear policies (P)
- 3.Primary school administrators should match the knowledge freely and flexibly (P)
- 4.Primary school administrators should study many of Professional child psychological development theory (D)
- 5.Primary school administrators should study of how to enhance their professional communicate and cooperate knowledge (D)
- 6.Primary school administrators should encourage and support teachers' continuous self-development (D)
- 7.Primary school administrators should freedom and regularly flexibility in work to achieve satisfaction (C)
- 8.Primary school administrators should freedom and flexibility in work to achieve satisfaction (C)
- 9.Primary school administrators should encourage and support teachers continuous self-development (C)
- 10.Primary school administrators should challenge goals and encourage Competition (C)
- 11.Primary school administrators should build confidence in your job (A)
- 12.Primary school administrators should adjust tasks in the spirit of teachers and



selflessness (A)

*Table 24 Summary of Haiyuan Town Central Primary School Professional psychological teachers guideline Synthesis.*

Indicators	Best practice research	Results of summary
1.Determination of standards and Professional psychological teachers enhanced objectives.	1.Let them complete the tasks freely and flexibly	1.Primary school administrators should determination of standards and Professional psychological teachers enhanced objectives(P)
2.Communicate, build understanding	2.Give advice in a friendly manner.	2.Primary school administrators should hold a group to seek common ground(P)
3. Good communication system	3.master some innovative teaching methods	3.Primary school administrators should build confidence in your potential(P)
4.Understand the students' psychological characteristics and learning styles	4.Psychological teachers can participate in relevant training courses, reading professional books	4.Primary school administrators should understand the students' psychological characteristics and learning styles(D)
5.Establish a fair and equitable evaluation system	5.Evaluation should be an objective evaluation based on performance and results	5.Primary school teachers should feel that their value and contribution has been recognized and valued(D)
6.Good understanding and cooperation in work development.	6.Give praise, encouragement and respect when your work is successful.	6.Primary school administrators should establish good understanding and cooperation in work development by giving praise, encouragement and respect(D)
7.Educational institutions conduct internal supervision by organizing teacher class visits Model teacher	7.Teacher, Mentor, Expert, Administrator Visit classes with the school's supervision committee	7.Primary school administrators should conduct internal supervision with teachers(D)



**Table 24** (continued)

Indicators	Best practice research	Results of summary
8.Good understanding and cooperation in work development.	8.Provide psychological teachers with the necessary working environment and resource support	8.Primary school administrators should follow up, communicate, facilitate and advise in a friendly manner.(D)
	9.Decision-making by providing access to knowledge and competencies.	9.Primary school administrators should raise the awareness of teachers to be good Role(D)
	10.Establish an organizational culture between teachers and students	10.Primary school administrators should adjust an organizational culture in which teachers must respect each other.(C)
	11.Interactive activities between teachers and staff of educational institutions to familiarize them and establish a good working relationship	11.Primary school administrators should interactive activities between teachers and staff of educational institutions to familiarize them and establish a good working relationship network.(A)

The consolidated results from Table 24 for the development and drafting of professional psychological teachers for primary School in rural areas of Guangxi province guidelines were provided by the Haiyuan Town Central Primary School In terms of Professional abilities, we find that.

- 1.Primary school administrators should determination of standards and Professional psychological teachers enhanced objectives(P)
- 2.Primary school administrators should hold a group to seek common ground(P)
- 3.Primary school administrators should build confidence in your potential(P)

4.Primary school administrators should understand the students' psychological characteristics and learning styles(D)

5.Primary school teachers should feel that their value and contribution has been recognized and valued(D)

6.Primary school administrators should establish good understanding and cooperation in work development by giving praise, encouragement and respect(D)

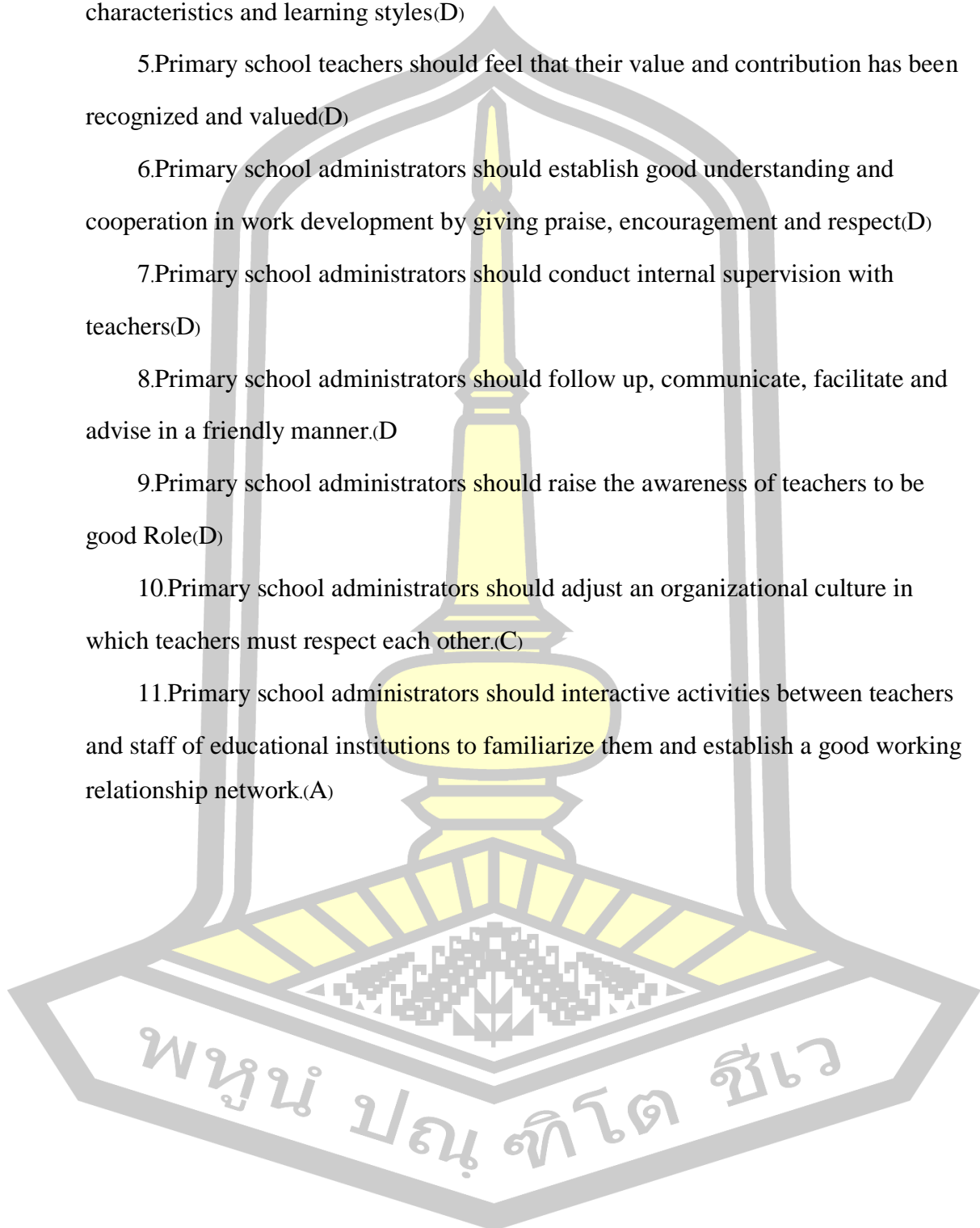
7.Primary school administrators should conduct internal supervision with teachers(D)

8.Primary school administrators should follow up, communicate, facilitate and advise in a friendly manner.(D)

9.Primary school administrators should raise the awareness of teachers to be good Role(D)

10.Primary school administrators should adjust an organizational culture in which teachers must respect each other.(C)

11.Primary school administrators should interactive activities between teachers and staff of educational institutions to familiarize them and establish a good working relationship network.(A)

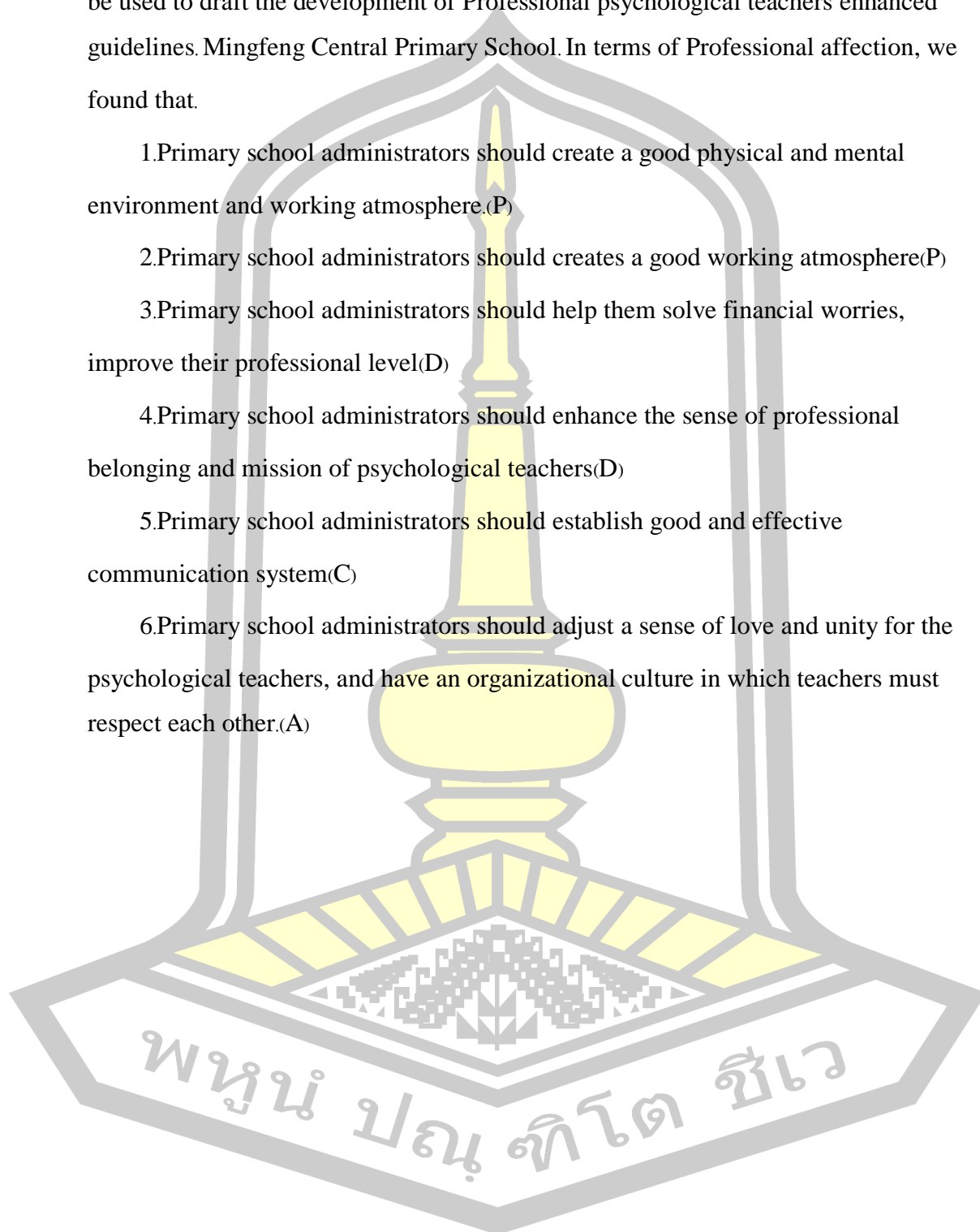


*Table 25 Summary of Mingfeng Central Primary School Professional psychological teachers guideline Synthesis.*

Indicators	Best practice research	Results of summary
1.Create a good atmosphere is suitable	1.Build a good relationship with teachers and staff, fully aware of the value of their own work	1.Primary school administrators should create a good physical and mental environment and working atmosphere.(P)
2.organizing activities to establish interaction between psychological teachers and staff	2.Interactive activities between teachers and staff to familiarize them and establish a good working relationship network.	2.Primary school administrators should creates a good working atmosphere(P)
3.Provide necessary space and financial support for psychological teachers to participate in professional development	3.Enable teachers to participate more actively in these activities	3.Primary school administrators should help them solve financial worries, improve their professional level(D)
4.Establish a good team culture	4.Establish a good team culture between psychological teachers	4.Primary school administrators should enhance the sense of professional belonging and mission of psychological teachers(D)
5.Good and effective communication system.	5.Systematic and efficient work communication, organized	5.Primary school administrators should establish good and effective communication system(C)
	6.Establish a sense of love and unity for the psychological teachers, and have an organizational culture in which they must respect each other.	6.Primary school administrators should adjust a sense of love and unity for the psychological teachers, and have an organizational culture in which teachers must respect each other.(A)

Based on the comprehensive results in Table 25, the comprehensive results will be used to draft the development of Professional psychological teachers enhanced guidelines. Mingfeng Central Primary School. In terms of Professional affection, we found that.

- 1.Primary school administrators should create a good physical and mental environment and working atmosphere.(P)
- 2.Primary school administrators should creates a good working atmosphere(P)
- 3.Primary school administrators should help them solve financial worries, improve their professional level(D)
- 4.Primary school administrators should enhance the sense of professional belonging and mission of psychological teachers(D)
- 5.Primary school administrators should establish good and effective communication system(C)
- 6.Primary school administrators should adjust a sense of love and unity for the psychological teachers, and have an organizational culture in which teachers must respect each other.(A)



*Table 26 Summary of Shangshi Town Central Primary School, Pingxiang County, Guangxi Province, China, and a teacher.*

Indicators	Best practice research	Results of summary
1.A strong understanding of child development and psychology, including knowledge of common challenges faced by children in rural areas.	1.Understanding of student needs and issues,Evaluate various special psychological pressures and challenges	1.Primary school administrators should evaluate psychological teachers, and assign the evaluation results to teachers, so as to plan and assign tasks that match teachers' knowledge, abilities and interests.(P)
2.Experience working with diverse populations, including children from different cultural backgrounds and socioeconomic statuses	2.continuous training and professional development are necessary to ensure that they possess the latest theoretical knowledge and practical skills.	2.Primary school administrators should ensure that they possess the latest theoretical knowledge and practical skills.(P)
3.Strong communication skills, both verbal and nonverbal, that allow them to connect with students and build trusting relationships.	3 Need to establish effective cooperative relationships with school administrators, teachers, and parents	3.Primary school administrators should establish effective cooperative relationships with school administrators, teachers, and parents(D)
4.A commitment to ongoing professional development and staying up-to-date with the latest research and best practices in the field of psychology.	4.Make the most of existing resources and creatively design and implement psychological education activities	4.Primary school administrators should organize and design psychological education activities to understand the scope, structure and process of work.(D)
5.A willingness to collaborate with other teachers, parents, and community members to support the overall well-being of students.	5.continuously evaluate their effectiveness and make necessary adjustments and improvements based on the evaluation results.	5Primary school administrators should promote the development of teachers to receive continuing education, organize training(D)

**Table 26** (continued)

Indicators	Best practice research	Results of summary
	6.Strengthen the promotion and education of schools, parents, and communities to enhance their awareness and understanding of psychological education.	6.Primary school administrators should Support, facilitate, motivate and adjust them to be fully operational, knowledgeable and competent, and to remain independent in their work.(C)
	7.Regularly monitor the professional psychological teachers	7.Follow-up supervision is in place. Carry out teachers' tasks in stages(A)

Based on the consolidated results in Table 26, the consolidated results will be used to draft the professional psychological teachers enhancement guideline, provided by the primary School in rural areas of Guangxi province . In terms of the characteristics of practical work, it is found that.

1. Primary school administrators should evaluate psychological teachers, and assign the evaluation results to teachers, so as to plan and assign tasks that match teachers' knowledge, abilities and interests.(P)

2. Primary school administrators should ensure that they possess the latest theoretical knowledge and practical skills.(P)

3. Primary school administrators should establish effective cooperative relationships with school administrators, teachers, and parents.(D)

4. Primary school administrators should organize and design psychological education activities to understand the scope, structure and process of work.(D)

5. Primary school administrators should promote the development of teachers to receive continuing education, organize training(D)

6. Primary school administrators should Support, facilitate, motivate and adjust them to be fully operational, knowledgeable and competent, and to remain independent in their work.(C)

7. Follow-up supervision is in place. Carry out teachers' tasks in stages(A)

*Table 27 Summary of Primary School in Rural Areas of Guangxi Province Enhance Professional Psychological Teachers guideline Synthesis*

Indicators	Best practice research	Results of summary
1.Leaders attach importance to and change their ideas.	1.Hold communication meetings to establish an understanding of Enhanced standards.	1.Primary school administrators should formulate policies, hold communication meetings, understand enhanced standards, and let teachers see them Clearly(P)
2.Provide regular training and development opportunities for teachers to enhance their knowledge and skills in psychology and teaching methods.	2.Developing a comprehensive teacher training program that focuses on both psychological theory and practical skills related to working with students' emotional and social needs.	2.Primary school administrators should training and development Programs: organize regular training and development programs for psychological teachers to enhance their knowledge and skills in the field of psychology. These programs could include workshops, seminars, online courses, and practical training sessions(P).



**Table 27** (continued)

Indicators	Best practice research	Results of summary
3.Hire qualified psychologists or counselors who can work with teachers and students to address psychological concerns and promote positive well-being.	3.EProviding ongoing support and mentoring for teachers as they implement new strategies and techniques in their classrooms.	3.Primary school administrators should collaboration with professional organizations: Partner with professional organizations such as the Chinese psychological society or other relevant organizations to provide resources, support, and networking opportunities for psychological teachers in rural areas(P)
4.Create a supportive and collaborative school culture that values the importance of psychology and encourages open communication among teachers, students, and parents.	4.Encouraging collaboration and communication among teachers, school administrators, and psychological professionals to ensure that students receive appropriate support and referrals when needed.	4. Primary school administrators should establish mentorship programs where experienced psychological teachers can guide new teachers in their roles. This will help to transfer knowledge and best practices from experienced (D)
5.Establish clear policies and procedures for addressing student psychological issues, including referral processes and confidentiality protocols.	5.Incorporating mindfulness and stress-reduction techniques into the school curriculum to help students develop coping skills and promote overall well-being.	5.Primary school administrators should encourage psychological teachers to engage in research and innovation to improve their teaching methods and approaches.(D)

6.Foster partnerships with local psychological organizations and professionals to provide additional resources and support for students and families in need..	6.Reward, commend and commend the merits of teachers, where appropriate, by creating morale and spirit.	6.Primary school administrators should create a supportive environment for psychological teachers by providing them with adequate resources, facilities and equipment. (C)
	7.Reward, commend and commend the merits of Professional Psychological teachers, where appropriate, by creating morale and Spirit.	7.Primary school administrators should encourage psychological teachers to engage with the local community to promote psychological awareness and reduce stigma associated with seeking psychological help. (A)

The comprehensive results from Table 27 are used to draft the development guide of Enhance Professional Psychological Teachers. Primary School in Rural Areas of Guangxi Province in terms of Professional development. Discover

- 1.Primary school administrators should formulate policies, hold communication meetings, understand enhanced standards, and let teachers see them Clearly(P)
- 2.Primary school administrators should training and development Programs: organize regular training and development programs for psychological teachers to enhance their knowledge and skills in the field of psychology. These programs could include workshops, seminars, online courses, and practical training sessions(P).
- 3.Primary school administrators should collaboration with professional organizations: Partner with professional organizations such as the Chinese psychological society or other relevant organizations to provide resources, support, and networking opportunities for psychological teachers in rural areas(P)

4. Primary school administrators should establish mentorship programs where experienced psychological teachers can guide new teachers in their roles. This will help to transfer knowledge and best practices from experienced (D)

5. Primary school administrators should encourage psychological teachers to engage in research and innovation to improve their teaching methods and approaches. (D)

6. Primary school administrators should create a supportive environment for psychological teachers by providing them with adequate resources, facilities and equipment. (C)

7. Primary school administrators should encourage psychological teachers to engage with the local community to promote psychological awareness and reduce stigma associated with seeking psychological help. (A)

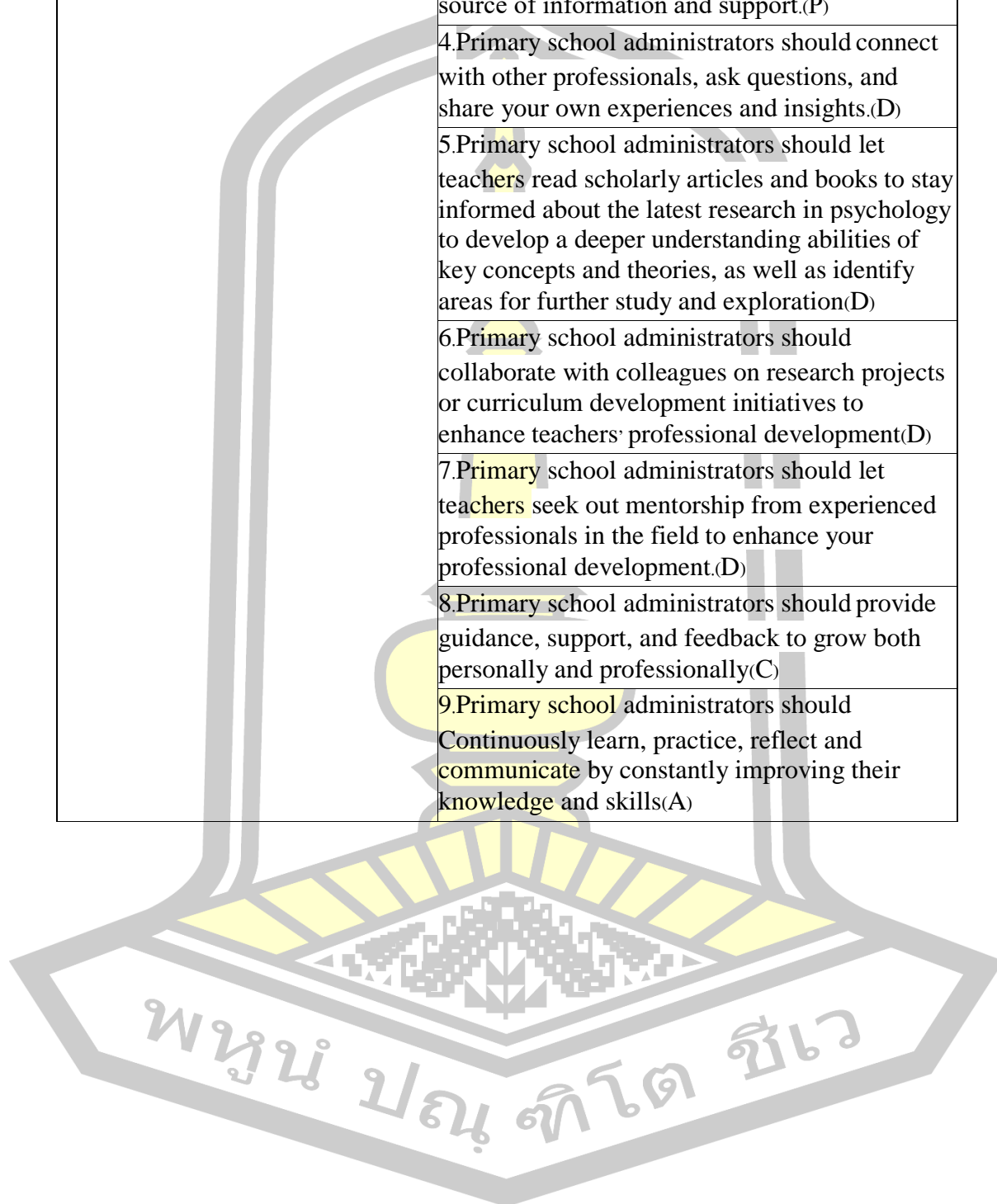
The researchers combined current conditions, desirable conditions and best practice school research results to draft a set of guidelines on enhance professional psychological teachers. The primary school in rural areas of Guangxi Province is as follows:

*Table 28 The draft guidelines of the the primary school in rural areas of Guangxi Province on enhance professional psychological teachers.*

Enhance professional psychological teachers	Enhance professional psychological teachers criteria teacher professional development orientation
<b>1. Professional knowledge</b>	1. Primary school administrators should set the standard and professional knowledge enhanced goals. (P)
	2. Primary school administrators should participate in psychological training and lectures regularly to improve your psychological quality and coping abilities. (P)

	3.Primary school administrators should let the teachers read psychology-related books and articles to learn about the latest research trends and practical experiences.(P)
	4.Primary school administrators should exchange ideas with peers, share teaching experiences, and jointly improve teaching standards.(D)
	5.Primary school administrators should let the teachers participate in the school psychological education working group to jointly formulate work plans and programs(D).
	6.Primary school administrators should let the teachers collaborate with other subject teachers to develop interdisciplinary psychological education activities.(D)
	7.Primary school administrators should let the teachers maintain communication with parents and jointly pay attention to students' psychological issues.(D)
	8.Primary school administrators should let the teachers improve the curriculum of psychological education and focus on the combination of theory and practice.(C)
	9.Primary school administrators should let the methods.(C)
	10.Primary school administrators should let the teachers conduct regular teaching evaluation and reflection, and continuously improve teaching methods (C)
	11.Primary school administrators should let the teachers strengthen the awareness of teamwork and form a good psychological education atmosphere(A)
	<b>2.Professional abilities</b>
	1.Primary school administrators should attend conferences and workshops to learn about new research findings, techniques, and strategies in psychology.(P)
	2.Primary school administrators should provide opportunities to network with other professionals in the field.(P)

	3.Primary school administrators should participate in online forums and discussion groups related to psychology to get valuable source of information and support.(P)
	4.Primary school administrators should connect with other professionals, ask questions, and share your own experiences and insights.(D)
	5.Primary school administrators should let teachers read scholarly articles and books to stay informed about the latest research in psychology to develop a deeper understanding abilities of key concepts and theories, as well as identify areas for further study and exploration(D)
	6.Primary school administrators should collaborate with colleagues on research projects or curriculum development initiatives to enhance teachers' professional development(D)
	7.Primary school administrators should let teachers seek out mentorship from experienced professionals in the field to enhance your professional development.(D)
	8.Primary school administrators should provide guidance, support, and feedback to grow both personally and professionally(C)
	9.Primary school administrators should Continuously learn, practice, reflect and communicate by constantly improving their knowledge and skills(A)



**Table 28** (continued)

Enhance professional psychological teachers	Enhance professional psychological teachers criteria teacher professional development guideline
<b>3. Professional affection</b>	1.Primary school administrators should drive force for the continuous improvement of psychology teachers. Through an in-depth understanding of the knowledge, theory and practice of psychology, you can gradually develop your interest and enthusiasm for psychology and become more actively involved in psychological education(P)
	2.Primary school administrators should Decision-making by providing opportunities to use knowledge and capabilities(P)
	3.Primary school administrators should let teachers participate in professional organizations, academic activities, etc., exchange experiences with other psychology teachers, clarify your professional positioning, understand the importance and value of psychology teachers, enhance your professional identity and sense of belonging, and stimulate your own enthusiasm for work(D)
	4.Primary school administrators should actively listen to students' needs and confusions, establish good relationships with students, provide them with support and guidance, and pay attention to their growth and development(D)
	5.Primary school administrators should let teachers help students solve their psychological problems in a timely manner, cultivate their emotional investment in education, and enhance their teaching motivation(D)
	6 Primary school administrators should use self-motivation to maintain a positive attitude, overcome difficulties and make progress in the process of professional development(D) .



**Table 28** (continued)

Enhance professional psychological teachers	Enhance professional psychological teachers criteria teacher professional development guideline
	7.Primary school administrators should provide follow-up, communication, facilitation and friendly advice. seek encouragement and support from others to grow and progress together.(C)
	8.Primary school administrators should let teachers participate in academic conferences, reading professional literature, etc., to understand industry dynamics and development trends, expand our professional horizons, and improve our professional quality and comprehensive affection.(C)
	9.Primary school administrators should adjust teachers use professional emotions to enhance professional development requires psychology teachers to cultivate their love for psychology, enhance their professional identity, pay attention to student growth, continue self-motivation, and expand their professional horizons.(C)
	10.Primary school administrators should let teachers better serve students and society and realize personal value. through positive emotional investment and professional growth.(A)
<b>4. Professional autonomy</b>	1. Psychology teachers should be aware of the importance of professional autonomy and proactively seek opportunities for professional development.(P)
	2.Primary school administrators should have the desire and motivation to grow themselves, actively expand professional knowledge, and improve teaching skills.(P)
	3.Primary school administrators should design independently teaching based on students' needs and teaching goals. Give full play to their autonomy in curriculum planning, teaching content selection, teaching methods, etc., and continuously innovate and optimize the teaching process.(P)



**Table 28** (continued)

Enhance professional psychological teachers	Enhance professional psychological teachers criteria teacher professional development guideline
	4.Primary school administrators should reflect on and evaluate your own teaching practices by reviewing the teaching process, analyzing teaching effects, and collecting student feedback. Identify your own shortcomings and develop a plan for improvement.(D)
	5.Primary school administrators should research and practice should be combined and empirical research should be actively carried out to promote the improvement of teaching quality and enhance the academic influence of teachers(D)
	6.Primary school administrators should establish a community with other teachers to discuss teaching issues, share experiences, learn from each other, grow together, and enhance teachers' sense of belonging and cohesion(C)
	7.Primary school administrators should establish good interaction between teachers and staff of educational institutions to establish good relations(A)

Verification of the primary School in rural areas of Guangxi province Guidelines through interviews. Professional psychological teachers Development Model of primary School in rural areas of Guangxi province Where appropriate, continue to develop administrative staff. The appropriateness and feasibility of the program consists of a round table of five qualified education administrators, one qualified education administrator, and one qualified teachers. Qualified managers of educational institutions and qualified personnel with knowledge and ability in managing education and learning to promote Professional psychological teachers include:

(1) Prof. Dr. Huang Jianyi, Dean of the School of Education of Guangxi Normal University for Nationalities, Doctor of Education, holds the National Psychological Counselor Qualification Certificate, and has extensive knowledge and skills in mental

health education through professional training and practical experience. In the past ten years, I have been engaged in mental health education in the border areas of Guangxi and accumulated rich practical experience. It has provided training and guidance to rural primary school psychology teachers on many occasions to help them improve their teaching standards.

(2) Prof. Nong Guoxiang, governmental the principal of Mingfeng Central Primary School in Longzhou County, Guangxi, an expert on the Mental Health Education Expert Steering Committee, and one of the famous principals in Guangxi. He has long been committed to the research and teaching of mental health education in primary schools in Longzhou border area.

(3) Prof. Fu Xiaoyan. The principal of Fulong Township Central Primary School, Daxin County, Guangxi Province, China. an expert on the Mental Health Education Expert Steering Committee, and one of the famous principals in Guangxi. She has provided training and guidance to rural primary school psychology teachers on many occasions to help them improve their teaching standards.

(4) Prof. Huang Xusheng, The principal of Haiyuan Town Central Primary School, Ningming County, Guangxi Province, China. an expert on the Mental Health Education Expert Steering Committee, and one of the famous principals in Guangxi. He has published many academic papers on mental health education for rural children and participated in many related research projects.

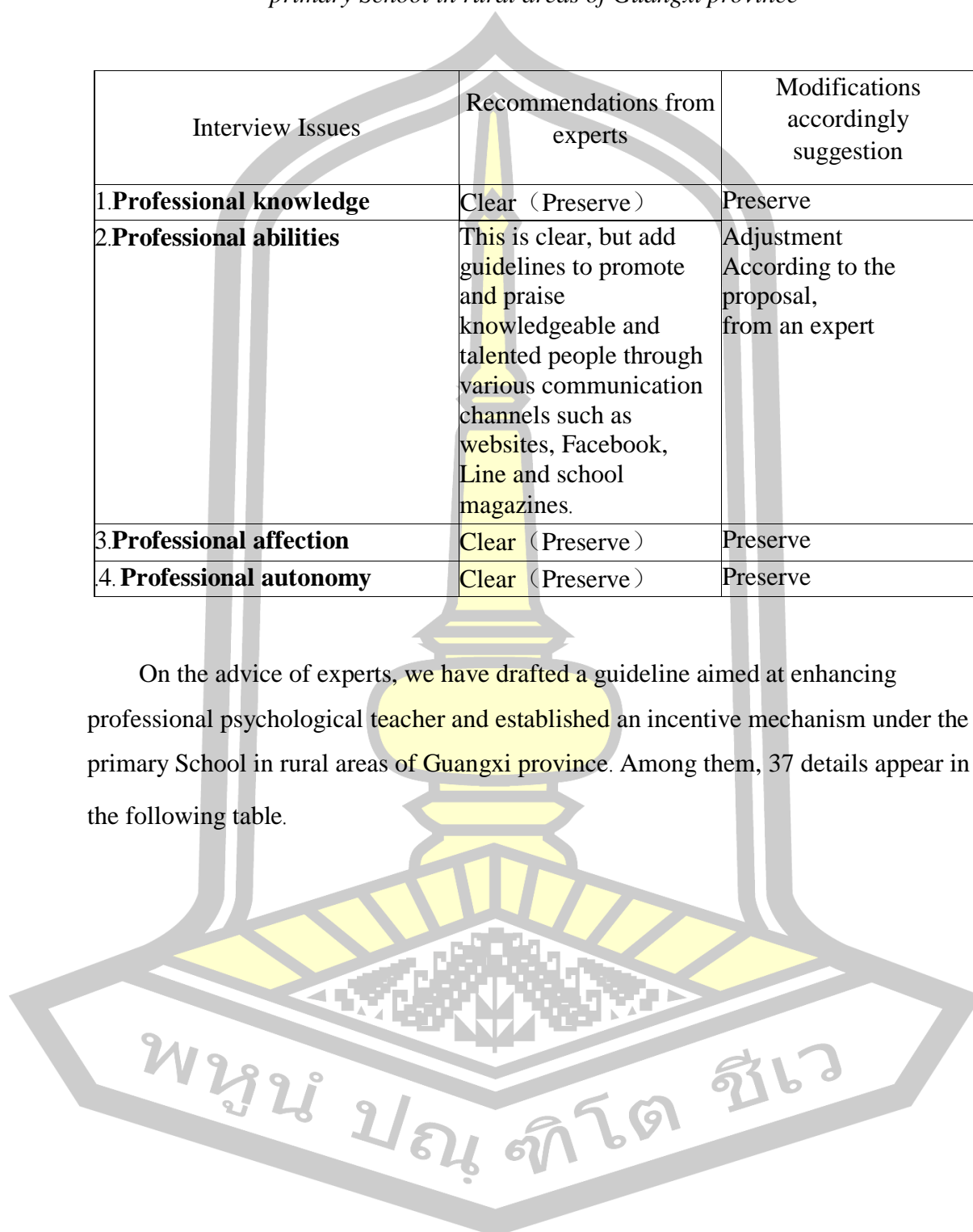
(5) Prof. Wei Shaohang, The principal of Shangshi Town Central Primary School, Pingxiang County, Guangxi Province, China. an expert on the Mental Health Education Expert Steering Committee, and one of the famous principals in Guangxi. He holds a national psychological counselor qualification certificate and has extensive knowledge and skills in mental health education through professional training and practical experience.

The expert advice of the primary School in rural areas of Guangxi province Guidelines on the development of Professional psychological teachers is shown in Table 29

*Table 29 Interview comments on the draft guidelines for psychological teacher of the primary School in rural areas of Guangxi province*

Interview Issues	Recommendations from experts	Modifications accordingly suggestion
1. <b>Professional knowledge</b>	Clear ( Preserve )	Preserve
2. <b>Professional abilities</b>	This is clear, but add guidelines to promote and praise knowledgeable and talented people through various communication channels such as websites, Facebook, Line and school magazines.	Adjustment According to the proposal, from an expert
3. <b>Professional affection</b>	Clear ( Preserve )	Preserve
4. <b>Professional autonomy</b>	Clear ( Preserve )	Preserve

On the advice of experts, we have drafted a guideline aimed at enhancing professional psychological teacher and established an incentive mechanism under the primary School in rural areas of Guangxi province. Among them, 37 details appear in the following table.



*Table 30 Guidelines for enhancing psychological teacher in the primary School in rural areas of Guangxi province.*

Enhancing psychological teacher	Guidelines for enhancing psychological teacher
<b>1. Professional knowledge</b>	1. Primary school administrators should set the standard and professional knowledge enhanced goals.(P)
	2. Primary school administrators should participate in psychological training and lectures regularly to improve your psychological quality and coping abilities.(P)
	3. Primary school administrators should let the teachers read psychology-related books and articles to learn about the latest research trends and practical experiences.(P)
	4. Primary school administrators should exchange ideas with peers, share teaching experiences, and jointly improve teaching standards.(D)
	5. Primary school administrators should let the teachers participate in the school psychological education working group to jointly formulate work plans and programs(D).
	6. Primary school administrators should let the teachers collaborate with other subject teachers to develop interdisciplinary psychological education activities.(D)
	7. Primary school administrators should let the teachers maintain communication with parents and jointly pay attention to students' psychological issues.(D)
	8. Primary school administrators should let the teachers improve the curriculum of psychological education and focus on the combination of theory and practice.(C)
	9. Primary school administrators should let the methods.(C)

**Table 30** (continued)

Enhancing psychological teacher	Guidelines for enhancing psychological teacher
	10.Primary school administrators should let the teachers conduct regular teaching evaluation and reflection, and continuously improve teaching methods (C)
	11.Primary school administrators should let the teachers strengthen the awareness of teamwork and form a good psychological education atmosphere(A)
<b>2. Professional abilities</b>	1.Primary school administrators should attend conferences and workshops to learn about new research findings, techniques, and strategies in psychology.(P)
	2.Primary school administrators should provide opportunities to network with other professionals in the field.(P)
	3.Primary school administrators should participate in online forums and discussion groups related to psychology to get valuable source of information and support.(P)
	4.Primary school administrators should connect with other professionals, ask questions, and share your own experiences and insights.(D)
	5.Primary school administrators should let teachers read scholarly articles and books to stay informed about the latest research in psychology to develop a deeper understanding abilities of key concepts and theories, as well as identify areas for further study and exploration(D)
	6.Primary school administrators should collaborate with colleagues on research projects or curriculum development initiatives to enhance teachers' professional development(D)
	7.Primary school administrators should let teachers seek out mentorship from experienced professionals in the field to enhance your professional development.(D)

**Table 30** (continued)

Enhancing psychological teacher	Guidelines for enhancing psychological teacher
	8.Primary school administrators should provide guidance, support, and feedback to grow both personally and professionally(C)
	9.Primary school administrators should Continuously learn, practice, reflect and communicate by constantly improving their knowledge and skills(A)
<b>3. Professional affection</b>	<p>1.Primary school administrators should drive force for the continuous improvement of psychology teachers. Through an in-depth understanding of the knowledge, theory and practice of psychology, you can gradually develop your interest and enthusiasm for psychology and become more actively involved in psychological education(P)</p> <p>2.Primary school administrators should Decision-making by providing opportunities to use knowledge and capabilities(P)</p> <p>3.Primary school administrators should let teachers participate in professional organizations, academic activities, etc., exchange experiences with other psychology teachers, clarify your professional positioning, understand the importance and value of psychology teachers, enhance your professional identity and sense of belonging, and stimulate your own enthusiasm for work(D)</p> <p>4.Primary school administrators should actively listen to students' needs and confusions, establish good relationships with students, provide them with support and guidance, and pay attention to their growth and development(D)</p> <p>5.Primary school administrators should let teachers help students solve their psychological problems in a timely manner, cultivate their emotional investment in education, and enhance their teaching motivation(D)</p>



**Table 30** (continued)

Enhancing psychological teacher	Guidelines for enhancing psychological teacher
	6 Primary school administrators should use self-motivation to maintain a positive attitude, overcome difficulties and make progress in the process of professional development(D) .
	7.Primary school administrators should provide follow-up, communication, facilitation and friendly advice. seek encouragement and support from others to grow and progress together(C))
	8.Primary school administrators should let teachers participate in academic conferences, reading professional literature, etc., to understand industry dynamics and development trends, expand our professional horizons, and improve our professional quality and comprehensive affection(C)
	9.Primary school administrators should adjust teachers use professional emotions to enhance professional development requires psychology teachers to cultivate their love for psychology, enhance their professional identity, pay attention to student growth, continue self-motivation, and expand their professional horizons(C)
	10.Primary school administrators should let teachers better serve students and society and realize personal value. through positive emotional investment and professional growth(A)
<b>4. Professional autonomy</b>	1. Psychology teachers should be aware of the importance of professional autonomy and proactively seek opportunities for professional development(P)
	2.Primary school administrators should have the desire and motivation to grow themselves, actively expand professional knowledge, and improve teaching skills.(P)



**Table 30** (continued)

Enhancing psychological teacher	Guidelines for enhancing psychological teacher
	3.Primary school administrators should design independently teaching based on students' needs and teaching goals. Give full play to their autonomy in curriculum planning, teaching content selection, teaching methods, etc., and continuously innovate and optimize the teaching process.(P)
	4.Primary school administrators should reflect on and evaluate your own teaching practices by reviewing the teaching process, analyzing teaching effects, and collecting student feedback. Identify your own shortcomings and develop a plan for improvement.(D)
	5.Primary school administrators should research and practice should be combined and empirical research should be actively carried out to promote the improvement of teaching quality and enhance the academic influence of teachers(D)
	6.Primary school administrators should establish a community with other teachers to discuss teaching issues, share experiences, learn from each other, grow together, and enhance teachers' sense of belonging and cohesion(C)
	7.Primary school administrators should establish good interaction between teachers and staff of educational institutions to establish good relations(A)

According to the expert's suggestion, the feasibility and feasibility of the guidelines were reviewed, and finally the professional psychological teachers enhanced guideline for teachers was determined. The results of the examination of the appropriately, utility and feasibility of the guidelines come to be improved accordingly.

Recommendations of experts until the guidelines for Enhancing psychological teacher of rural primary school in Guangxi Province as shown in Table 28.

*Table 31 The mean, standard deviation, and appropriately, Utility, and feasibility of the guidelines for psychological teachers of primary school in rural areas of Guangxi Province*

Assessment Items	Appropriately			Feasibility		
	$\bar{X}$	S.D.	Result	$\bar{X}$	S.D.	Result
1.1 Primary school administrators should set the standard and professional knowledge enhanced goals.(P)	5.00	0.00	Very High	4.80	0.40	Very High
1.2 Primary school administrators should participate in psychological training and lectures regularly to improve your psychological quality and coping abilities.(P)	5.00	0.00	Very High	4.80	0.40	Very High
1.3 Primary school administrators should let the teachers read psychology-related books and articles to learn about the latest research trends and practical experiences.(P)	4.80	0.40	Very High	5.00	0.00	Very High
1.4 Primary school administrators should exchange ideas with peers, share teaching experiences, and jointly improve teaching standards.(D)	4.80	0.40	Very High	4.80	0.40	Very High
1.5 Primary school administrators should let the teachers participate in the school psychological education working group to jointly formulate work plans and programs.(D).	5.00	0.00	Very High	5.00	0.00	Very High

Table 31 (continued)

Assessment Items	Appropriately			Feasibility		
	$\bar{X}$	S.D.	Result	$\bar{X}$	S.D.	Result
1.6 Primary school administrators should let the teachers collaborate with other subject teachers to develop interdisciplinary psychological education activities.(D)	4.80	0.40	Very High	5.00	0.00	Very High
1.7 Primary school administrators should let the teachers maintain communication with parents and jointly pay attention to students' psychological issues.(D)	5.00	0.00	Very High	4.80	0.40	Very High
1.8 Primary school administrators should let the teachers improve the curriculum of psychological education and focus on the combination of theory and practice.(C)	5.00	0.00	Very High	5.00	0.00	Very High
1.9 Primary school administrators should let the methods.(C)	4.80	0.40	Very High	5.00	0.00	Very High
1.10 Primary school administrators should let the teachers conduct regular teaching evaluation and reflection, and continuously improve teaching methods (C)	5.00	0.00	Very High	4.80	0.40	Very High
1.11 Primary school administrators should let the teachers strengthen the awareness of teamwork and form a good psychological education atmosphere(A)	5.00	0.00	Very High	5.00	0.00	Very High
2.1 Primary school administrators should attend conferences and workshops to learn about new research findings, techniques, and strategies in psychology.(P)	4.80	0.40	Very High	5.00	0.00	Very High
2.2 Primary school administrators should provide opportunities to network with other professionals in the field.(P)	5.00	0.00	Very High	5.00	0.00	Very High

2.3 Primary school administrators should participate in online forums and discussion groups related to psychology to get valuable source of information and support.(P)	5.00	0.00	Very High	5.00	0.00	Very High
2.4 Primary school administrators should connect with other professionals, ask questions, and share your own experiences and insights.(D)	4.80	0.40	Very High	5.00	0.00	Very High
2.5 Primary school administrators should let teachers read scholarly articles and books to stay informed about the latest research in psychology to develop a deeper understanding abilities of key concepts and theories, as well as identify areas for further study and exploration(D)	4.60	0.49	Very High	4.60	0.49	Very High
2.6 Primary school administrators should collaborate with colleagues on research projects or curriculum development initiatives to enhance teachers' professional development(D)	5.00	0.00	Very High	5.00	0.00	Very High
2.7 Primary school administrators should let teachers seek out mentorship from experienced professionals in the field to enhance your professional development.(D)	4.60	0.49	Very High	4.60	0.49	Very High
2.8 Primary school administrators should provide guidance, support, and feedback to grow both personally and professionally(C)	4.60	0.49	Very High	5.00	0.00	Very High
2.9 Primary school administrators should Continuously learn, practice, reflect and communicate by constantly improving their knowledge and skills(A)	4.80	0.40	Very High	4.80	0.40	Very High

**Table 31** (continued)

Assessment Items	Appropriately			Feasibility		
	$\bar{X}$	S.D.	Result	$\bar{X}$	S.D.	Result
<b>3. Professional affection</b>						
3.1 Primary school administrators should drive force for the continuous improvement of psychology teachers. Through an in-depth understanding of the knowledge, theory and practice of psychology, you can gradually develop your interest and enthusiasm for psychology and become more actively involved in psychological education(P)	4.80	0.40	Very High	4.80	0.40	Very High
3.2 Primary school administrators should Decision-making by providing opportunities to use knowledge and capabilities(P)	5.00	0.00	Very High	5.00	0.00	Very High
3.3 Primary school administrators should let teachers participate in professional organizations, academic activities, etc., exchange experiences with other psychology teachers, clarify your professional positioning, understand the importance and value of psychology teachers, enhance your professional identity and sense of belonging, and stimulate your own enthusiasm for work(D)	4.80	0.40	Very High	4.80	0.40	4.80
3.4 Primary school administrators should actively listen to students' needs and confusions, establish good relationships with students, provide them with support and guidance, and pay attention to their growth and development(D)	4.80	0.40	Very High	5.00	0.00	Very High

**Table 31** (continued)

Assessment Items	Appropriately			Feasibility		
	$\bar{X}$	S.D.	Result	$\bar{X}$	S.D.	Result
3.5 Primary school administrators should let teachers help students solve their psychological problems in a timely manner, cultivate their emotional investment in education, and enhance their teaching motivation(D)	4.80	0.40	Very High	4.60	0.49	Very High
3.6 Primary school administrators should use self-motivation to maintain a positive attitude, overcome difficulties and make progress in the process of professional development(D).	4.80	0.40	Very High	4.80	0.40	Very High
3.7 Primary school administrators should provide follow-up, communication, facilitation and friendly advice. seek encouragement and support from others to grow and progress together(C)	4.80	0.40	Very High	4.60	0.49	4.60
3.8 Primary school administrators should let teachers participate in academic conferences, reading professional literature, etc., to understand industry dynamics and development trends, expand our professional horizons, and improve our professional quality and comprehensive affection(C)	4.80	0.40	Very High	4.80	0.40	Very High

Table 31 (continued)

Assessment Items	Appropriately			Feasibility		
	$\bar{X}$	S.D.	Result	$\bar{X}$	S.D.	Result
3.9 Primary school administrators should adjust teachers use professional emotions to enhance professional development requires psychology teachers to cultivate their love for psychology, enhance their professional identity, pay attention to student growth, continue self-motivation, and expand their professional horizons(C)	5.00	0.00	Very High	5.00	0.00	Very High
3.10 Primary school administrators should let teachers better serve students and society and realize personal value. through positive emotional investment and professional growth(A)	5.00	0.00	Very High	4.80	0.40	Very High
<b>4. Professional autonomy</b>						
4.1 Psychology teachers should be aware of the importance of professional autonomy and proactively seek opportunities for professional development(P)	4.60	0.49	Very High	4.60	0.49	Very High
4.2 Primary school administrators should have the desire and motivation to grow themselves, actively expand professional knowledge, and improve teaching skills.(P)	4.80	0.40	Very High	5.00	0.00	Very High
4.3 Primary school administrators should design independently teaching based on students' needs and teaching goals. Give full play to their autonomy in curriculum planning, teaching content selection, teaching methods and continuously innovate the teaching process.(P)	4.80	0.40	Very High	4.60	0.49	Very High



**Table 31** (continued)

Assessment Items	Appropriately			Feasibility		
	$\bar{X}$	S.D.	Result	$\bar{X}$	S.D.	Result
4.4 Primary school administrators should reflect on and evaluate your own teaching practices by reviewing the teaching process, analyzing teaching effects, and collecting student feedback. Identify your own shortcomings and develop a plan for improvement.(D)	5.00.	0.00	Very High	5.00.	0.00	Very High
4.5 Primary school administrators should research and practice should be combined and empirical research should be actively carried out to promote the improvement of teaching quality and enhance the academic influence of teachers(D)	4.80	0.40	Very High	5.00	0.00	Very High
4.6 Primary school administrators should establish a community with other teachers to discuss teaching issues, share experiences, learn from each other, grow together, and enhance teachers' sense of belonging and cohesion(C)	5.00	0.00	Very High	4.80	0.40	Very High
4.7 Primary school administrators should establish good interaction between teachers and staff of educational institutions to establish good relations(A)	5.00	0.00	Very High	5.00	0.00	Very High
Total	4.81	0.19	Very High	4.83	0.20	Very High

It can be seen from Table31 that the Professional psychological teachers enhanced guideline of the primary school in rural areas of Guangxi province is the most appropriate and feasible. the primary School in rural areas of Guangxi province professional psychological teachers' development guidelines averaged 4.81 and 4.70.

*Table 32 The mean, standard deviation, and appropriateness, and feasibility of the guideline handbook for psychological teachers of primary school in rural areas of Guangxi Province's reference*

Assessment Items	Appropriateness			Feasibility		
	$\bar{X}$	S.D.	Result	$\bar{X}$	S.D.	Result
1. Principles	4.80	0.40	Very High	5.00	0.00	Very High
2. Purpose	5.00	0.00	Very High	4.80	0.40	Very High
3. Operational Mechanism	5.00	0.00	Very High	5.00	0.00	Very High
4. Implementation Guide	4.81	0.19	Very High	4.83	0.20	Very High
5. Evaluation	4.82	0.21	Very High	5.00	0.00	Very High
6. Success Criteria	4.80	0.40	Very High	5.00	0.00	Very High
Total	4.87	0.2	Very High	4.94	0.10	Very High

It can be seen from Table 32 that handbook for psychological teachers of primary school in rural areas of Guangxi Province's reference has extremely high appropriateness, utility, and feasibility, with the mean of appropriateness being 4.87, the mean of utility being 4.82 and the mean of feasibility being 4.94.

## CHAPTER V CONCLUSION

Development of internal supervision guideline using the concept of professional psychological teachers of the primary School in rural areas of Guangxi province  
Conclusions can be drawn Discuss the results and give suggestions in the following order:

1. Research Objectives
2. Research Results
3. Discussion of the Results
4. Suggestions and Recommendations

### **Research Objectives**

1. To investigate the components of enhanced psychological teachers for Primary School in Rural Areas of Guangxi Province.
2. To explore the current and desired states of professional development of primary school psychological teachers in rural areas of Guangxi Province;
3. To develop a psychological teachers enhanced Guidelines for the professional development of primary school psychological teachers in rural areas of Guangxi Province.

### **Research Results**

1. The result of investigation components of teacher motivation , The four components of enhancing psychological teachers and its sub-items were reported as suitability to employ in the survey questionnaire according to the experts rated them by five rating scale mean score. The result indicated that the level of suitability of items was high; therefore, no item was rejected.

2. The current and desired states and PNI analysis of enhancing the psychological teachers of the primary School in rural areas of Guangxi province was found that the overall Current state is at a high level.

The researchers concluded that professional psychological teachers of the primary School in rural areas of Guangxi province had their own views on the current state of enhanced guideline. Psychological teachers professional knowledge is generally at a medium level. The favorable conditions of Psychological teachers professional development are generally at a medium level.

The primary School in rural areas of Guangxi province's approach to enhance professional psychological teachers includes the following four areas: 1)Professional knowledge; 2)Professional abilities; 3)Professional Affection; 4)Professional autonomy. There are 40 methods of guideline to enhance professional psychological teachers, which are the best in general, with an average of 4.89 and the highest feasibility, with an average of 4.79. Ranked by demand, the details are as follows:

3.Development guidelines for the enhancing the psychological teachers of the primary School in rural areas of Guangxi province.

The guidelines for the teacher motivation mechanism of Jingdezhen University encompass five aspects: (1)Professional knowledge; (2)Professional abilities; (3)Professional Affection; (4)Professional Autonomy. These four aspects further detail 37 specific guiding principles for enhancing the psychological teachers. The mean of appropriately being 4.81, the mean of utility being 4.70 and the mean of feasibility being 4.83. This suggests that experts consider the guidelines to be appropriately, utility, and feasibility at the highest level. Sorted by PNI requirements, the details are as follows:

(1) In terms of Professional knowledge.Strengthen the enhances of Professional knowledge, including Strengthen systematic training: organize regular professional training in psychology, invite experts to give lectures, so that teachers can grasp the latest psychological theory and skills in a timely manner. Build a knowledge-sharing

platform: using Internet technology, build a knowledge-sharing platform among teachers to encourage them to share learning resources and work experience. Inter-school cooperation and exchanges: promote cooperation and exchanges between primary schools in rural areas and schools in urban or other advanced areas, so that teachers have more access to new knowledge and ideas. Four. Improving the Continuing education system: to establish and improve a Continuing education mechanism for teachers to encourage them to participate in professional refresher courses to enhance their knowledge base. Strengthen self-learning awareness: to cultivate teachers' self-learning awareness, encourage them to use their spare time to self-learning, constantly update their own knowledge structure. Establish evaluation and incentive mechanism: Through the evaluation mechanism to assess the level of professional knowledge of teachers, and as a driving force to encourage them to improve. For excellent performance of teachers, give appropriate awards and recognition.

(2) In terms of Professional abilities. Strengthen professional training: provide systematic professional abilities training for primary school professional psychology teachers, including psychological counseling, psychological counseling, group activities and organization of knowledge and skills. To enhance the professional skills of teachers through regular training courses and online learning platforms. On-the-spot observation and practice: organize teachers to go to the city or developed areas of outstanding schools on-the-spot observation, learning advanced teaching methods and techniques. At the same time, teachers are encouraged to try and apply new teaching methods in practice and accumulate teaching experience. Establish the cooperation and exchange mechanism: promote the cooperation and exchange between teachers, and jointly explore the problems encountered in teaching and solutions. To enhance teachers' professional abilities and teaching level through sharing of experience and teaching resources. External expert guidance: external experts are regularly invited to provide professional guidance and advice to help teachers solve teaching problems

and improve their professional skills. Perfect teaching evaluation and feedback mechanism: establish a perfect teaching evaluation and feedback mechanism to encourage teachers to reflect on and sum up teaching.

(3) In terms of Professional Affection. Improving the professional emotions of primary school psychology teachers in border rural areas of Guangxi is a complex and important task that requires in-depth analysis and comprehensive policies from multiple levels. First of all, we must strive for policy support from local governments and education departments to provide greater protection and support for the work of psychological teachers; Strengthen publicity and education to make schools, parents and students fully aware of the importance of psychological education, thereby improving the professional status and identity of psychological teachers; regularly provide professional training and further education opportunities for psychological teachers to enhance their professional abilities and self-confidence; Reduce work burden; encourage psychology teachers to be more dedicated to their work by establishing a reward and promotion mechanism; Establish and improve the mental health support system for psychology teachers to help them cope with work pressure and maintain good working conditions.

(4) In terms of Professional autonomy. Give psychological teachers more decision-making power and allow them to participate in the planning and implementation of school mental health education; recognize that each psychological teacher has its own unique background and needs, and provide personalized support and assistance to promote their professionalism Growth; establish a regular feedback and evaluation mechanism to allow psychological teachers to understand the effectiveness of their work, while providing them with suggestions and guidance for improvement.

Primary schools should establish a strong academic research support system, including financial support, laboratory equipment, research teamwork and other resources to promote teachers' in-depth exploration in academic fields. Primary schools should encourage teachers to attend academic conferences, provide travel expenses and academic exchange opportunities to stimulate their enthusiasm for



academic innovation; regularly evaluate the teaching level of teachers, and based on the evaluation results and academic performance development trends, it is necessary to further flexibly adjust support policies to better meet teachers' teaching needs.

## Discussion

According to the research of the primary school in rural areas of Guangxi Province on enhance professional psychological teachers, researcher discussed the following results:

1. The results of component expert review show that overall the average teacher motivation score is 4.70 points, set value the rating is 2.32 points. With scores so high, experts agreed to use these four components: professional knowledge, professional ability, professional affection and Professional autonomy. One of the promoted psychology teachers, the professional knowledge part has a total score of 4.73, with the highest overall average score. Therefore, the experts accepted all items in the questionnaire. Components are professional abilities that experts consider survey items effective, the average score is 4.72, all four items are effective. The component is accepted. The fourth component is professional autonomy, which has a share with a score of 4.70, it can effectively motivate teachers to enhance their professional autonomy in a vocal and fair manner.

2. The current situation of guideline to enhance professional psychological teachers is generally at a medium level, and the overall situation of guideline to enhance professional psychological teachers is generally at a medium level.

According to the importance of the demand, the order of teachers' demand for enhance professional psychological teachers from high to low is: 1) Professional knowledge; 2) Professional abilities; 3) Professional affection; 4) Professional autonomy. after vacations, these are all important factors that affect the demand of enhance professional psychological teachers, some of which are consistent with the research of Wang Hongfang(2019), the researcher synthesized psychological teachers



professional development of primary school. Professional knowledge is the cornerstone of psychological teachers, and it is very important for students' teachers guidance. according to Xiong Wei(2015)the method of enhancing professional psychological teachers of the the primary school in rural areas of Guangxi Province was studied. The results show that the guideline to enhance professional psychological teachers are generally at a medium level. It can be seen that the current situation of research results. According to the changes of different periods and situations, school background and personal needs, the conditions and requirements of work motivation will be different. According to the basic human needs of Maslow's theory (1970, referring to Nitipol Phutachote, 2014), education administrators must analyze the influencing factors of job satisfaction according to the theory of Herzberg (1959). It is used in the process of professional psychological teachers to meet the needs of teachers in their educational background, so as to motivate and encourage teachers to give full play to their potential.

3. The guidelines for the enhance the professional psychological teachers for the primary School in rural areas of Guangxi province are appropriate, utility and feasible. the mean of appropriately being 4.81, the mean of utility being 4.70 and the mean of feasibility being 4.83.

The primary School in rural areas of Guangxi province's approach to enhance the professional psychological teachers is appropriate and feasible. The primary School in rural areas of Guangxi province professional psychological teachers' development guidelines averaged 4.81 and 4.70. The researchers concluded that guidelines are methods or practices that guide psychological teachers to achieve-oriented professional development. By studying the psychological teachers professional development, starting from the current conditions, favorable conditions and needs, we can change to a better direction. The primary School in rural areas of Guangxi province's approach to enhance the professional psychological teachers consists of five elements prioritized by needs as follows: 1) Professional knowledge; 2) Professional abilities; 3) Professional affection; 4) Professional autonomy. Consistent

with the research results of Tao Xingzhi (2015), this research studied the psychological teachers in primary education schools in Guizhou Province. The results show that: the psychological teachers in the process of specialization needs a solid professional thinking and professional awareness, finally, he proposed that the professional abilities of teachers education teachers mainly include: classroom teaching ability, psychological counseling, inquiry and simple psychotherapy ability, activity planning and organization ability, strong psychological research ability. And are consistent with the research of He Chunxiang (2019). Teachers education teachers in primary and secondary schools in Changyang Tujia Autonomous County studied the methods of improving professional psychological teachers. The results show that the methods of improving professional psychological teachers include 5 Elements: 1) Professional knowledge, 2) professional ability, 3) professional autonomy, 4) professional ethics, 5) professional affection. The evaluation results of experts on the guidance show that the overall suitability is the highest and the overall feasibility is greater.

In a word, the primary School in rural areas of Guangxi province's professional psychological teachers enhanced motivation method includes four aspects: 1) Professional knowledge; 2) Professional abilities; 3) Professional affection; 4) Professional autonomy. Education administrators can make plans to improve and develop psychological teachers' behavior according to the needs of teachers in their educational context, and encourage psychological teachers to motivate their behavior. Fully realize the potential, achieve the expected success, improve efficiency, achieve the ultimate goal of the organization, and make progress and happiness in the work.

3. Discussion of the results of handbook for psychology teachers of primary schools in rural areas of Guangxi Province's reference.

The handbook has extremely high appropriateness, utility, and feasibility, with the mean of appropriateness being 4.87, the mean of utility being 4.82 and the mean of feasibility being 4.94.

The Appropriateness mean value mentioned in the results is 4.87, which indicates that the Psychology Teacher Guidebook has received a high rating in terms of appropriateness. This means that the content, methods and recommendations of the manual are largely consistent with the actual needs of local psychology teachers, as well as the local cultural and educational environment.

The average value of practicality is 4.82, which shows that the manual is also highly rated in terms of practicality. This means that the manual is not just a theoretical guide, but provides practical tools and techniques that psychology teachers can apply in daily teaching and psychological counseling.

Utility may include specific guidance on how to conduct mental health assessments, how to design psychological educational activities, and how to communicate effectively with students. These are the skills that psychological teachers need to master in practical work. Feasibility involves whether the methods recommended in the manual are easy to implement and whether they are suitable for the conditions of rural primary schools, such as whether special teaching facilities, financial support, personnel training and other practical factors need to be considered.

Feasibility has the highest mean value of 4.94, which indicates that the manual is rated very highly in terms of feasibility. This means that the recommendations and solutions proposed in the manual are practical and feasible, taking into account factors such as local resource constraints, teacher capabilities and school support.

In summary, the manual for psychology teachers in rural primary schools in Guangxi's border areas has received high evaluations in terms of suitability, practicality and feasibility, which shows that the manual is an effective tool that can help psychology teachers better understand and respond to students of mental health issues.

## **Suggestions and Recommendation**

### **1. Suggestion for Implementations**

1.1 Improve primary school psychology teachers' awareness of deepening and updating their professional knowledge.

Due to limited educational resources in border rural areas, more opportunities for cooperation with universities and professional institutions are provided in order to continuously learn and master the latest psychological theory and practical knowledge. In addition, we regularly participate in academic exchange activities to discuss and share experiences with other psychology teachers to promote our professional growth.

1.2 Increase training and guidance opportunities to enhance the professional abilities of psychological teachers in rural primary schools in border areas.

Improve the design and implementation capabilities of mental health education courses for rural primary school students, and improve psychological counseling and intervention skills to better respond to the special psychological needs of students in rural areas. Through continuous practice and training, we will continue to improve our teaching and consulting abilities.

1.3 Recognize and support primary school psychology teachers and enhance their professional affection.

Fully trust and recognize psychological teachers and provide corresponding incentives. Encourage psychology teachers to actively participate in school management and decision-making to enhance their sense of responsibility and belonging.

1.4 Give psychological teachers more support and recognition and improve their professional autonomy.

Establish a flexible working mechanism to provide psychology teachers with more space to arrange work plans and activities independently.

Strengthen career development planning guidance for psychology teachers and help them develop personalized professional development plans based on their interests and abilities

1.5 Managers of educational institutions should manage educational institutions in a participatory manner, provide psychological teachers with opportunities to express their opinions and provide psychological teachers with job opportunities that match their knowledge and abilities; And.Satisfaction,with educational institution administrator seeing,following up,and facilitating Including building develop themselves achieve self-professional growth.

## 2.Suggestions for next research:

2.1 There should be qualitative research on the motivational model for working in the field.Focusing on psychologicalteacher development With a variety of methods to establish professional ideas and enhance professional beliefs.

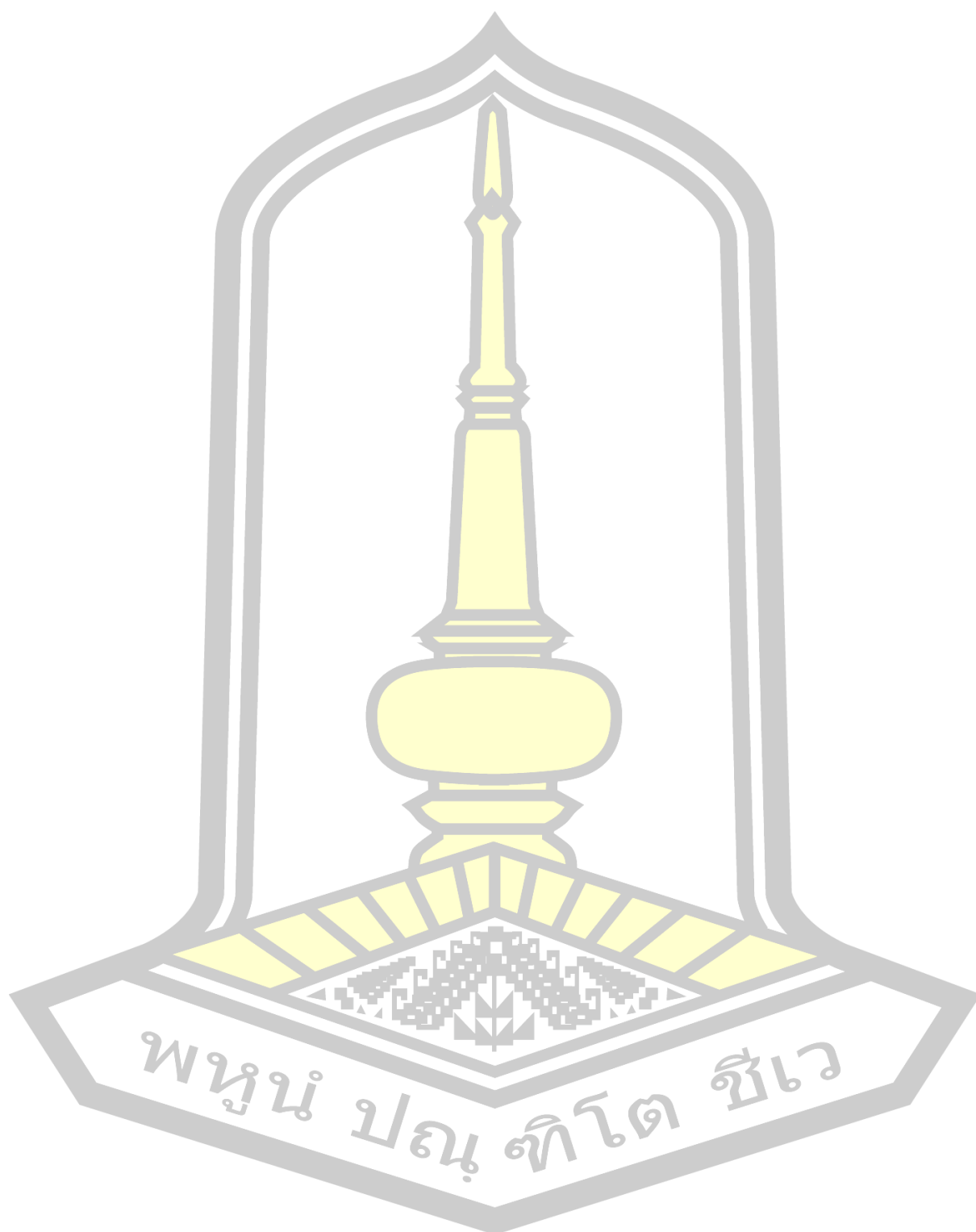
2.2 There should be a study of the factors that cause psychological teachers to be motivated to work in the field of learning. Focusing on psychological teacher development in a new way or the digital age in order to use the factors discovered to develop guidelines to create motivation for psychologicalteachers to work on teacher development in a new way or the digital age by In-depth study of professional knowledge, improvement of professional ability and improvement of professional quality.

2.3 The motivational process for psychologicalteachers' development-oriented work should be studied.manually to improve the awareness of professional independent development.

2.4 There should be research on the use of methods. development in performing work in the fields of Focus on psychologicalteacher development and use it in primary schools for one year in order to use the results of research to develop, and continue to improve.

It is a systematic project to promote the professional development of psychological teachers in rural primary schools in Guangxi. Only through the overall promotion strategy, can effectively promote the professional development of primary school teachers in rural areas of Guangxi, and thus improve the teachers of primary school students in rural areas.

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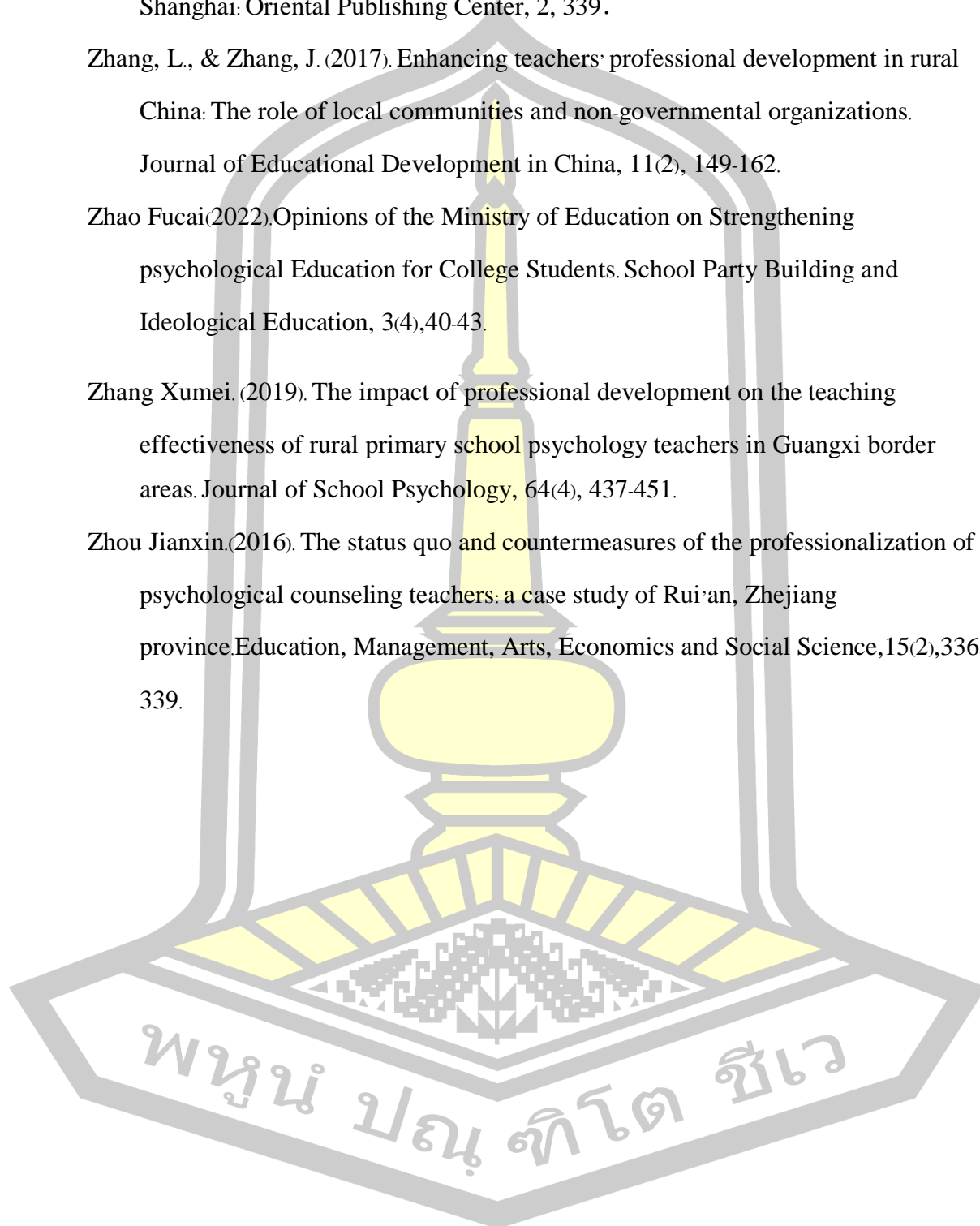
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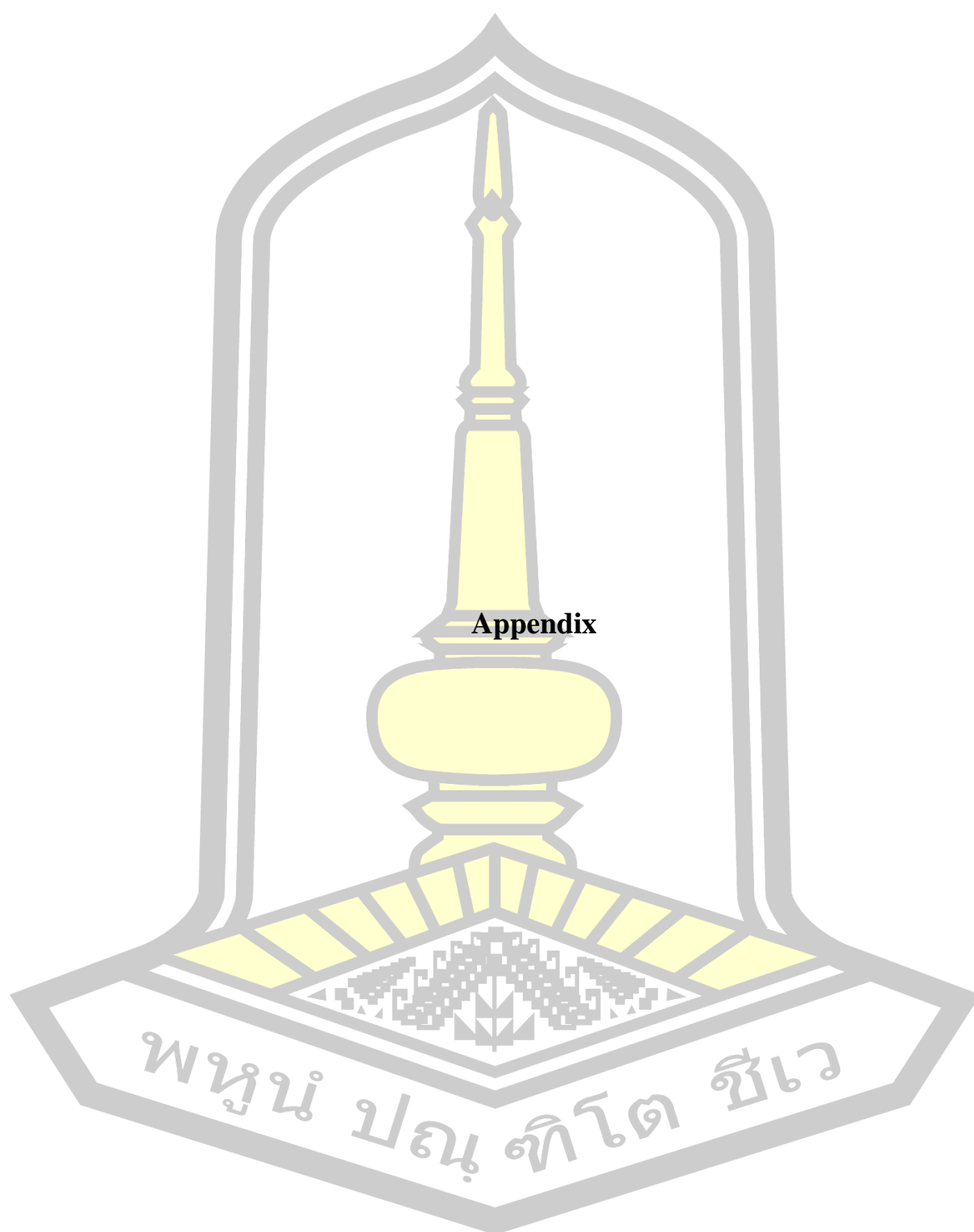
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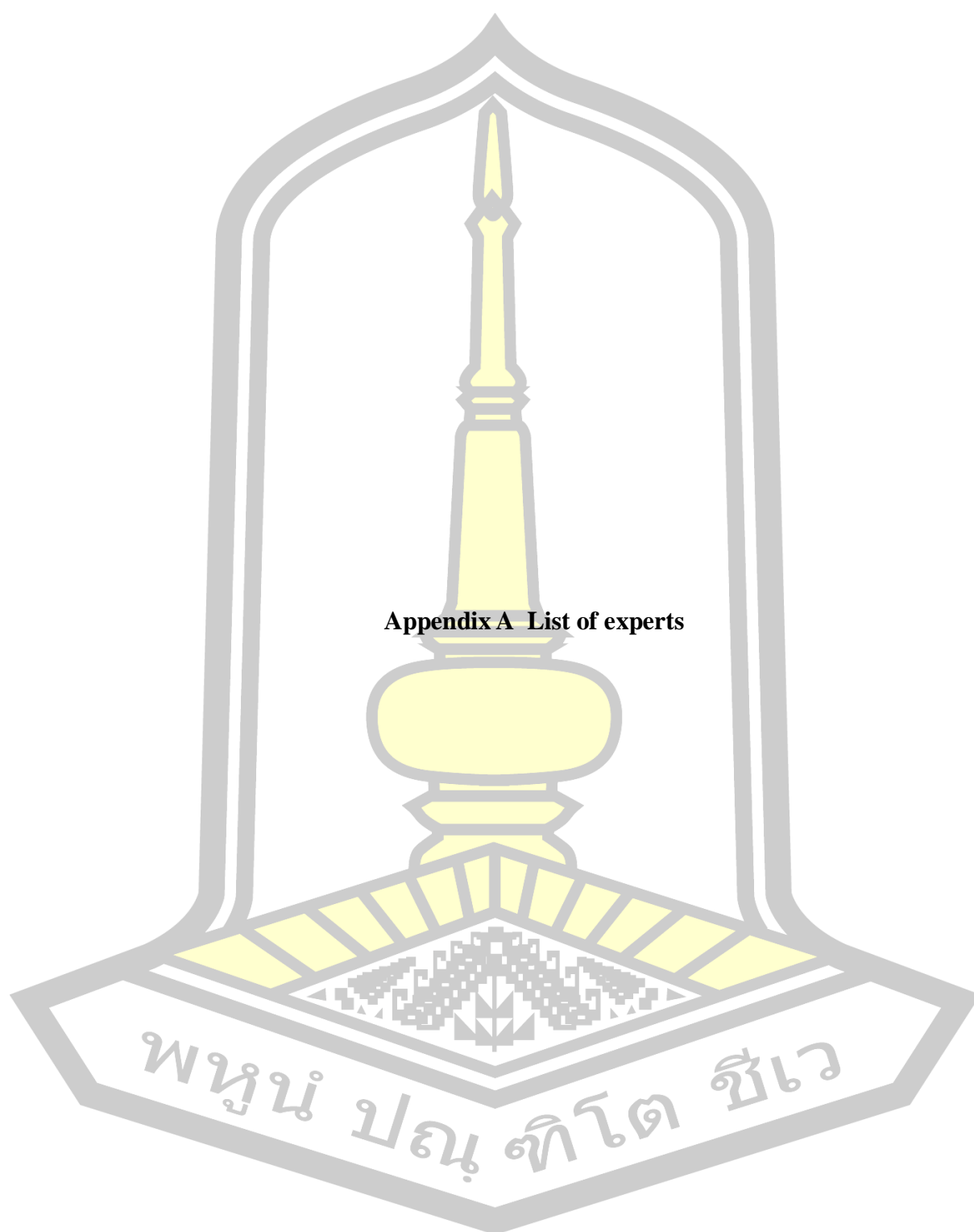
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## **Appendix A List of experts**

### List of component check experts

(1) Prof. Dr. Huang Jianyi, Dean of the School of Education of Guangxi Normal University for Nationalities, Doctor of Education, holds the National Psychological Counselor Qualification Certificate, and has extensive knowledge and skills in mental health education through professional training and practical experience. In the past ten years, I have been engaged in mental health education in the border areas of Guangxi and accumulated rich practical experience. It has provided training and guidance to rural primary school psychology teachers on many occasions to help them improve their teaching standards.

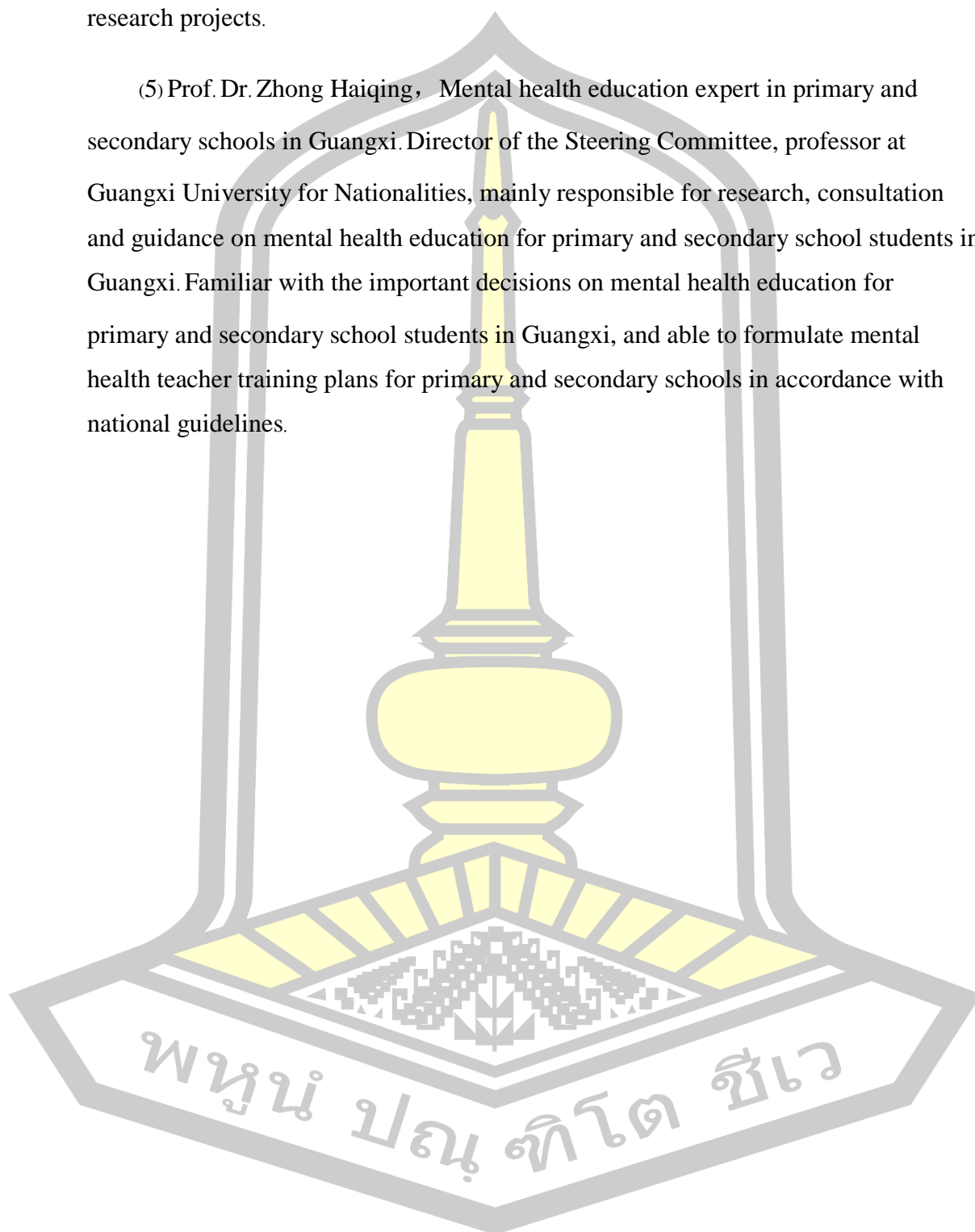
(2) Prof. Dr. Zhao Fucui, Director of the Psychological Counseling Center of Liaocheng University, Ph.D. in Psychology, holds the National Level 2 Psychological Counselor Qualification Certificate, and has extensive knowledge and skills in mental health education. Have an in-depth understanding of national education policies and mental health standards, and be able to develop relevant teaching plans and courses according to national guidelines. He has provided training and guidance for rural primary school psychology teachers on many occasions to help them improve their teaching standards.

(3) Prof. Dr. Liu Bingyuan, Doctor of Education, Shandong Provincial Theoretical Talent "Hundred Talents Project", Shandong Provincial Expert "Famous Teachers" Expert Database, Director of the Shandong Provincial Youth Research Institute, Dean of the Youth Work College of Shandong Youth Political College, Youth Ideological and Moral Construction Research Institute Dean; Vice President of Shandong Youth Research Association; Member of Shandong University Teacher Training Expert Steering Committee. Since 2003, he has published more than 90 papers in various professional journals such as CSSCI and National Chinese Core.

(4) Prof. Dr. Li Jianping, Doctor of Education, President of Tianjin Academy of Educational Sciences, Director of the National Expert Steering Committee for Primary and Secondary School Teacher Training. He has published many academic

papers on rural children's mental health education and hosted a number of related research projects.

(5) Prof. Dr. Zhong Haiqing, Mental health education expert in primary and secondary schools in Guangxi. Director of the Steering Committee, professor at Guangxi University for Nationalities, mainly responsible for research, consultation and guidance on mental health education for primary and secondary school students in Guangxi. Familiar with the important decisions on mental health education for primary and secondary school students in Guangxi, and able to formulate mental health teacher training plans for primary and secondary schools in accordance with national guidelines.





### **List of experts in the evaluation of research tools**

(1) Prof. Dr. Huang Jianyi, Dean of the School of Education of Guangxi Normal University for Nationalities, Doctor of Education, holds the National Psychological Counselor Qualification Certificate, and has extensive knowledge and skills in mental health education through professional training and practical experience. In the past ten years, I have been engaged in mental health education in the border areas of Guangxi and accumulated rich practical experience. It has provided training and guidance to rural primary school psychology teachers on many occasions to help them improve their teaching standards.

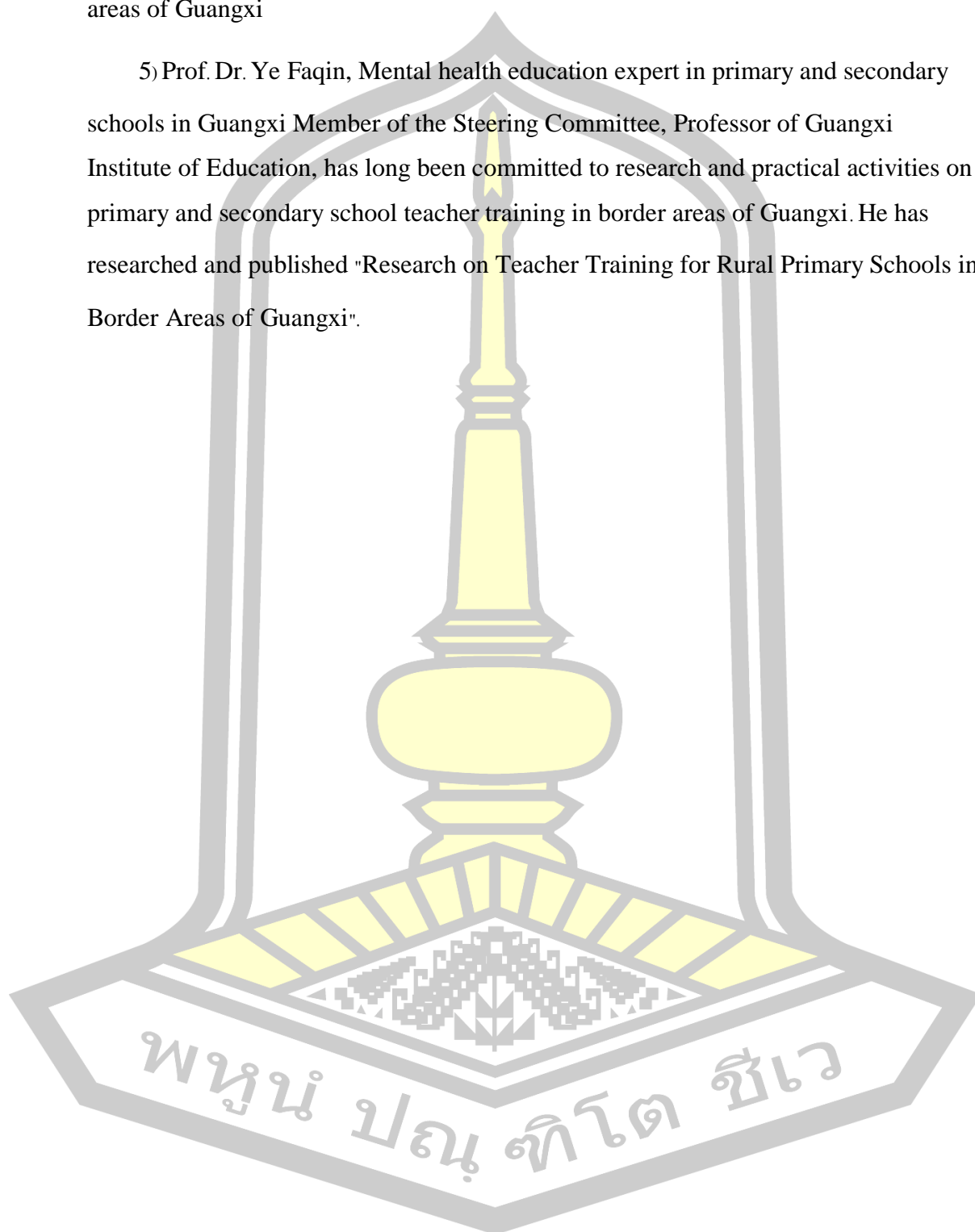
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(3) Prof. Dr. Zhong Haiqing, Mental health education expert in primary and secondary schools in Guangxi. Director of the Steering Committee, professor at Guangxi University for Nationalities, mainly responsible for research, consultation and guidance on mental health education for primary and secondary school students in Guangxi. Familiar with the important decisions on mental health education for primary and secondary school students in Guangxi, and able to formulate mental health teacher training plans for primary and secondary schools in accordance with national guidelines.

(4) Prof. Dr. Luo Suo, Mental health education expert in primary and secondary schools in Guangxi Deputy Director of the Steering Committee, Director of the Basic Education Division of the Department of Education, has long been committed to

research and practical activities on primary and secondary teacher training in border areas of Guangxi

5) Prof. Dr. Ye Faqin, Mental health education expert in primary and secondary schools in Guangxi Member of the Steering Committee, Professor of Guangxi Institute of Education, has long been committed to research and practical activities on primary and secondary school teacher training in border areas of Guangxi. He has researched and published "Research on Teacher Training for Rural Primary Schools in Border Areas of Guangxi".



### List of experts interviewed

(1) Prof. Dr. Huang Jianyi, Dean of the School of Education of Guangxi Normal University for Nationalities, Doctor of Education, holds the National Psychological Counselor Qualification Certificate, and has extensive knowledge and skills in mental health education through professional training and practical experience. In the past ten years, I have been engaged in mental health education in the border areas of Guangxi and accumulated rich practical experience. It has provided training and guidance to rural primary school psychology teachers on many occasions to help them improve their teaching standards.

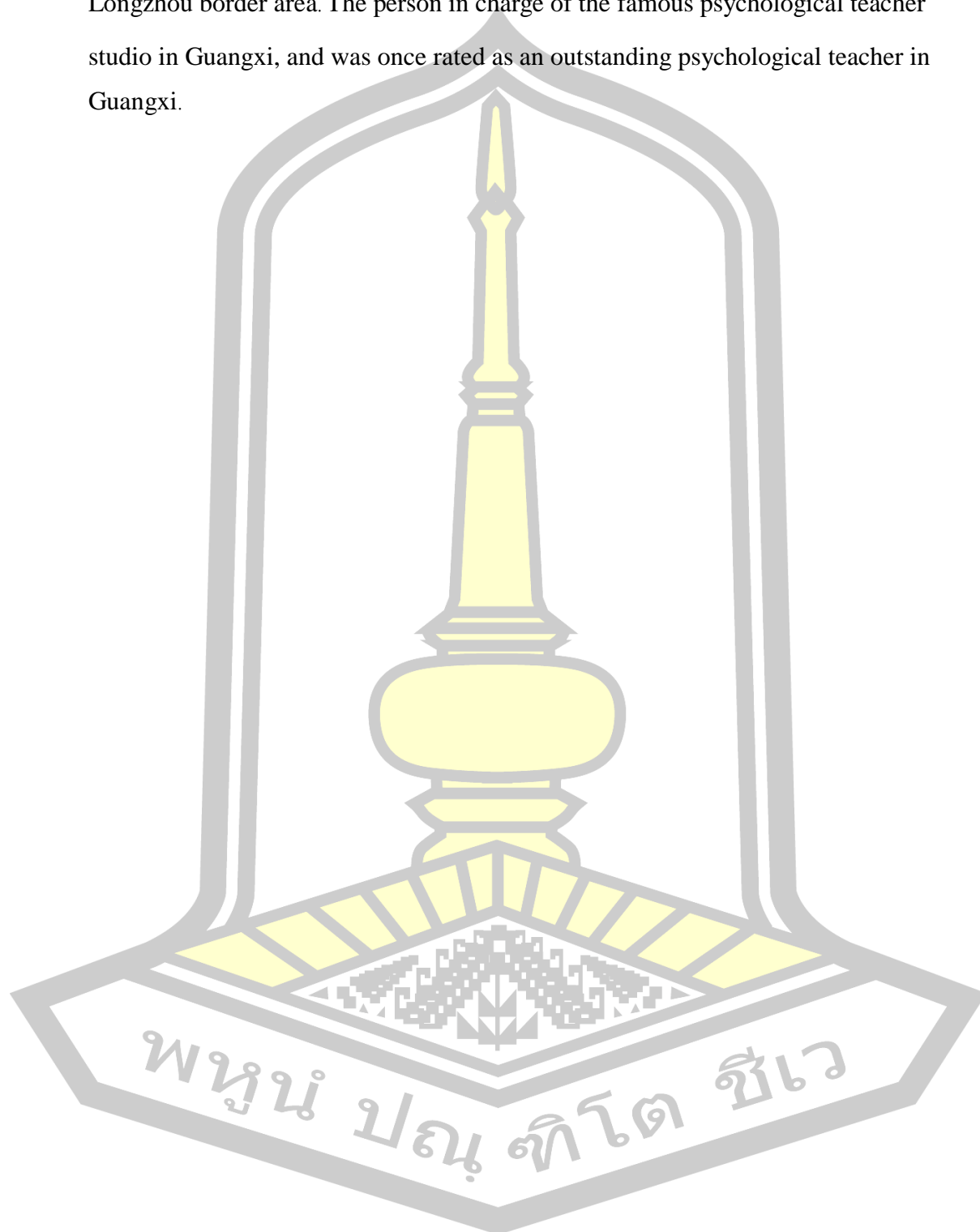
(2) Yu Haijiao, Mental health education expert in primary and secondary schools in Guangxi Steering committee expert, psychology specialist of Jiangzhou District Education Bureau, Chongzuo City, long-term commitment to teacher training and management of primary school psychology teachers in border areas of Guangxi.

(3) Prof. Dr. Ye Faqin, Mental health education expert in primary and secondary schools in Guangxi Member of the Steering Committee, Professor of Guangxi Institute of Education, has long been committed to research and practical activities on primary and secondary school teacher training in border areas of Guangxi. He has researched and published "Research on Teacher Training for Rural Primary Schools in Border Areas of Guangxi".

(4) Prof. Dr. Hong Ming'ai, Expert of Guangxi Primary School Mental Health Education Expert Steering Committee, Pingxiang Primary School Mental Health Education Teaching and Researcher, long-term commitment to research on mental health education in primary schools in Pingxiang border areas. He was once rated as an outstanding psychology teacher in the western region of the country.

(5) Ass.Prof. Que Zuxia, She is an expert on the Guangxi Longzhou County Primary School Mental Health Education Expert Steering Committee and a Longzhou County primary school mental health education teacher. He has long been committed

to the research and teaching of primary school mental health education in the Longzhou border area. The person in charge of the famous psychological teacher studio in Guangxi, and was once rated as an outstanding psychological teacher in Guangxi.



**List of experts to evaluate the appropriateness, utility and feasibility of  
the guidelines**

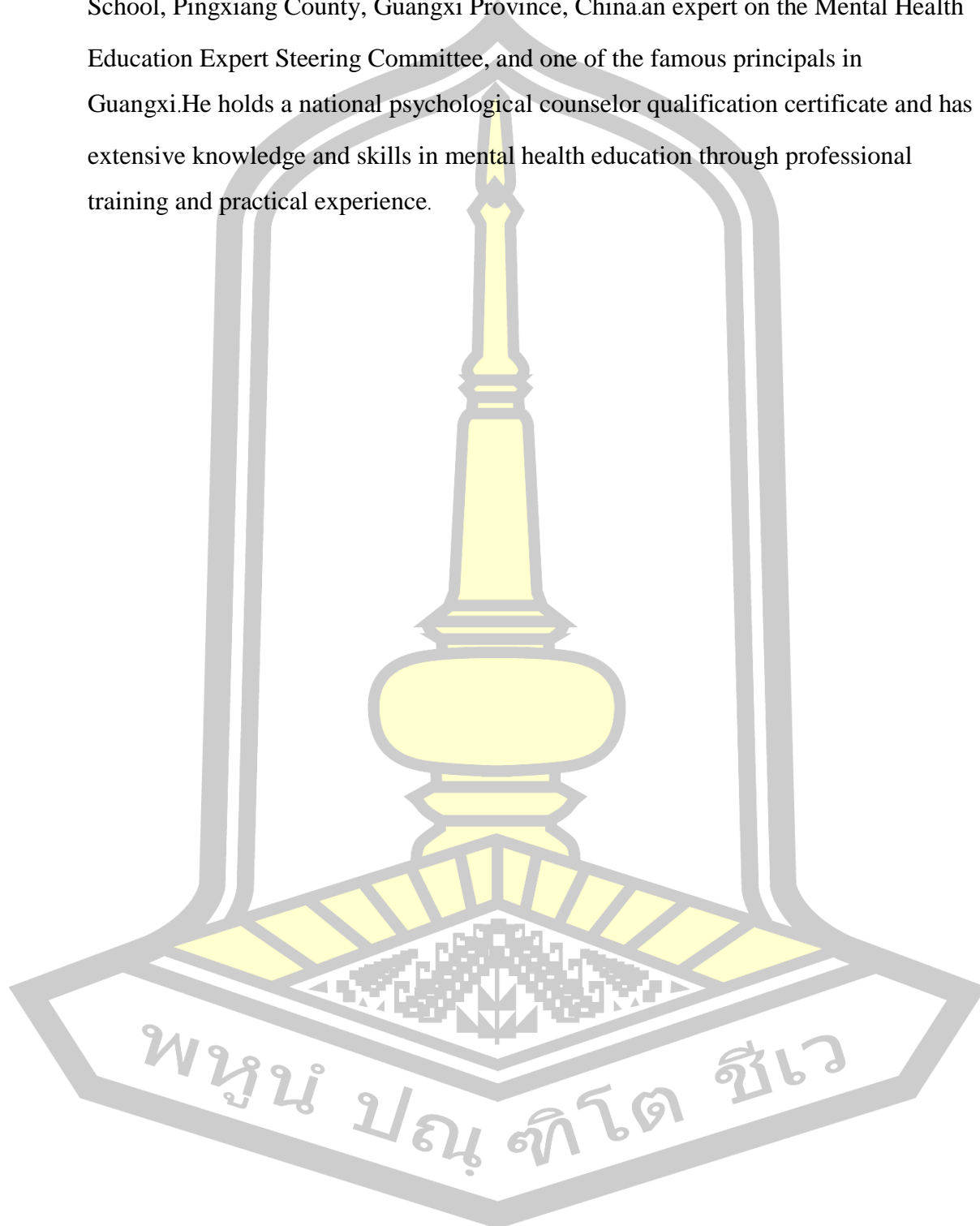
(1) Prof. Dr. Huang Jianyi, Dean of the School of Education of Guangxi Normal University for Nationalities, Doctor of Education, holds the National Psychological Counselor Qualification Certificate, and has extensive knowledge and skills in mental health education through professional training and practical experience. In the past ten years, I have been engaged in mental health education in the border areas of Guangxi and accumulated rich practical experience. It has provided training and guidance to rural primary school psychology teachers on many occasions to help them improve their teaching standards.

(2) Prof. Nong Guoxiang, governmental the principal of Mingfeng Central Primary School in Longzhou County, Guangxi, an expert on the Mental Health Education Expert Steering Committee, and one of the famous principals in Guangxi. He has long been committed to the research and teaching of mental health education in primary schools in Longzhou border area.

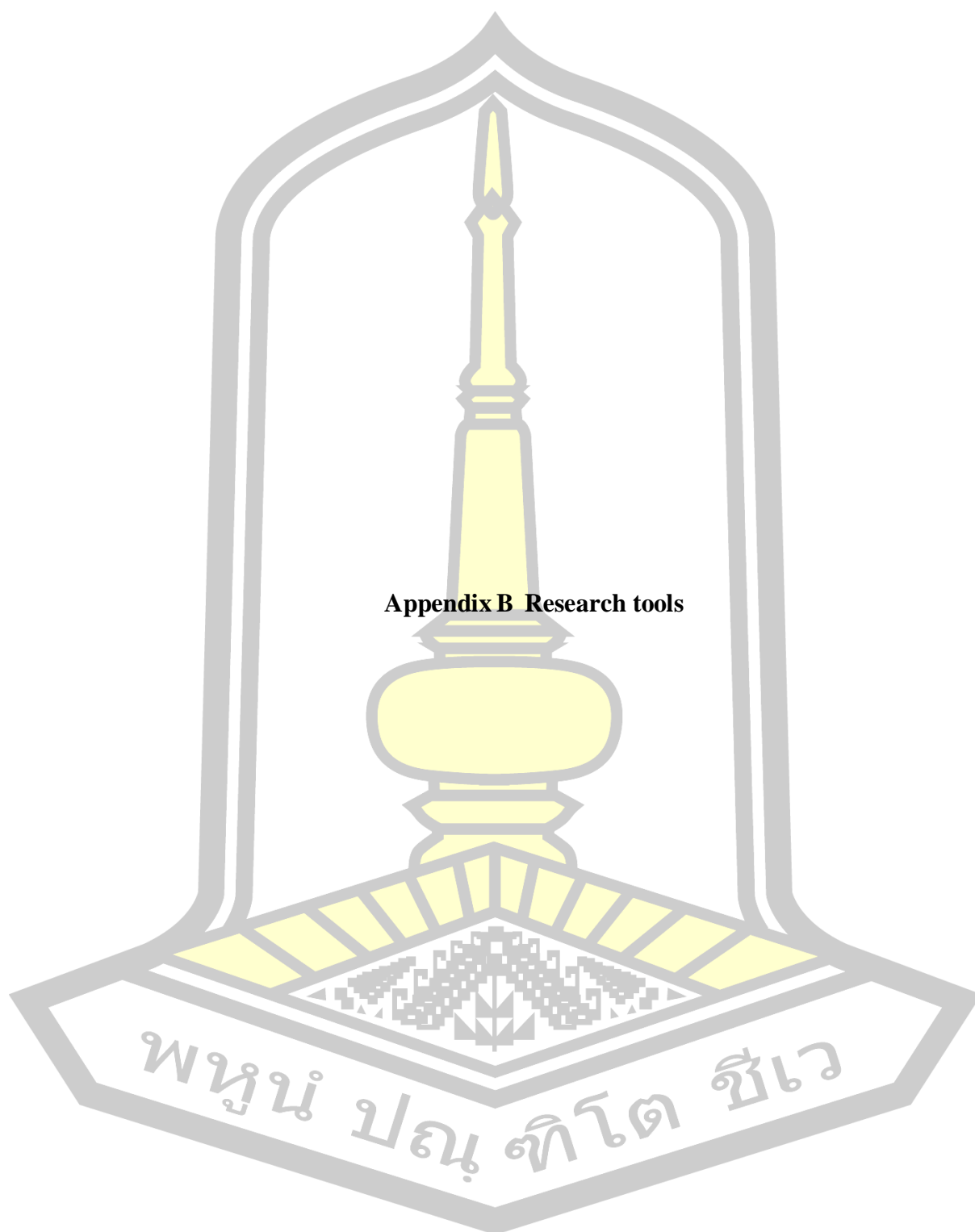
(3) Prof. Fu Xiaoyan. The principal of Fulong Township Central Primary School, Daxin County, Guangxi Province, China. An expert on the Mental Health Education Expert Steering Committee, and one of the famous principals in Guangxi. She has provided training and guidance to rural primary school psychology teachers on many occasions to help them improve their teaching standards.

(4) Prof. Huang Xusheng, The principal of Haiyuan Town Central Primary School, Ningming County, Guangxi Province, China, an expert on the Mental Health Education Expert Steering Committee, and one of the famous principals in Guangxi. He has published many academic papers on mental health education for rural children and participated in many related research projects.

(5) Prof. Wei Shaohang, The principal of Shangshi Town Central Primary School, Pingxiang County, Guangxi Province, China. an expert on the Mental Health Education Expert Steering Committee, and one of the famous principals in Guangxi. He holds a national psychological counselor qualification certificate and has extensive knowledge and skills in mental health education through professional training and practical experience.



**Appendix B Research tools**





### Experts' Evaluation Form

From: Ms. Huo Jingjing (Ed.D. student in Educational Administration and Development, Faculty of Education, Mahasarakham University, Thailand.).

I would like to inform you that I am presently conducting research on the title: **"The Guideline to Enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province"**. I am required the experts in the field of above topic to verify the content suitability of the components and indicators. There are three parts as follows:

#### **Part 1: The operational definitions of the important terms**

The meaning of "enhancing psychological teachers" refers to further training and education of psychological teachers to improve their teaching ability and professional quality. This may include providing deeper psychological knowledge, improving teaching abilities, enhancing the ability to interact with students, and providing more effective teaching methods. This improvement may be achieved through further study, attending professional seminars, or receiving guidance from a mentor. The following four components are key to the operation of enhancing psychological teachers.

1.1 Professional Knowledge: Describe the basic theoretical knowledge required for a psychological teacher, such as principles of psychology, developmental psychology, educational psychology, etc. Exploring the knowledge system that psychological teachers need to master in specific cultural and regional contexts, such as cross-cultural psychological counseling and intervention strategies. Analyze the impact of the social and cultural background in the border ethnic areas of Guangxi on the demand for psychological teaching knowledge.

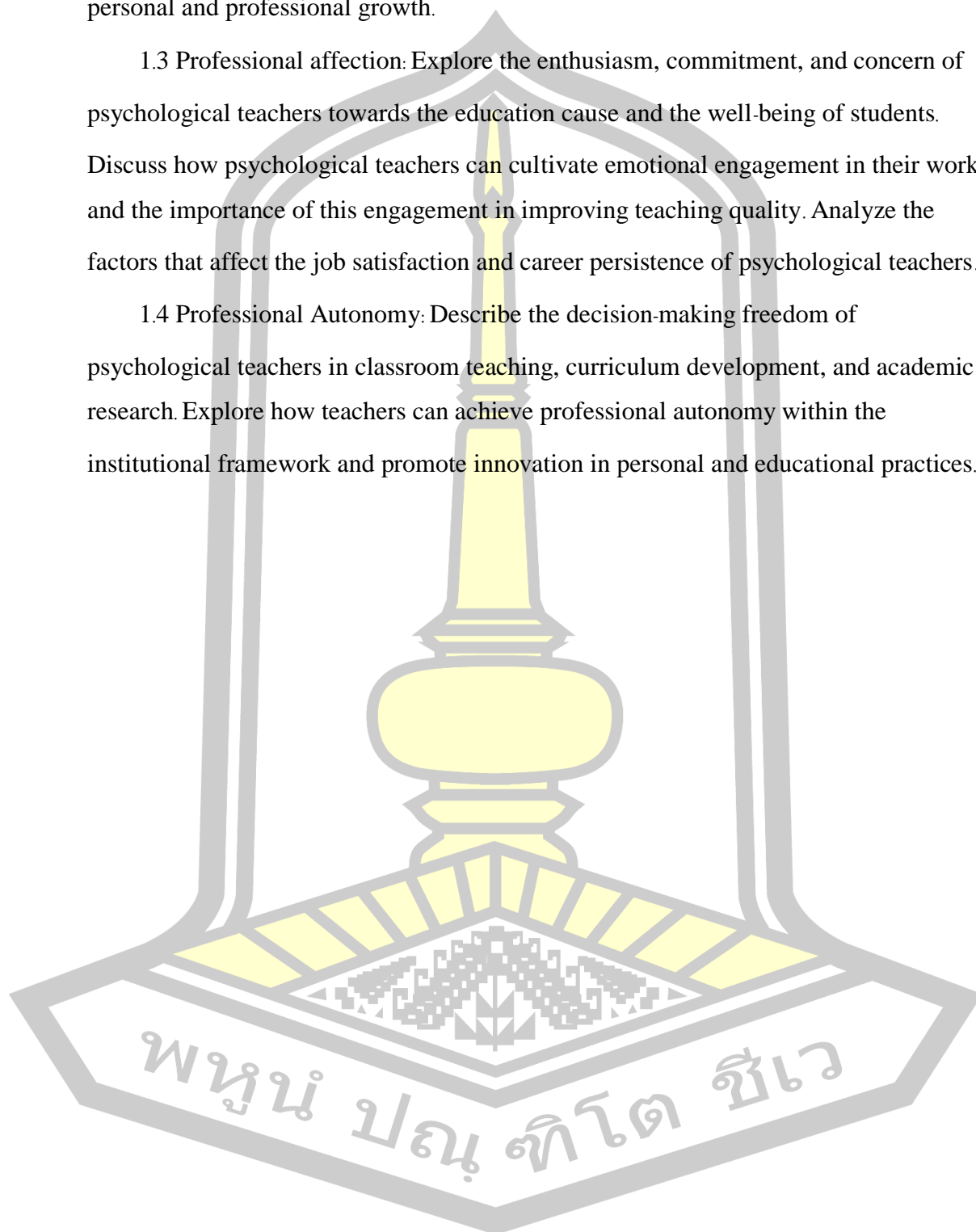
1.2 Professional ability: Evaluate the teaching skills of psychological teachers, including curriculum design, teaching methods, learning assessment, and coaching skills; Assess the practical skills required by psychological teachers when dealing with psychological issues in multicultural environments; Analyze how psychological

teachers can enhance their self reflection and critical thinking abilities to promote personal and professional growth.

1.3 Professional affection: Explore the enthusiasm, commitment, and concern of psychological teachers towards the education cause and the well-being of students.

Discuss how psychological teachers can cultivate emotional engagement in their work and the importance of this engagement in improving teaching quality. Analyze the factors that affect the job satisfaction and career persistence of psychological teachers.

1.4 Professional Autonomy: Describe the decision-making freedom of psychological teachers in classroom teaching, curriculum development, and academic research. Explore how teachers can achieve professional autonomy within the institutional framework and promote innovation in personal and educational practices.



**Part 2: The components of enhancing psychological teachers***(Please tick ☐ in the box you choose)*

Items	Enhance psychological teachers	Appropriately					Accuracy					Feasibility				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<b>Professional knowledge</b>																
1	Subject knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Teaching knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Theoretical knowledge of psychological counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Local situational knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professional abilities</b>																
1	Design and implement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Diagnosis, consultation and counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Conduct psychological investigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Reflectivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professional affection</b>																
1	Teachers' professional ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Orientation of students' view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Orientation of psychological counseling view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Professional value orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professional Autonomy</b>																
1	Self-cognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Self-development consciousness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check the level based on following criteria:

5 refers to very high, 4 refers to high, 3 refers to medium, 2 refers to low, 1 refers to very low.

**Part 3:** What do you think should be included in the enhancing psychological teachers?

.....

.....

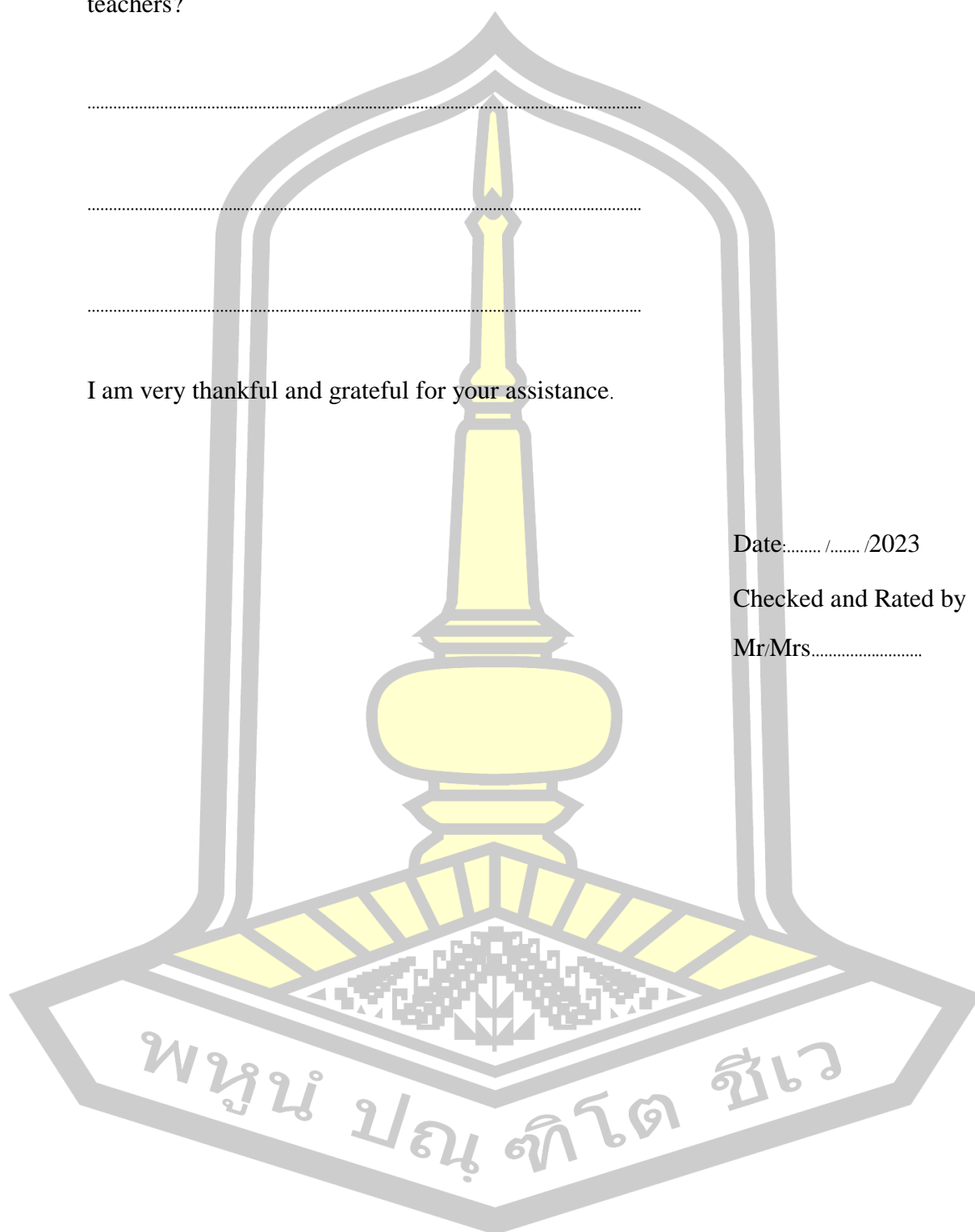
.....

I am very thankful and grateful for your assistance.

Date:...../...../2023

Checked and Rated by

Mr/Mrs.....



### Questionnaire Survey of a Research Study

**Subject:** The Guideline to Enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province.

**Direction:** In answering this questionnaire, the aim is to study the current condition and the desired condition. Promote Professional Psychological Teachers enhancing guidelines using the concept of pores of professional development. For Primary School in Rural Areas of Guangxi Province.

The researcher therefore asks for your cooperation in answering the questionnaire. To support the thesis and Important information useful for research ,the questionnaire is divided into 3 parts:

Part 1 Questions about general information of respondents;

Part 2 Questions about current and desired status of promote Professional Psychological Teachers enhancing guidelines. Promote Professional Psychological Teachers enhancing guidelines using the concept of pores of professional development., totaling 42 items, divided into 5 levels:

5 means having an opinion on the current condition / desired condition of development Guidelines for Psychological Teachers enhancing guidelines using the concept of pores of professional development are at the highest level.

4 means having an opinion on the current condition/desired condition of development In the form of Psychological Teachers enhancing guidelines using the concept of pores of professional development at a high level

3 means having an opinion on the current condition / desired condition of developing guidelines Psychological Teachers enhancing guidelines using the concept of pores of professional development was at a moderate level.

2 means having an opinion on the current condition / desired condition of developing guidelines Psychological Teachers enhancing guidelines using the concept of pores of professional development was at a low level.

1 means having an opinion on the current condition / desired condition of developing guidelines psychological teachers enhancing guidelines using the concept of pores of professional development was at the lowest level.

### Part3 Comments and suggestions

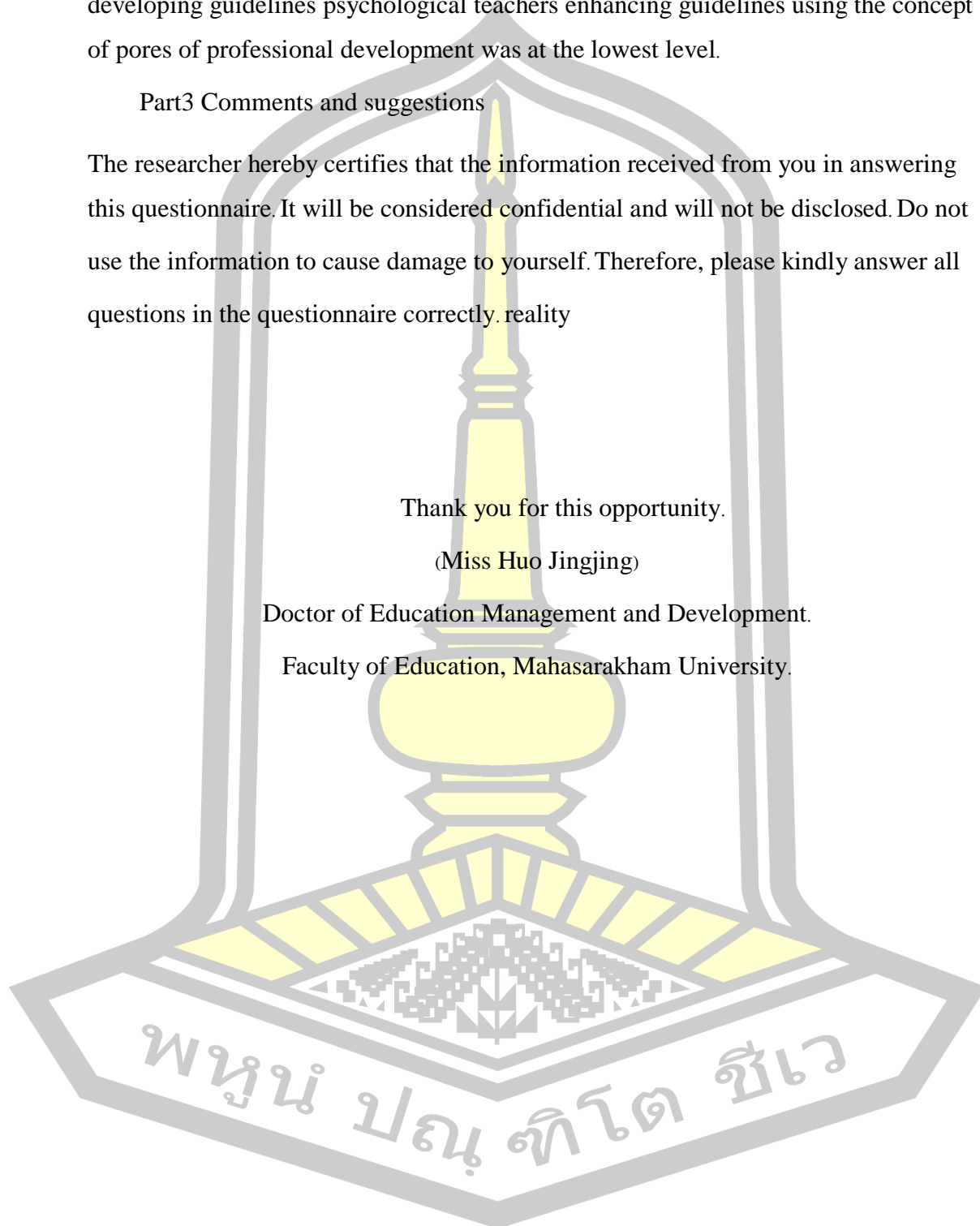
The researcher hereby certifies that the information received from you in answering this questionnaire. It will be considered confidential and will not be disclosed. Do not use the information to cause damage to yourself. Therefore, please kindly answer all questions in the questionnaire correctly. reality

Thank you for this opportunity.

(Miss Huo Jingjing)

Doctor of Education Management and Development.

Faculty of Education, Mahasarakham University.



### Questionnaire Survey of a Research Study

#### Title: "The Guideline to Enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province"

The purpose of this survey is to develop guidelines for the promote professional psychological teachers enhancing guidelines by determining the current state and desired status of teachers at Guangxi Primary School. The data collected is for research purposes only and not for any other purpose. Therefore, your cooperation plays an important role in my research. Please answer the following questions by ticking ☐ in the box you choose or writing your own answers clearly.

#### Section 1: Please complete the following demographic questions.

1. What is your current Age Group ?

- Under 30 years old ☐ 30-40 years old ☐  
41-50 years old ☐ Over 50 years old ☐

2. How many years have you held your current position ?

- Under 5 years old ☐ 5-10 years old ☐ Over 10 years old ☐

3. Which training mode have you ever been trained prior to your current role?

- Short-term courses ☐ Bachelor's degree ☐  
Master's degree ☐ Doctoral degree ☐



**Section 2:** For each component of Teachers Motivation Mechanism, please rate the current level and desired level. The current level and desired level of each ability are rated basing on the following five rating scales: Please check in the box ☐ that you think it is suitable ,Please check in the operation level box according to the actual situation.

***Current level***

- 1:Very poor performance
- 2:poor performance
- 3:Average performance
- 4:Good performance
- 5:Excellent performance

***Desired level***

- 1. Very poor performance
- 2: poor performance
- 3: Average performance
- 4: Good performance
- 5: Excellent performance

**Area1 : Professional Knowledge**

Items	Teachers Motivation Mechanism	Current level					Desired level				
		5	4	3	2	1	5	4	3	2	1
1. Professional knowledge	1.1 Primary school administrators should set the standard and professional knowledge enhanced goals. (D)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
	1.2 Primary school administrators should participate in psychological training and lectures regularly to improve your	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
	1.3 Primary school administrators should let the teachers read psychology-related books and articles to learn about the latest	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				

1.4 Primary school administrators should exchange ideas with peers, share teaching experiences, and jointly improve teaching	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.5 Primary school administrators should let the teachers participate in the school psychological education working group to jointly formulate work plans and programs(D)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.6 Primary school administrators should let the teachers collaborate with other subject teachers to develop interdisciplinary psychological education activities.(D)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.7 Primary school administrators should let the teachers maintain communication with parents and jointly pay attention to students' psychological issues.(D)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.8 Primary school administrators should let the teachers improve the curriculum of psychological education and focus on the combination of theory and practice.(C)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.9 Primary school administrators should let the methods(C)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



	2.4 Primary school administrators should connect with other professionals, ask questions, and share your own experiences and insights.(D)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	2.5 Primary school administrators should let teachers read scholarly articles and books to stay informed about the latest research in psychology to develop a deeper understanding abilities of key concepts and theories, as well as identify areas for further study and exploration(D)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	2.6 Primary school administrators should collaborate with colleagues on research projects or curriculum development initiatives to enhance teachers' professional development(D)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	2.7 Primary school administrators should let teachers seek out mentorship from experienced professionals in the field to enhance your professional development.(D)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	2.8 Primary school administrators should provide guidance, support, and feedback to grow both personally and professionally(C)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	2.9 Primary school administrators should Continuously learn, practice, reflect and communicate by constantly improving their knowledge and skills(A)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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### Area3 : Professional Affection

Items	Teachers Motivation Mechanism	Current level					Desired level				
		5	4	3	2	1	5	4	3	2	1
3. Professional affection	3.1 Primary school administrators should drive force for the continuous improvement of psychology teachers. Through an in-depth understanding of the knowledge, theory and practice of psychology, you can gradually develop your interest and enthusiasm for psychology and become more actively involved in psychological education(P)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.2 Primary school administrators should Decision-making by providing opportunities to use knowledge and capabilities(P)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<p>3.3 Primary school administrators should let teachers participate in professional organizations, academic activities, etc., exchange experiences with other psychology teachers, clarify your professional positioning, understand the importance and value of psychology teachers, enhance your professional identity and sense of belonging, and stimulate your own enthusiasm for work(D)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>3.4 Primary school administrators should actively listen to students' needs and confusions, establish good relationships with students, provide them with support and guidance, and pay attention to their growth and development(D)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>3.5 Primary school administrators should let teachers help students solve their psychological problems in a timely manner, cultivate their emotional investment in education, and enhance their teaching motivation(D)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>3.6 Primary school administrators should use self-motivation to maintain a positive attitude, overcome difficulties and make progress in the process of professional development(D).</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<p>3.7 Primary school administrators should provide follow-up, communication, facilitation and friendly advice. seek encouragement and support from others to grow and progress together(C)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>3.8 Primary school administrators should let teachers participate in academic conferences, reading professional literature, etc., to understand industry dynamics and development trends, expand our professional horizons, and improve our professional quality and comprehensive affection(C)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>3.9 Primary school administrators should adjust teachers use professional emotions to enhance professional development requires psychology teachers to cultivate their love for psychology, enhance their professional identity, pay attention to student growth, continue self-motivation, and expand their professional horizons(C)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>3.10 Primary school administrators should let teachers better serve students and society and realize personal value. through positive emotional investment and professional growth(A)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



#### Area4 : Professional Autonomy

Items	Teachers Motivation Mechanism	Current level					Desired level				
		5	4	3	2	1	5	4	3	2	1
4. Professional autonomy	4.1 Psychology teachers should be aware of the importance of professional autonomy and proactively seek opportunities for professional development.(P)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.2 Primary school administrators should have the desire and motivation to grow themselves, actively expand professional knowledge, and improve teaching skills.(P)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.3 Primary school administrators should design independently teaching based on students' needs and teaching goals. Give full play to their autonomy in curriculum planning, teaching content selection, teaching methods and continuously innovate the teaching process.(P)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<p>4.4 Primary school administrators should reflect on and evaluate your own teaching practices by reviewing the teaching process, analyzing teaching effects, and collecting student feedback. Identify your own shortcomings and develop a plan for improvement.(D)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>4.5 Primary school administrators should research and practice should be combined and empirical research should be actively carried out to promote the improvement of teaching quality and enhance the academic influence of teachers(D)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>4.6 Primary school administrators should establish a community with other teachers to discuss teaching issues, share experiences, learn from each other, grow together, and enhance teachers' sense of belonging and cohesion(C)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>4.7 Primary school administrators should establish good interaction between teachers and staff of educational institutions to establish good relations(A)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

### Section 3: More comments and suggestions

3.1 What do you think is the method of guiding the psychological teachers of professional development? (You can choose to answer more than 1 item by marking / page of the list that you choose)

- ( ) Self-study
- ( ) A study tour of the guidance of psychological teachers using the concept of professional development.
- ( ) Training.
- ( ) Study visits schools that have developed development guidelines. In schools with context nearby and under the primary School in rural areas of Guangxi province to get guidelines and methods real development.
- ( ) Periodic development and testing.
- ( ) Exchange of learning together during the operation
- ( ) Development using self-assessment training kits.
- ( ) Participatory development by supervision, follow-up with education administrators and those responsible for the development of personnel of the area.

3.2 Comments and suggestions on the development of psychological teachers guidelines Suggested by using the concept of professional development. For educational institutions under the primary school in rural areas of Guangxi province.

3.2.1 Psychological teachers enhanced planning, teaching, using the concept of Professional development.

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3.2.2 The methods of enhance the professional psychological teachers.

.....  
 .....

3.2.3 Evaluation, monitoring and improvement of work

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 .....

3.2.4 Reflection, report and publish the results of Promotion.

.....  
 .....  
 .....

3.3 Other suggestions

.....  
 .....  
 .....

Thank you very much for your courtesy in answering the questionnaire  
 Appropriateness and feasibility assessment form by a qualified person for  
 assessing the guidelines for supervision. Within the teaching form, using the concept  
 of professional psychological teachers for the primary School in rural areas of  
 Guangxi province.

#### **Clarification**

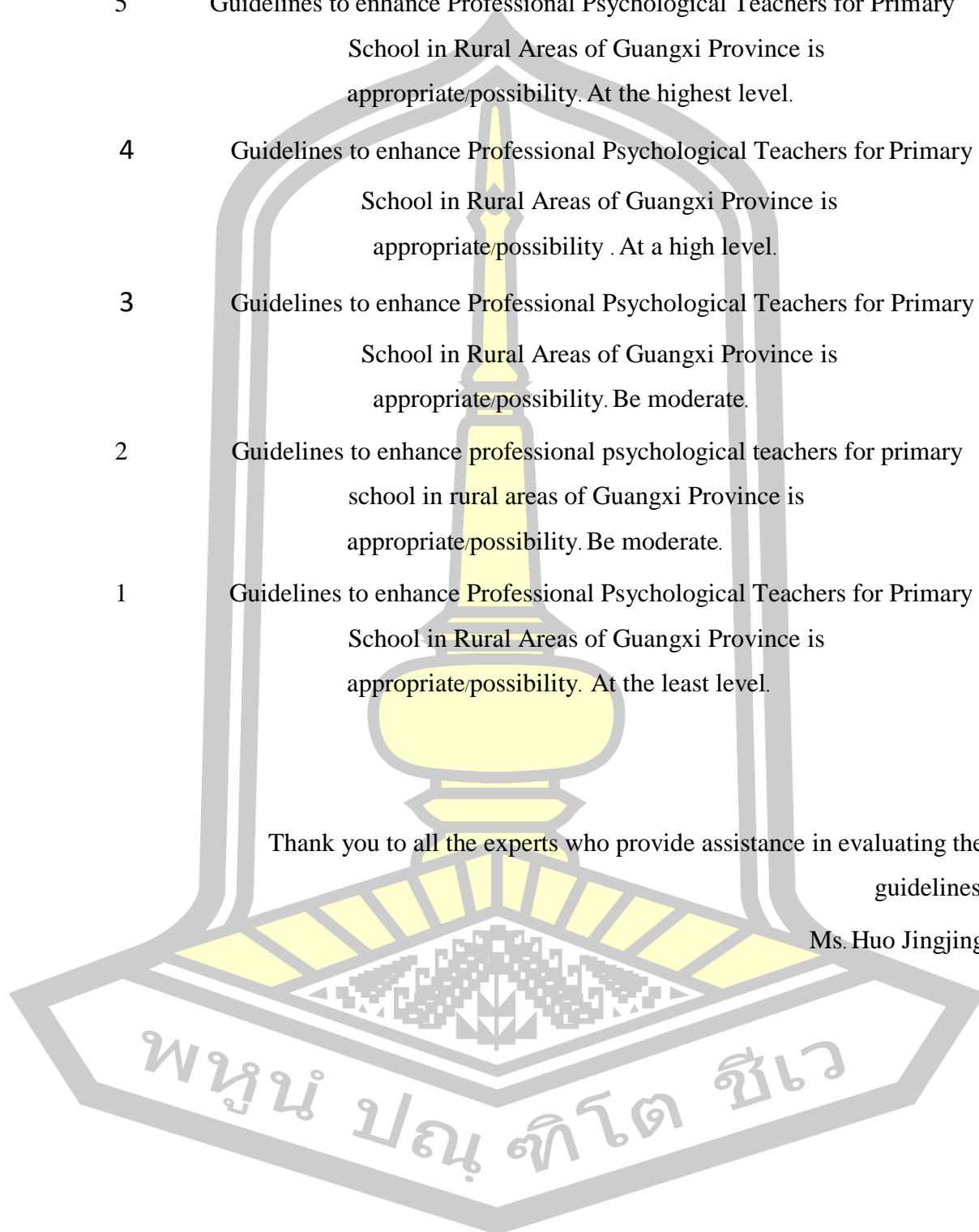
1. This questionnaire is intended to study the suitability. And the possibility of the  
 guidelines to enhance Professional Psychological Teachers for Primary School in  
 Rural Areas of Guangxi Province.

2. Please consider the guidelines in each document. And evaluate the suitability  
 and possibility With the following scoring criteria.

Score	Meaning
5	Guidelines to enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province is appropriate/possibility. At the highest level.
4	Guidelines to enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province is appropriate/possibility . At a high level.
3	Guidelines to enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province is appropriate/possibility. Be moderate.
2	Guidelines to enhance professional psychological teachers for primary school in rural areas of Guangxi Province is appropriate/possibility. Be moderate.
1	Guidelines to enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province is appropriate/possibility. At the least level.

Thank you to all the experts who provide assistance in evaluating the guidelines.

Ms. Huo Jingjing



**Interview Questions of a Research Study**  
**Title: "The Guideline to Enhance Professional Psychological Teachers for**  
**Primary School in Rural Areas of Guangxi Province"**

The purpose of this interview is to prioritize the components of enhancing Psychological Teachers through expert opinion, so as to develop a guideline for enhancing Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province. The data collected is for research purposes only and not for any other purpose. Therefore, your cooperation plays an important role in my research. Please writing your own answers clearly. Please answer the following questions to the best of your ability.

1. Is there a full-time psychological counseling teacher position in the school's teacher establishment?

.....

.....

.....

2. Do you think it is necessary to educate teachers in school mental health? How important is it?

.....

.....

.....

3. Is the school equipped with full-time psychological counseling teachers?

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.....

.....

4. How does your school recruit and evaluate these psychological counseling teachers?

.....

.....

.....

5. Did the psychological counseling teacher in your school pass professional study before joining the job?

.....

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.....

6. What do parents think of your work when your school organizes the teaching of mental health education?

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7. What measures has your school taken to train and develop the school's psychological counseling teachers? What's the effect?

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8. What efforts have the full-time and part-time teachers of mental health education made in their own professional development?

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9. What achievements do you think have been made since the school began to equip psychological counseling teachers?

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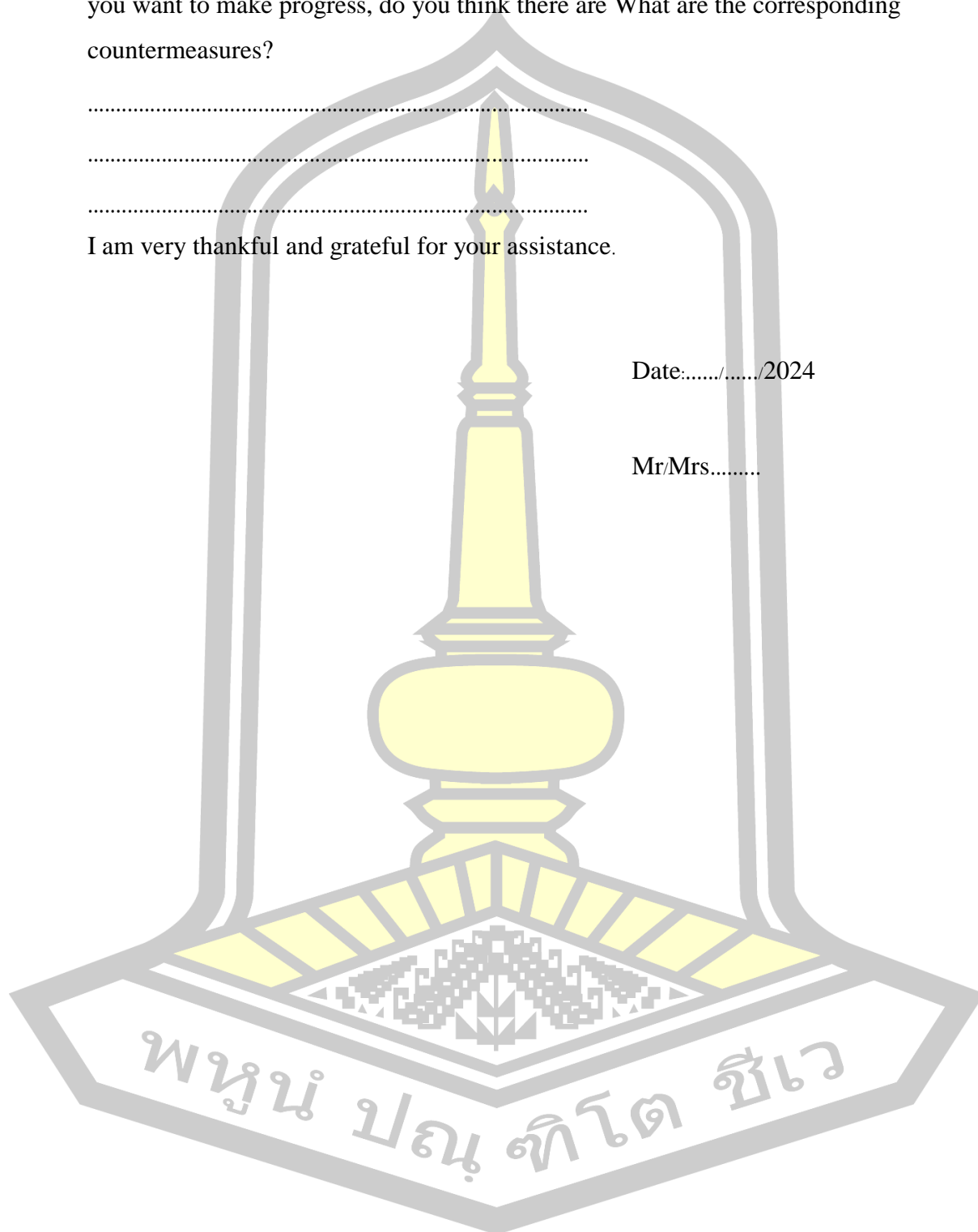
10. What do you think are the shortcomings of mental health education in schools? If you want to make progress, do you think there are What are the corresponding countermeasures?

.....  
 .....  
 .....

I am very thankful and grateful for your assistance.

Date:...../...../2024

Mr/Mrs.....





1.3 Primary school administrators should let the teachers read psychology-related books and articles to learn about the latest research trends and practical experiences.(P)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.4 Primary school administrators should exchange ideas with peers, share teaching experiences, and jointly improve teaching standards.(D)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.5 Primary school administrators should let the teachers participate in the school psychological education working group to jointly formulate work plans and programs(D).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.6 Primary school administrators should let the teachers collaborate with other subject teachers to develop interdisciplinary psychological education activities.(D)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.7 Primary school administrators should let the teachers maintain communication with parents and jointly pay attention to students' psychological issues.(D)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.8 Primary school administrators should let the teachers improve the curriculum of psychological education and focus on the combination of theory and practice.(C)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



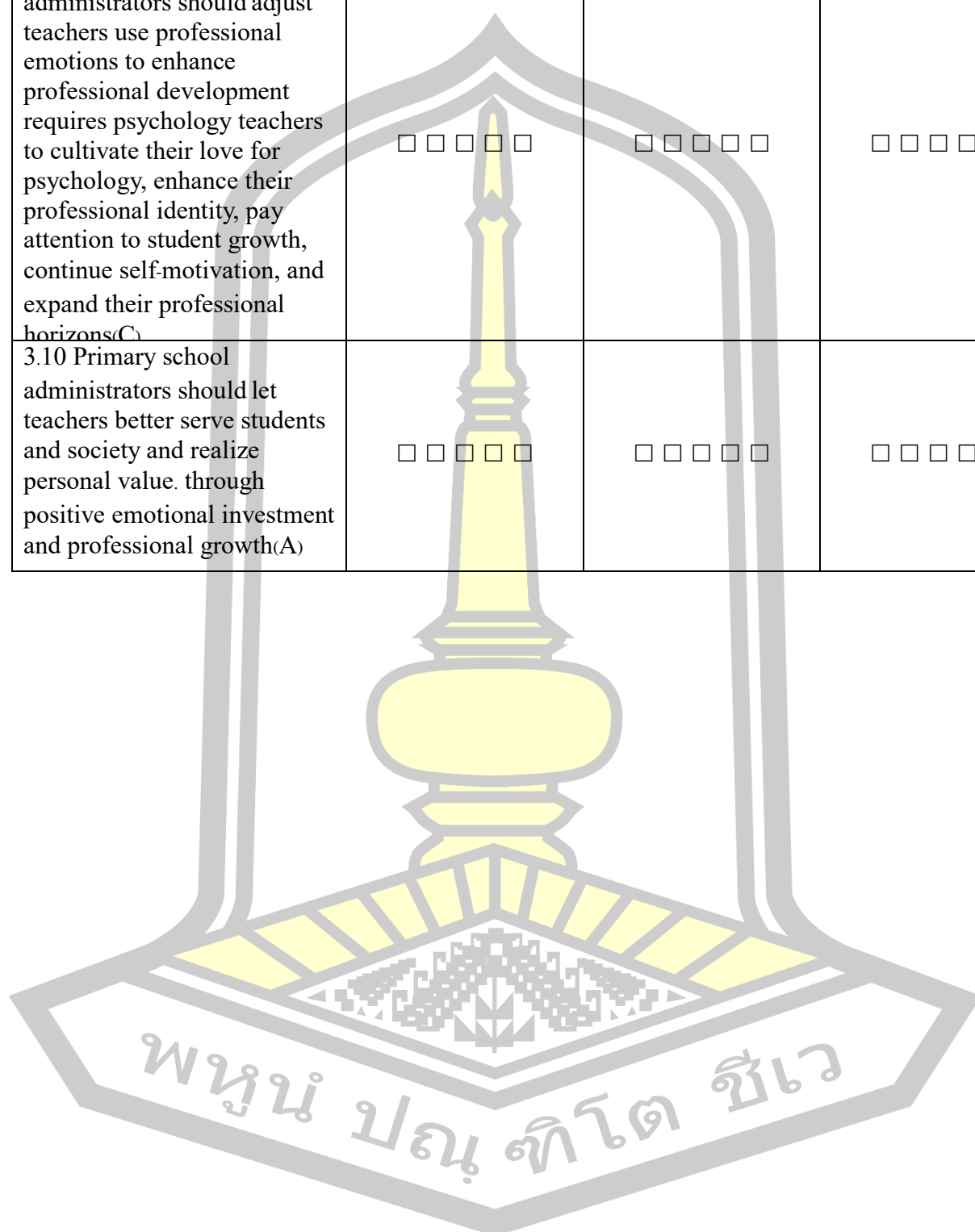
2.4 Primary school administrators should connect with other professionals, ask questions, and share your own experiences and insights.(D)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.5 Primary school administrators should let teachers read scholarly articles and books to stay informed about the latest research in psychology to develop a deeper understanding abilities of key concepts and theories, as well as identify areas for further study and exploration(D)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.6 Primary school administrators should collaborate with colleagues on research projects or curriculum development initiatives to enhance teachers' professional development(D)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.7 Primary school administrators should let teachers seek out mentorship from experienced professionals in the field to enhance your professional development.(D)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.8 Primary school administrators should provide guidance, support, and feedback to grow both personally and professionally(C)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.9 Primary school administrators should Continuously learn, practice, reflect and communicate by constantly improving their knowledge and skills(A)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



3.4 Primary school administrators should actively listen to students' needs and confusions, establish good relationships with students, provide them with support and guidance, and pay attention to their growth and development(D)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.5 Primary school administrators should let teachers help students solve their psychological problems in a timely manner, cultivate their emotional investment in education, and enhance their teaching motivation(D)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.6 Primary school administrators should use self-motivation to maintain a positive attitude, overcome difficulties and make progress in the process of professional development(D).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.7 Primary school administrators should provide follow-up, communication, facilitation and friendly advice. seek encouragement and support from others to grow and progress together(C)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.8 Primary school administrators should let teachers participate in academic conferences, reading professional literature, etc., to understand industry dynamics and development trends, expand our professional horizons, and improve our professional quality and comprehensive affection(C)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



<p>3.9 Primary school administrators should adjust teachers use professional emotions to enhance professional development requires psychology teachers to cultivate their love for psychology, enhance their professional identity, pay attention to student growth, continue self-motivation, and expand their professional horizons(C)</p>	□ □ □ □ □	□ □ □ □ □	□ □ □ □ □
<p>3.10 Primary school administrators should let teachers better serve students and society and realize personal value. through positive emotional investment and professional growth(A)</p>	□ □ □ □ □	□ □ □ □ □	□ □ □ □ □





4.6 Primary school administrators should establish a community with other teachers to discuss teaching issues, share experiences, learn from each other, grow together, and enhance teachers' sense of belonging and cohesion(C)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.7 Primary school administrators should establish good interaction between teachers and staff of educational institutions to establish good relations(A)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Part 2:** Open-ended Questions Please share other comments or suggestions here

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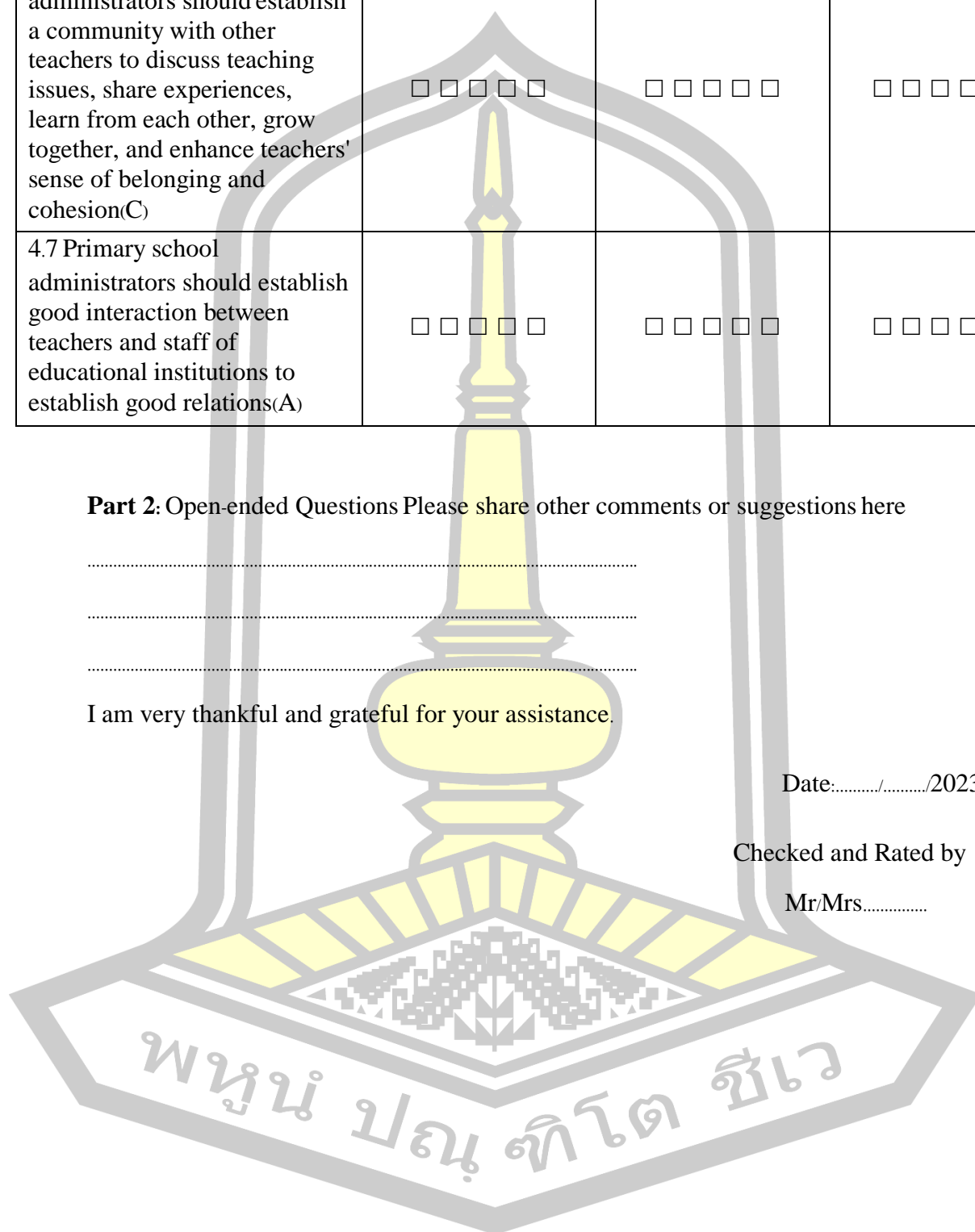
.....

I am very thankful and grateful for your assistance.

Date:...../...../2023

Checked and Rated by

Mr/Mrs.....



Supporting documents Assessing the suitability and feasibility of the guidelines to enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province.

1. **Guidance** Professional knowledge. Consists of 10 indicators of work activities. There are guidelines for the operation as follows.

1.1 The standard setting and Professional knowledge enhanced goals.

### Guide

---

1.1.1 Consistent professional development through workshops, seminars, and online resources, boost the psychological teachers' expertise in understanding students' psychological needs and implementing effective intervention strategies.

1.1.2 Establishing clear performance indicators, regular evaluations, and a supportive learning environment will ensure that psychological teachers in rural primary schools along the border areas of Guangxi, China consistently meet the highest standards of professional practice and student outcomes.

1.2 Participate in psychological training and lectures regularly.

### Guide

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1.2.1 Engage in regular psychological training and lectures to stay updated with the latest research, theories, and best practices in student psychology.

1.2.2 Establish clear learning objectives for psychological teachers, aligned with national and international standards, to ensure they deliver high-quality services and promote equitable access to psychological support for all students.

1.3 Read psychology-related books and articles to learn about the latest research.

### Guide

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1.3.1 Regularly read psychology-related books and articles to stay informed about the latest research findings and best practices in student psychology.

1.3.2 Set high standards for psychological teachers by aligning their professional development goals with national and international standards, ensuring they provide evidence-based interventions and promote equitable access to psychological support for all students.

1.4 Exchange ideas with peers, share teaching experiences to improve teaching standards.

## Guide

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1.4.1 Collaborate with peers and share teaching experiences to continuously improve teaching standards and stay updated on the latest research and best practices in student psychology.

1.4.2 Establish clear performance expectations for psychological teachers, based on national and international standards, to ensure they deliver high-quality services and promote equitable access to psychological support for all students.

1.5 Participate in the school psychological education working group.

## Guide

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1.5.1 Get involved in the school psychological education working group to share best practices, learn from colleagues, and collaborate on innovative teaching methods.

1.5.2 Encourage the formation of a psychological education working group to establish clear standards and protocols for the provision of psychological support in the school system.

1.6 Collaborate with other subject teachers to develop interdisciplinary psychological education activities.

## Guide

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- 1.6.1 Collaborate with other subject teachers to develop interdisciplinary psychological education activities that integrate knowledge and skills from various fields, enhancing the effectiveness of student support.
- 1.6.2 Establish clear guidelines for interdisciplinary collaboration among teachers, including psychological educators, to ensure a consistent and coordinated approach to promoting student well-being.
- 1.7 Maintain communication with parents.

## Guide

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- 1.7.1 Stay in regular communication with parents to better understand the unique needs and challenges faced by students, and tailor psychological support accordingly.
- 1.7.2 Establish clear guidelines for communication with parents, including regular updates on student progress and psychological support provided, to ensure transparency and build trust.
- 1.8 Improve the curriculum of psychological education and focus on the combination of theory.

## Guide

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- 1.8.1 Continuously improve the curriculum of psychological education by integrating theory and practice, ensuring it remains relevant and responsive to the evolving needs of students.
- 1.8.2 Adopt clear guidelines for curricular development, including a focus on theory-practice integration, to ensure the quality and effectiveness of psychological education programming.
- 1.9 Use modern teaching methods, software, online courses, etc.

## Guide

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- 1.9.1 Embrace modern teaching methods, software, and online courses to enhance the delivery of psychological education in a technologically-savvy environment.
- 1.9.2 Establish clear guidelines for the use of technology in teaching, ensuring it is used effectively and safely to support student learning and mental well-being.
- 1.10 Conduct regular teaching evaluation and reflection, and continuously improve teaching methods.

## Guide

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- 1.10.1 Engage in regular teaching evaluation and reflection to identify areas for improvement, and continuously update teaching methods based on evidence-based practices.
- 1.10.2 Establish clear guidelines for ongoing professional development, including regular evaluation and reflection, to ensure teachers are equipped with the latest knowledge and skills to support student psychology.
2. **Professional abilities.** Consisting of 10 indicators, there are guidelines for the operation as follows:

- 2.1 Attending conferences and workshops to learn about new research findings, techniques, and strategies in psychology.

## Guide

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- 2.1.1 Attend conferences and workshops to stay informed about the latest research findings, techniques, and strategies in psychology, and apply this knowledge to enhance teaching practices.



2.1.2 Encourage teachers to attend relevant conferences and workshops as part of their professional development, and provide support for integrating new knowledge and skills into classroom practice.

2.2 Provide opportunities to network with other professionals in the field.

### Guide

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2.2.1 Create opportunities for teachers to network with other professionals in the field, allowing them to share experiences, learn from each other, and collaborate on best practices.

2.2.2 Establish clear guidelines for professional networking, ensuring that teachers have access to resources and platforms to connect with peers and share knowledge.

2.3 Participate in online forums and discussion groups related to psychology to get valuable source of information and support.

### Guide

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2.3.1 Engage in online forums and discussion groups related to psychology to access valuable information, stay updated on the latest research, and seek support from a community of professionals.

2.3.2 Encourage teachers to participate in relevant online forums and discussion groups as part of their professional development, and provide resources and guidance for finding and participating in these communities.

2.4 Connect with other professionals, ask questions, and share your own experiences and insights.

### Guide

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2.4.1 Connect with industry experts, stay updated with the latest research and trends, engage in professional development courses to enhance your knowledge base.

2.4.2 Set clear and achievable goals for professional development. Measure progress regularly and adapt your plan if needed to ensure continuous growth and improvement.

2.5 Read scholarly articles and books to stay informed about the latest research in psychology to develop a deeper understanding abilities of key concepts and theories, as well as identify.

### Guide

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2.5.1 In order to deepen the understanding of key concepts and theories, read scholarly articles and books regularly. Stay updated with the latest research in psychology, so can apply the most recent findings in your work.

2.5.2 Set clear and challenging goals for your professional development. Determine what skills and knowledge you need to acquire, and map out a plan to achieve them. Regularly review your progress and adjust your plan if needed to ensure you are making satisfactory progress.

2.6 Collaborate with colleagues on research projects or curriculum development initiatives build valuable skills.

### Guide

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2.6.1 Collaborate with other professionals on research projects or curriculum development initiatives. This provides an opportunity to gain valuable experience and develop new skills.

2.6.2 Set clear and challenging goals for your professional development. Determine what skills and knowledge you need to acquire, and map out a plan to

achieve them. Regularly review your progress and adjust your plan if needed to ensure you are making satisfactory progress.

2.7 Seek out mentorship from experienced professionals in the field to enhance professional development.

### Guide

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2.7.1 Seek out mentorship from experienced professionals in the field to enhance your professional development. This can provide valuable insights and guidance on best practices for teaching psychology in rural areas.

2.7.2 Set clear and measurable goals for your professional development, such as attending a certain number of training sessions or completing a specific project. Regularly assess your progress and adjust your plan if needed to ensure you are making satisfactory progress towards your goals.

2.8 Provide guidance, support, and feedback to grow both personally and professionally.

### Guide

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2.8.1 Seek out opportunities to learn from other experienced teachers and share knowledge with them. Join professional development workshops or online communities to stay up-to-date with the latest teaching methods and trends.

2.8.2 Set clear and challenging goals for your professional development. Determine what skills and knowledge you need to acquire, and map out a plan to achieve them. Regularly review your progress and adjust your plan if needed to ensure you are making satisfactory progress.

2.9 Continuously learn, practice, reflect and communicate. and society and improve their professional abilities.

## Guide

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- 2.9.1 Continuously learn and practice new skills to enhance your professional abilities. Reflect on your teaching methods and experiences, and seek feedback from colleagues to identify areas for improvement.
- 2.9.2 Set clear and challenging goals for your professional development. Determine what skills and knowledge you need to acquire, and map out a plan to achieve them. Regularly review your progress and adjust your plan if needed to ensure you are making satisfactory progress.
- 2.10 By constantly improving their knowledge and skills, they can better serve students.

## Guide

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- 2.10.1 Continuously seek opportunities to enhance your teaching skills and knowledge. Attend professional development workshops, engage in peer collaboration, and stay informed about the latest research in psychology.
- 2.10.2 Set clear and measurable goals for your professional development. Identify specific areas for improvement and create a plan to achieve them. Regularly assess your progress and adjust your plan if needed to ensure you are making satisfactory progress towards your goals.

3. **Professional affection.** Consisting of 10 indicators, there are guidelines for operation as follows:

- 3.1 The love for psychology is the driving force for the continuous improvement.

## Guide

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3.1.1 Cultivate a strong sense of dedication and commitment to psychology.

Pursue opportunities to gain practical experience and engage in activities that align with your professional goals.

3.1.2 Set clear and challenging goals for your professional development. Determine what skills and knowledge you need to acquire, and create a plan to achieve them. Regularly review your progress and adjust your plan if needed to ensure you are making satisfactory progress towards your goals.

3.2 Decision-making by providing opportunities to use knowledge and capabilities.

### Guide

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3.2.1 Encourage and foster a passion for continuous learning among rural primary school psychology teachers in Guangxi border areas. Engage them in regular professional development activities, workshops, and seminars to enhance their knowledge and skills.

3.2.2 Establish clear standards for professional growth, including regular training, course completion, and practical application of psychological theories and techniques. Regularly evaluate and provide feedback on teacher performance to ensure they meet these standards.

3.3 By participating in professional organizations, academic activities, etc., exchange experiences with others.

### Guide

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3.3.1 Encourage rural primary school psychology teachers in Guangxi to actively participate in professional organizations and academic activities, seeking opportunities to exchange ideas and share experiences with peers.

3.3.2 Establish standards for professional development that include active participation in professional organizations, attendance at academic conferences, and regular sharing of research and best practices within the field of psychology.

3.4 Actively listen to students' needs and confusions, establish good relationships with students.

### Guide

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3.4.1 Encourage psychology teachers in rural Guangxi to actively listen to students' needs and concerns, establish trusting relationships, and be responsive to their emotional well-being.

3.4.2 Establish standards for effective communication with students, including regular assessment of their emotional well-being, establishment of a safe and inclusive learning environment, and provision of appropriate support.

3.5 Help students solve their psychological problems in a timely manner, cultivate their emotional investment in education..

### Guide

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3.5.1 Foster a proactive approach among psychology teachers in rural Guangxi to identify and address students' psychological issues promptly, promoting their emotional engagement in learning.

3.5.2 Establish standards for effective psychological problem-solving, including regular screening of students' psychology, timely interventions, and fostering a positive attitude towards education.

3.6 Encounter challenges and difficulties, use self-motivation to maintain a positive attitude, overcome difficulties and make progress.

## Guide

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3.6.1 Inspire psychology teachers in rural Guangxi to maintain a positive attitude and self-motivation in the face of challenges, fostering resilience and continuous professional growth.

3.6.2 Establish standards for personal and professional development, including regular self-reflection, setting achievable goals, seeking feedback, and demonstrating adaptability and flexibility in teaching practices.

3.7 Provide follow-up, communication, facilitation and friendly advice. seek encouragement and support from others.

## Guide

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3.7.1 Encourage psychology teachers in rural Guangxi to prioritize follow-up, communication, facilitation, and friendly advice for students, seeking encouragement and support from colleagues and professional networks.

3.7.2 Establish standards for maintaining open lines of communication with students, parents, and colleagues, providing regular feedback and guidance, fostering a supportive learning environment, and continuously seeking professional development opportunities.

3.8 By participating in academic conferences, reading professional literature, etc., continue to learn and explore new psychological theories and practices.

## Guide

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3.8.1 Encourage psychology teachers in rural Guangxi to engage in continuous learning and professional development through participation in academic conferences, reading professional literature, and exploring new psychological theories and practices.

3.8.2 Establish standards for ongoing professional growth, including regular attendance at relevant conferences and workshops, active engagement in



professional networks, and keeping up-to-date with the latest research and best practices in the field of psychology education.

3.9 Cultivate their love for psychology, enhance their professional identity, pay attention to student growth, continue self-motivation, and expand their professional horizons.

### Guide

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3.9.1 Encourage psychology teachers in rural Guangxi to nurture their passion for the field, enhance their sense of professional identity, stay focused on student growth, maintain self-motivation, and seek opportunities to broaden their professional horizons.

3.9.2 Establish standards for professionalism and growth, including maintaining a strong commitment to psychology education, effectively addressing student needs, continuously improving teaching methods, and actively seeking opportunities for professional development.

3.10 Through positive emotional investment and professional growth, better serve students and society and realize personal value.

### Guide

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3.10.1 Encourage psychology teachers in rural Guangxi to invest positively in their emotions and professional growth, with the aim of better serving students and society, and realizing their personal value.

3.10.2 Establish standards for excellence in psychology education, including continuous improvement of teaching methods, effective student assessment, active participation in community outreach programs, and maintaining a strong commitment to social responsibility.

**4. Professional autonomy.** Consisting of 7 indicators, there are guidelines for operation as follows:

- 4.1 Be aware of the importance of professional autonomy and proactively seek opportunities for professional development.

### Guide

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- 4.1.1 Emphasize the significance of professional autonomy for psychology teachers in rural Guangxi, and encourage them to proactively seek opportunities for professional development.
- 4.1.2 Establish standards for maintaining professional independence, including continuous learning and skill enhancement, effective communication with colleagues and mentors, active participation in professional organizations, and advocating for student-centered teaching practices.
- 4.2 Must have the desire and motivation to grow themselves, actively expand professional knowledge, and improve teaching skills.

### Guide

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- 4.2.1 Encourage psychology teachers in rural Guangxi to take ownership of their professional growth, actively seek out opportunities for knowledge expansion and skill improvement, and strive for continuous self-improvement.
- 4.2.2 Establish standards for ongoing professional development, including regular participation in training programs, active engagement in research and best practices, effective use of technology in teaching, and maintaining a commitment to lifelong learning.
- 4.3 Design independently teaching based on students' needs and teaching goals.

### Guide

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- 4.3.1 Empower psychology teachers in rural Guangxi to take charge of their teaching, by encouraging them to design and implement instruction that is tailored to the needs and goals of their students.

4.3.2 Establish standards for personalized and student-centered teaching, including the use of diverse instructional strategies, regular assessment of student progress, active engagement of students in the learning process, and continuous evaluation and improvement of teaching practices.

4.4 Reflect on and evaluate your own teaching practices by reviewing the teaching process, analyzing teaching effects, and collecting student feedback. Identify your own shortcomings and develop a plan for improvement.

### Guide

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4.4.1 Encourage psychology teachers in rural Guangxi to self-reflect on their teaching practices, evaluate their effectiveness, and seek student feedback to identify areas for improvement.

4.4.2 Establish standards for self-evaluation and continuous improvement, including regular reflection on teaching methods, assessment of student outcomes, and collection of student feedback for improvement planning.

4.5 Combined and empirical research , actively carried out. promote the improvement of teaching quality and enhance the academic influence of teachers.

### Guide

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4.5.1 Emphasize the importance of evidence-based practice and research in psychology education, and encourage teachers in rural Guangxi to actively conduct research and apply it in their teaching, aiming to improve teaching quality and enhance their academic influence.

4.5.2 Establish standards for evidence-based teaching and research, including the integration of research findings into teaching practices, the conduct of small-scale research projects, and the submission of academic papers for publication.

4.6 Establish a community with other teachers to discuss teaching issues, share experiences.

### Guide

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4.6.1 Encourage psychology teachers in rural Guangxi to build a community of practice with other teachers, fostering a culture of collaboration and sharing experiences to address teaching challenges.

4.6.2 Establish standards for professional collaboration and knowledge sharing, including regular meetings to discuss teaching practices, collective reflection on student progress, and the exchange of resources and best practices.

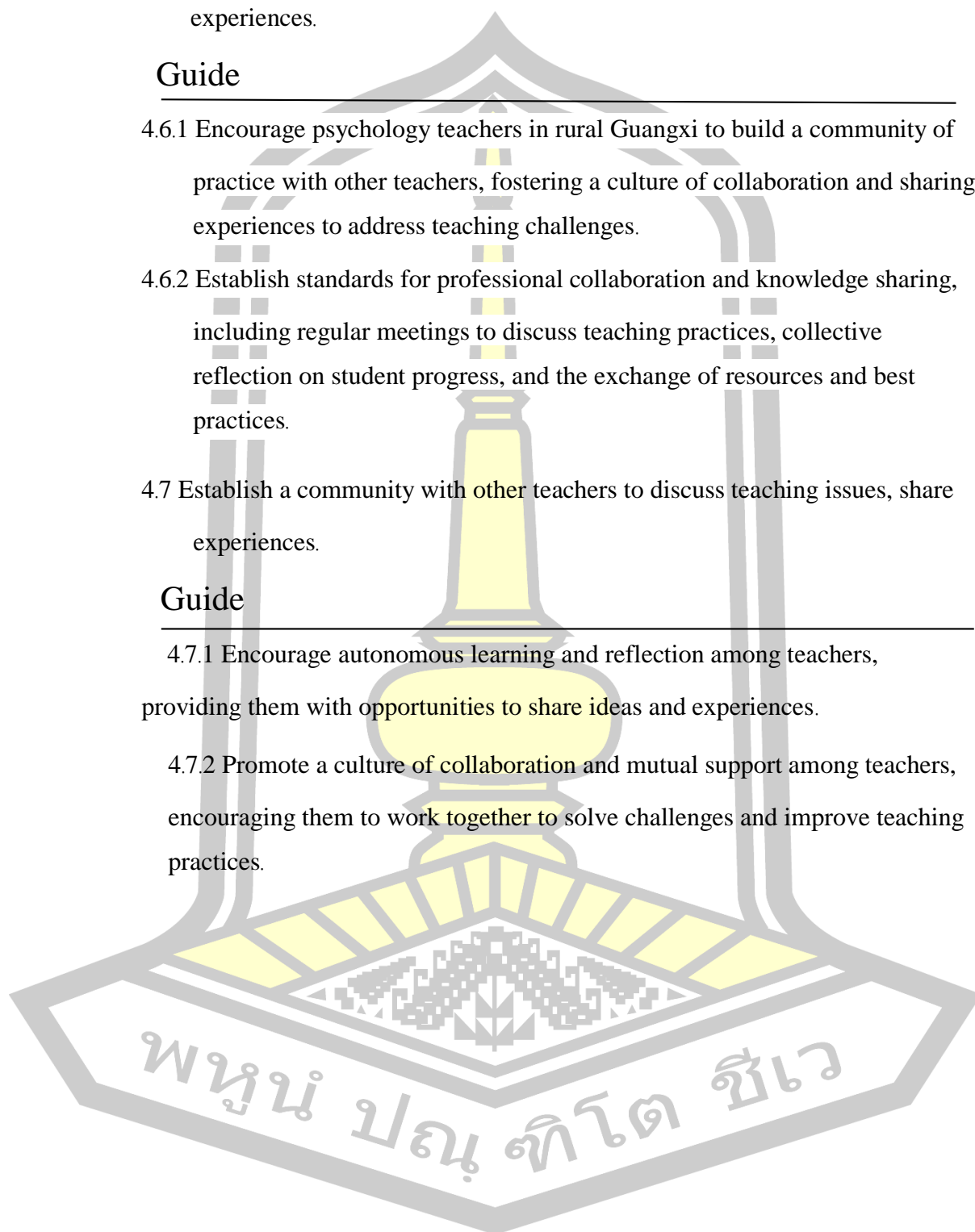
4.7 Establish a community with other teachers to discuss teaching issues, share experiences.

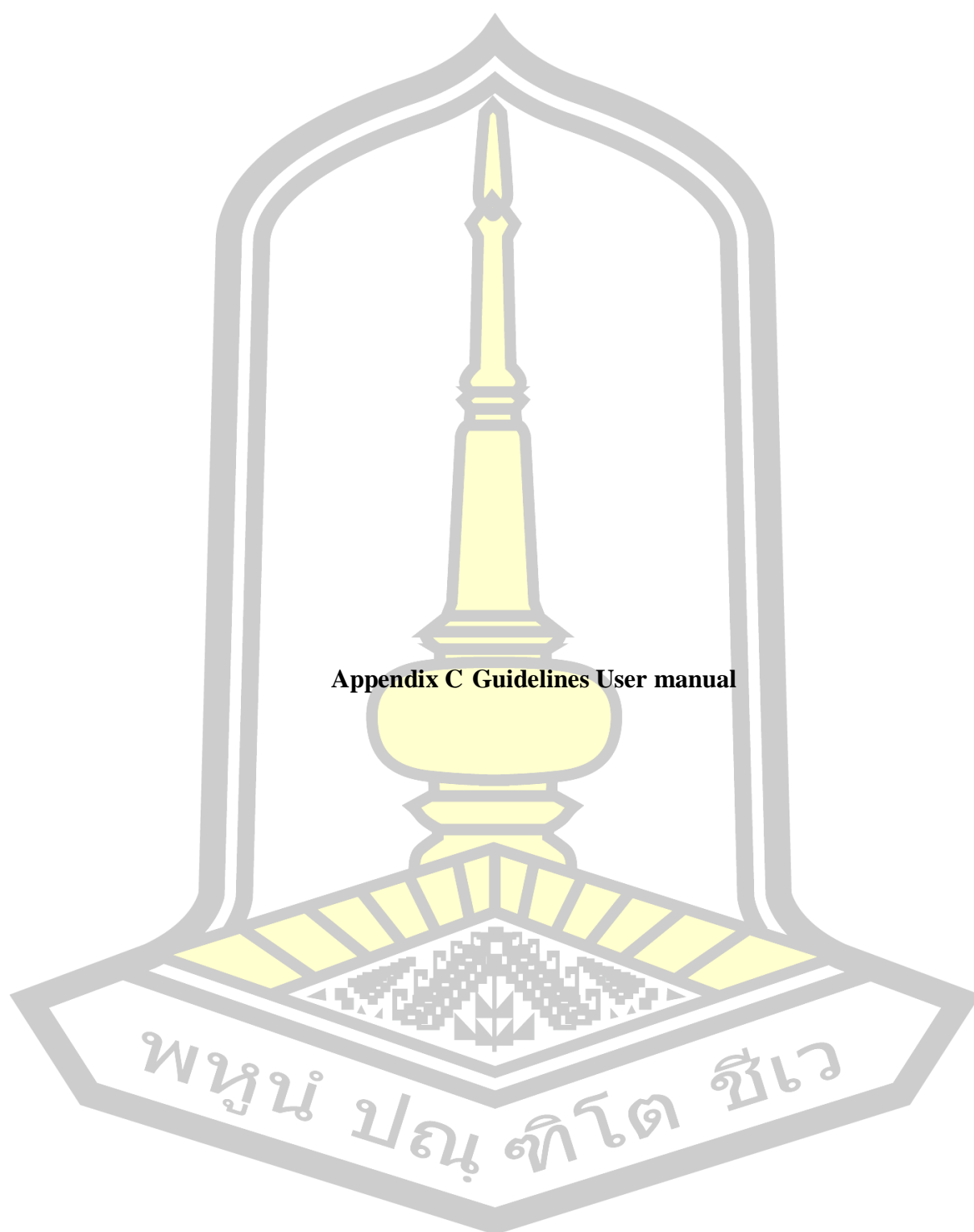
### Guide

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4.7.1 Encourage autonomous learning and reflection among teachers, providing them with opportunities to share ideas and experiences.

4.7.2 Promote a culture of collaboration and mutual support among teachers, encouraging them to work together to solve challenges and improve teaching practices.





**Appendix C Guidelines User manual**

## Handbook

This guide is part of the study according to the Doctor of Education program.

Administration And

Development of promotion guidelines By using the concept of professional psychological teachers for primary school in rural areas of Guangxi Province

By

**Ms. Huo Jingjing,**

**Asst. Prof. Karn Ruangmontri**

**Assoc. Prof. Tharinthorn Namwan**

This guide is part of the study according to the Doctor of Education program.

Administration And Development of internal supervision guidelines By using he concept of professional psychological teachers for primary school in rural areas of

Guangxi Province By Ms. Huo Jingjing , Asst. Prof. Karn Ruangmontri

And Assoc. Prof. Tharinthorn Namwan

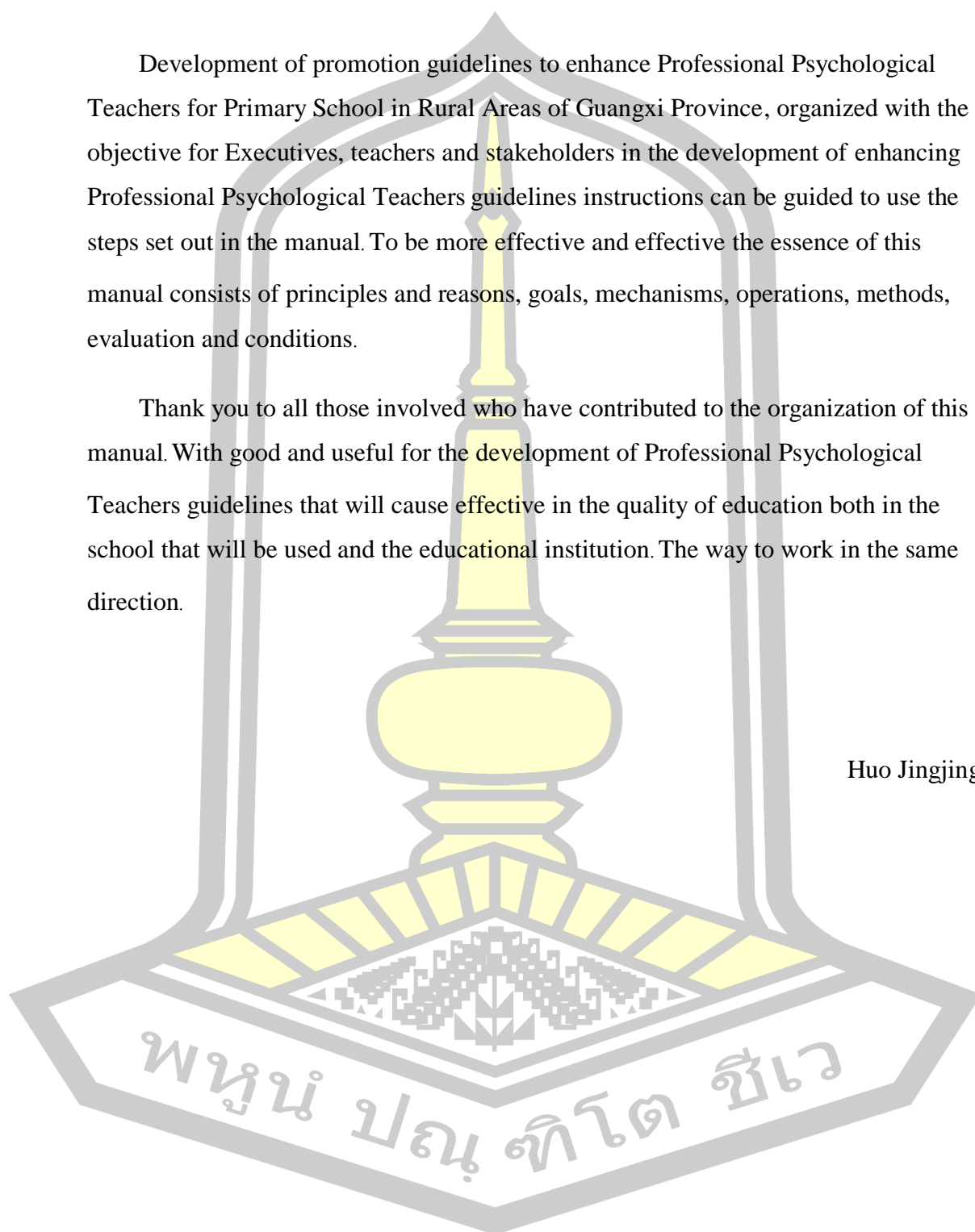
educational development Graduate School, Mahasarakham University

## Introduction

Development of promotion guidelines to enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province, organized with the objective for Executives, teachers and stakeholders in the development of enhancing Professional Psychological Teachers guidelines instructions can be guided to use the steps set out in the manual. To be more effective and effective the essence of this manual consists of principles and reasons, goals, mechanisms, operations, methods, evaluation and conditions.

Thank you to all those involved who have contributed to the organization of this manual. With good and useful for the development of Professional Psychological Teachers guidelines that will cause effective in the quality of education both in the school that will be used and the educational institution. The way to work in the same direction.

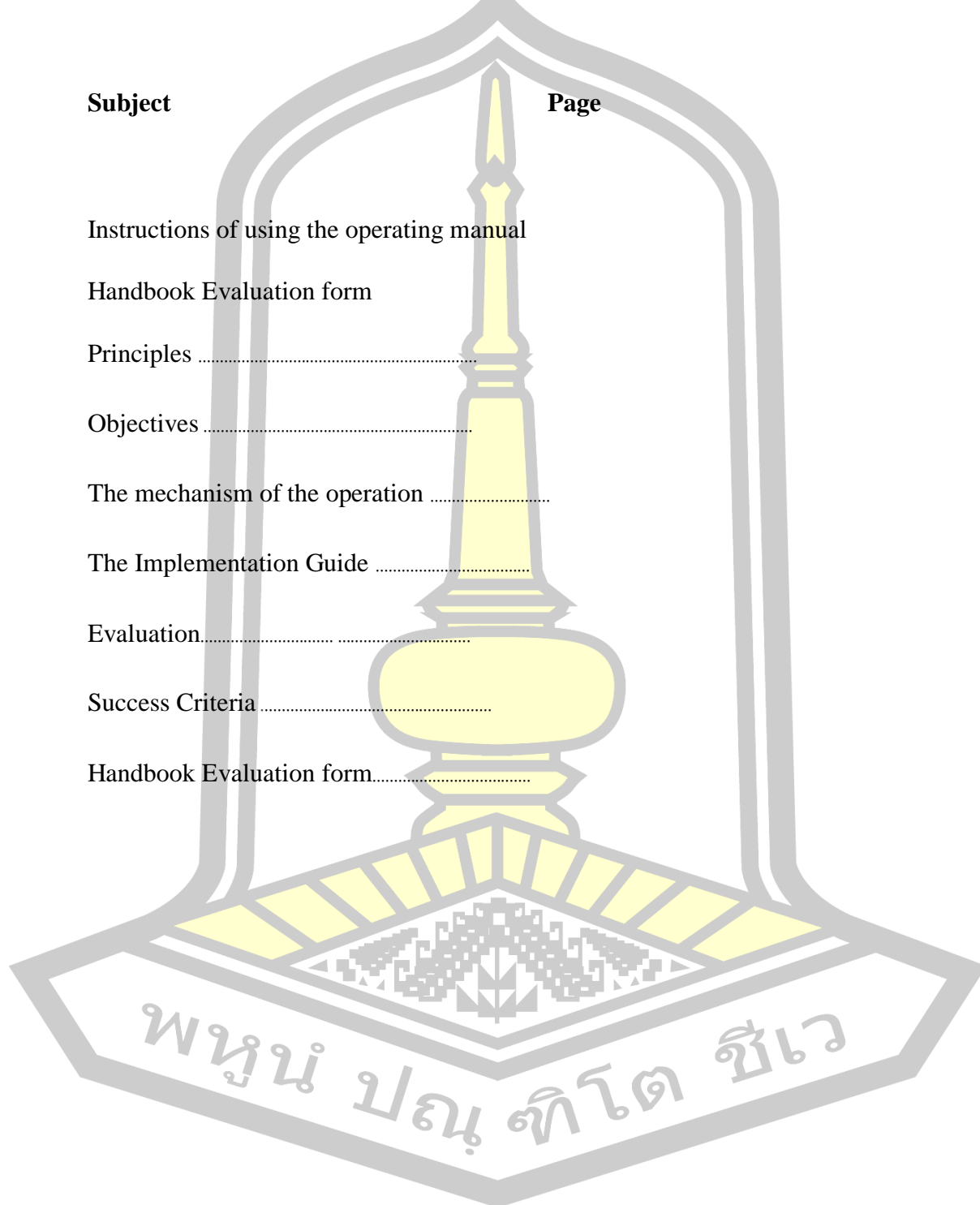
Huo Jingjing





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Handbook Evaluation form.....	



### Instructions of using the operating manual

#### **Development of enhancing Professional Psychological Teachers guidelines By using the concept of Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province**

.....

Coaching (Coaching) or a supervision that focuses on the development of results Work and develop the potential of psychological teachers .This type of supervision is a communication that will be official and /or informal. With the interaction between the school administrator and teachers, is a two-way communication for school administrators and teachers who can teach solve various problems that occur in organizing learning activities. This type of supervision will create a good relationship between the teacher (Coach) and the person who is taught (Coachee). Which teaching good work will only happen when being ready by being the readiness of both the teacher and the teacher together to strengthen and develop teachers to have unique knowledge, abilities and characteristics. In organizing learning activities to achieve the results of the goals set, therefore organized A guide to the development of enhancing Professional Psychological Teachers guidelines. By using the concept of Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province with the objective of being a guideline for conducting Psychological teachers development and to be a guideline for stakeholders to work according to the Professional Psychological Teachers enhancing guidelines effectively with the following details:

#### **The essence of the manual consists of**

- 1.Principles
2. Objectives
3. The mechanism of the operation
- 4 .The Implementation Guide
- 5.Evaluation
- 6.Success Criteria

Handbook Evaluation form.Using a guide to guide psychological teachers using the concept of Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province has the following steps.

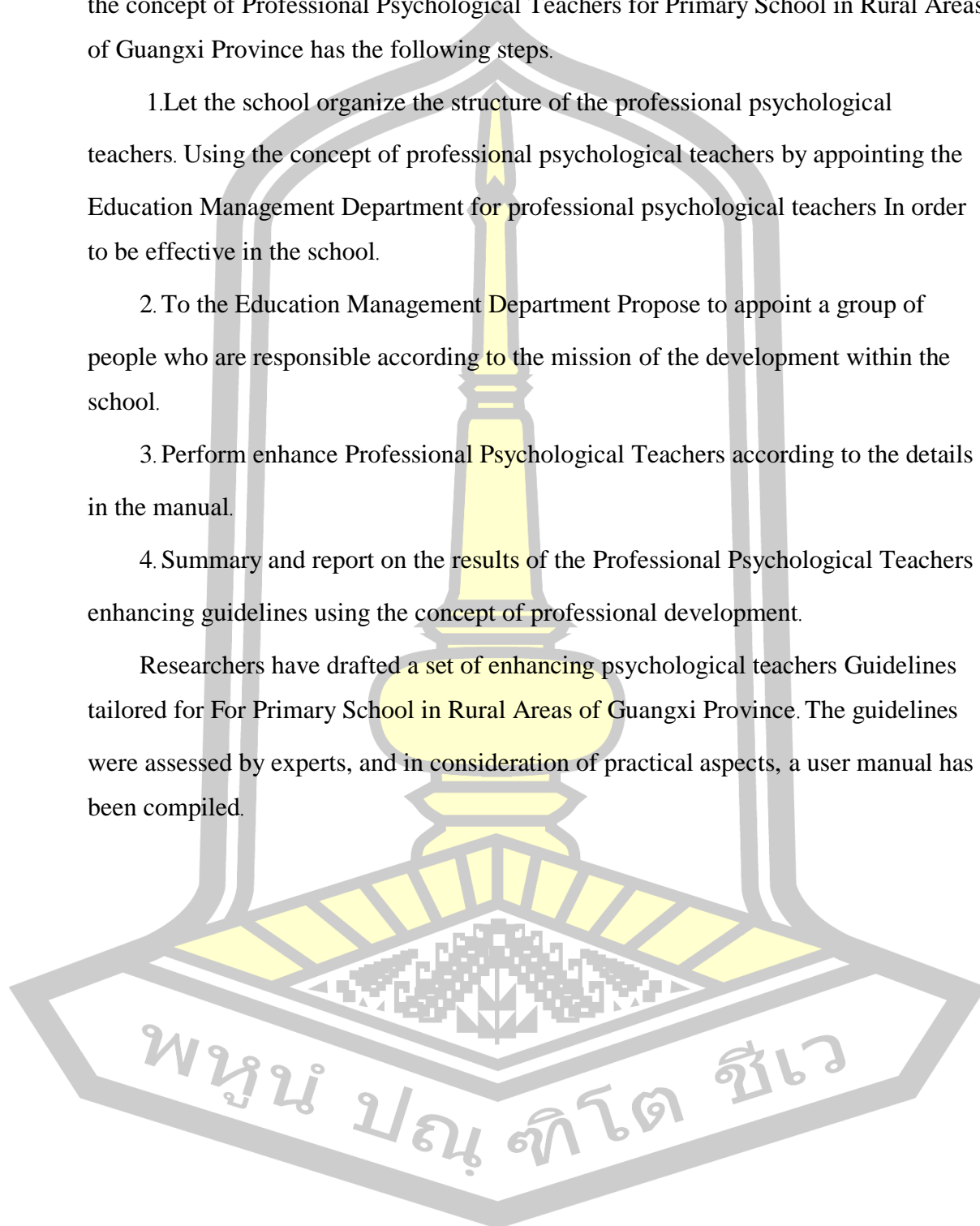
1.Let the school organize the structure of the professional psychological teachers. Using the concept of professional psychological teachers by appointing the Education Management Department for professional psychological teachers In order to be effective in the school.

2. To the Education Management Department Propose to appoint a group of people who are responsible according to the mission of the development within the school.

3. Perform enhance Professional Psychological Teachers according to the details in the manual.

4. Summary and report on the results of the Professional Psychological Teachers enhancing guidelines using the concept of professional development.

Researchers have drafted a set of enhancing psychological teachers Guidelines tailored for For Primary School in Rural Areas of Guangxi Province. The guidelines were assessed by experts, and in consideration of practical aspects, a user manual has been compiled.



1.Principles	Principles of professional development using the concept of Professional Psychological Teachers
2.Objective	In order for educational institutions under the Primary School in Rural Areas of Guangxi Province, using the guidelines for the development of professional psychological teachers , teaching, using the concept of Professional Psychological Teachers
3.Operational Mechanism	<p>1.Appoint a responsible committee.</p> <p>2. Meeting to clarify the Board of Education In the direction of policy and the implementation of professional psychological teachers, In accordance with the needs of students, parents, students.</p> <p>3. The Board of Directors of the School proposes guidelines for the development of professional psychological teachers. Instructions for educational institutions under the Primary School in Rural Areas of Guangxi Province.</p> <p>4. Summary of the overview of the development of professional psychological teachers work.</p> <p>5. The Board of Directors of the Education Base for approval.</p> <p>6. Meeting to clarify the working group to understand the role and operational skills. Including together to plan the operation</p>
4.Implementation Guide	Follow the guidelines.
5.Evaluation	<p>5.1 Evaluate the operation of the development of professional psychological teachers, using the concept of the professional psychological teachers. Evaluate from the participants in the way to use 10 -15 people</p> <p>5.2 Compare before use and after using the use of Professional Psychological Teachers enhancing guidelines. Teach using the concept of professional development.</p>
6.Success Criteria	<p>6.1 Executives should be in the performance of the plan / project / activity that is strictly set.</p> <p>6.2 The operation must involve those involved in setting goals, planning, monitoring and evaluating.</p>

### Handbook Evaluation Form

**Title:"The Guideline to Enhance Professional Psychological Teachers for  
Primary School in Rural Areas of Guangxi Province"**

From:Ms.Huo Jingjing (Ed.D. student in Educational Administration and  
Development, Faculty of Education, Mahasarakham University, Thailand.).

I would like to inform you that I am presently conducting research on the  
title:"The Guideline to Enhance Professional Psychological Teachers for Primary  
School in Rural Areas of Guangxi Province". I am required the experts in the field of  
above topic to comment on the handbook for enhancing Professional Psychological  
Teachers for Primary School in Rural Areas of Guangxi Province.

Assessment Items	Appropriately					Utility					Feasibility				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
1.Principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.Objective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.Operational Mechanism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.Implementation Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.Success Criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I am very thankful and grateful for your assistance.

Date:...../...../2023

Checked and Rated by

Mr/Mrs.....

## Principles

Education is an important factor that will help develop a society or nation to prosper. The development of the country will be successful. How much success will depend on the quality of people. Development of people Quality is therefore the basis for all development. National Education Act Prof. 1999 and the amendment (No. 2) B.E.Prof. 2002 and (No. 3) B.E. Prof. 2010 Section 6, the commandment that the management of education must be to develop people to be a complete human being, whole body, mind, consciousness, knowledge, wisdom and morality, ethics and culture in life can live with others happily (National Education Commission, Prime Minister. 2010) and Section 47 provides a quality assurance system to develop quality and educational standards at all levels. Educational quality development guidelines require a variety of practical processes that consist of important processes. Is the management process Learning management process and supervision process, monitoring, evaluation (National Education Commission. 2002) Supervision within the school aims to support the education management system in the need for teachers to improve behavior. In the management Quality teaching and affecting the learning of learners is important. Therefore, to make learners successful according to the goals of the national education plan, it depends on the development of teachers to be effective by developing the internal supervision system as mentioned. Where there is a supervision (Charimane Sri.2542)

Coaching is a process that the supervisor uses to strengthen and develop subordinates to have knowledge, skills, and unique characteristics in order to achieve success according to the goals set, which is the goal or work that the supervisor wants or has. Expectations occur. By having to agree between the supervisor and the subordinates that must agree and accept together. In addition to focusing on the development of professional psychological teachers. At present, the teaching also focuses on the development of the potential of the subordinates. For the subordinates to have potential. The image is higher. For progress in the job duties that will be higher in the future, teaching can be considered as a process that causes a good or positive

change. With subordinates and direct supervisor (Arporn Phu Wittayaphan. 2007)

Development professional psychological teachers, using the concept of the professional psychological teachers for primary School in rural areas of Guangxi province, from the synthesis of the process, the concept of the theory of academics. There are 4 elements of internal supervision. 1. Planning, professional development. 2. Conducting professional development in the form of instruction. 3. Evaluate, monitor and improve the work. 4. Reflection, report and dissemination of supervision results.

### **Objectives**

In order for educational institutions under the primary School in rural areas of Guangxi province, the development of internal supervision to be effective by using the professional psychological teachers enhancing guidelines using the concept of the professional psychological teachers for primary school in rural areas of Guangxi province.

### **Operational Mechanism**

The PDCA theory, also known as the Deming Cycle, is a four-step problem-solving process that helps organizations improve their processes and outcomes. The acronym PDCA stands for Plan, Do, Check, and Act:

1. Plan: In this stage, an organization identifies a problem or opportunity for improvement and sets a goal to address it. They then develop a plan to achieve this goal, including strategies, tasks, and timelines.

2 Do: This stage involves implementing the plan created in the first step. Employees carry out the tasks outlined in the plan, following the established procedures and guidelines.

3. Check: After completing the implementation phase, the organization reviews the results to determine whether the goal was achieved and how well the plan worked. This step involves measuring performance, analyzing data, and comparing the outcomes to the desired objectives.



4. Act: Finally, based on the findings of the previous step, the organization decides what actions to take next. If the plan was successful, they may choose to standardize the new process or continue making improvements. If the plan did not work as expected, they will need to modify it or try a different approach.

The PDCA cycle is often used in continuous quality improvement initiatives, as it allows organizations to constantly evaluate and refine their processes to achieve better results.

### Implementation Guide

When the Board of Directors of Education considers allowing guidelines for the development of professional psychological teachers. Within the teaching form, using the concept of the professional development, the person in charge is therefore operating according to the manual. The manual is used, which has the process of the process as follows. The operation means the development of the professional psychological teachers enhancing guidelines. By using the concept of professional development. For primary School in rural areas of Guangxi province consists of 4 elements, including 1. professional development planning, teaching, advice. 2. Conducting the development of professional psychological teachers in the form of instruction. 3. Evaluate, monitor and improve work. 4. A Reflecting the results, reporting and publishing the results of the development as follows:

Enhancing psychological teacher	Guidelines for enhancing psychological teacher
<b>1. Professional knowledge</b>	1. Primary school administrators should set the standard and professional knowledge enhanced goals.(P)
	2. Primary school administrators should participate in psychological training and lectures regularly to improve your psychological quality and coping abilities.(P)
	3. Primary school administrators should let the teachers read psychology-related books and articles to learn about the latest research trends and practical experiences.(P)

	4.Primary school administrators should exchange ideas with peers, share teaching experiences, and jointly improve teaching standards.(D)
	5.Primary school administrators should let the teachers participate in the school psychological education working group to jointly formulate work plans and programs(D).
	6.Primary school administrators should let the teachers collaborate with other subject teachers to develop interdisciplinary psychological education activities.(D)
	7.Primary school administrators should let the teachers maintain communication with parents and jointly pay attention to students' psychological issues.(D)
	8.Primary school administrators should let the teachers improve the curriculum of psychological education and focus on the combination of theory and practice.(C)
	9.Primary school administrators should let the methods.(C)
	10.Primary school administrators should let the teachers conduct regular teaching evaluation and reflection, and continuously improve teaching methods (C)
	11.Primary school administrators should let the teachers strengthen the awareness of teamwork and form a good psychological education atmosphere(A)
<b>2. Professional abilities</b>	1.Primary school administrators should attend conferences and workshops to learn about new research findings, techniques, and strategies in psychology.(P)
	2.Primary school administrators should provide opportunities to network with other professionals in the field.(P)
	3.Primary school administrators should participate in online forums and discussion groups related to psychology to get valuable source of information and support.(P)
	4.Primary school administrators should connect with other professionals, ask questions, and share your own experiences and insights.(D)
	5.Primary school administrators should let teachers read scholarly articles and books to stay informed about the latest research in psychology to develop a deeper understanding abilities of key concepts and theories, as well as identify areas for further study and exploration(D)

	6.Primary school administrators should collaborate with colleagues on research projects or curriculum development initiatives to enhance teachers' professional development(D)
	7.Primary school administrators should let teachers seek out mentorship from experienced professionals in the field to enhance your professional development.(D)
	8.Primary school administrators should provide guidance, support, and feedback to grow both personally and professionally(C)
	9.Primary school administrators should Continuously learn, practice, reflect and communicate by constantly improving their knowledge and skills(A)
<b>3. Professional affection</b>	1.Primary school administrators should drive force for the continuous improvement of psychology teachers. Through an in-depth understanding of the knowledge, theory and practice of psychology, you can gradually develop your interest and enthusiasm for psychology and become more actively involved in psychological education(P)
	2.Primary school administrators should Decision-making by providing opportunities to use knowledge and capabilities(P)
	3.Primary school administrators should let teachers participate in professional organizations, academic activities, etc., exchange experiences with other psychology teachers, clarify your professional positioning, understand the importance and value of psychology teachers, enhance your professional identity and sense of belonging, and stimulate your own enthusiasm for work(D)
	4.Primary school administrators should actively listen to students' needs and confusions, establish good relationships with students, provide them with support and guidance, and pay attention to their growth and development(D)
	5.Primary school administrators should let teachers help students solve their psychological problems in a timely manner, cultivate their emotional investment in education, and enhance their teaching motivation(D)
	6 Primary school administrators should use self-motivation to maintain a positive attitude, overcome difficulties and make progress in the process of professional development(D) .

	7.Primary school administrators should provide follow-up, communication, facilitation and friendly advice. seek encouragement and support from others to grow and progress together((C))
	8.Primary school administrators should let teachers participate in academic conferences, reading professional literature, etc., to understand industry dynamics and development trends, expand our professional horizons, and improve our professional quality and comprehensive affection(C)
	9.Primary school administrators should adjust teachers use professional emotions to enhance professional development requires psychology teachers to cultivate their love for psychology, enhance their professional identity, pay attention to student growth, continue self-motivation, and expand their professional horizons(C)
	10.Primary school administrators should let teachers better serve students and society and realize personal value. through positive emotional investment and professional growth(A)
<b>4.Professional autonomy</b>	1.Psychology teachers should be aware of the importance of professional autonomy and proactively seek opportunities for professional development(P)
	2.Primary school administrators should have the desire and motivation to grow themselves, actively expand professional knowledge, and improve teaching skills.(P)
	3.Primary school administrators should design independently teaching based on students' needs and teaching goals. Give full play to their autonomy in curriculum planning, teaching content selection, teaching methods, etc., and continuously innovate and optimize the teaching process.(P)
	4.Primary school administrators should reflect on and evaluate your own teaching practices by reviewing the teaching process, analyzing teaching effects, and collecting student feedback. Identify your own shortcomings and develop a plan for improvement.(D)
	5.Primary school administrators should research and practice should be combined and empirical research should be actively carried out to promote the improvement of teaching quality and enhance the academic influence of teachers(D)
	6.Primary school administrators should establish a community with other teachers to discuss teaching issues, share experiences, learn from each other, grow together, and enhance teachers' sense of belonging and cohesion(C)

	7.Primary school administrators should establish good interaction between teachers and staff of educational institutions to establish good relations(A)
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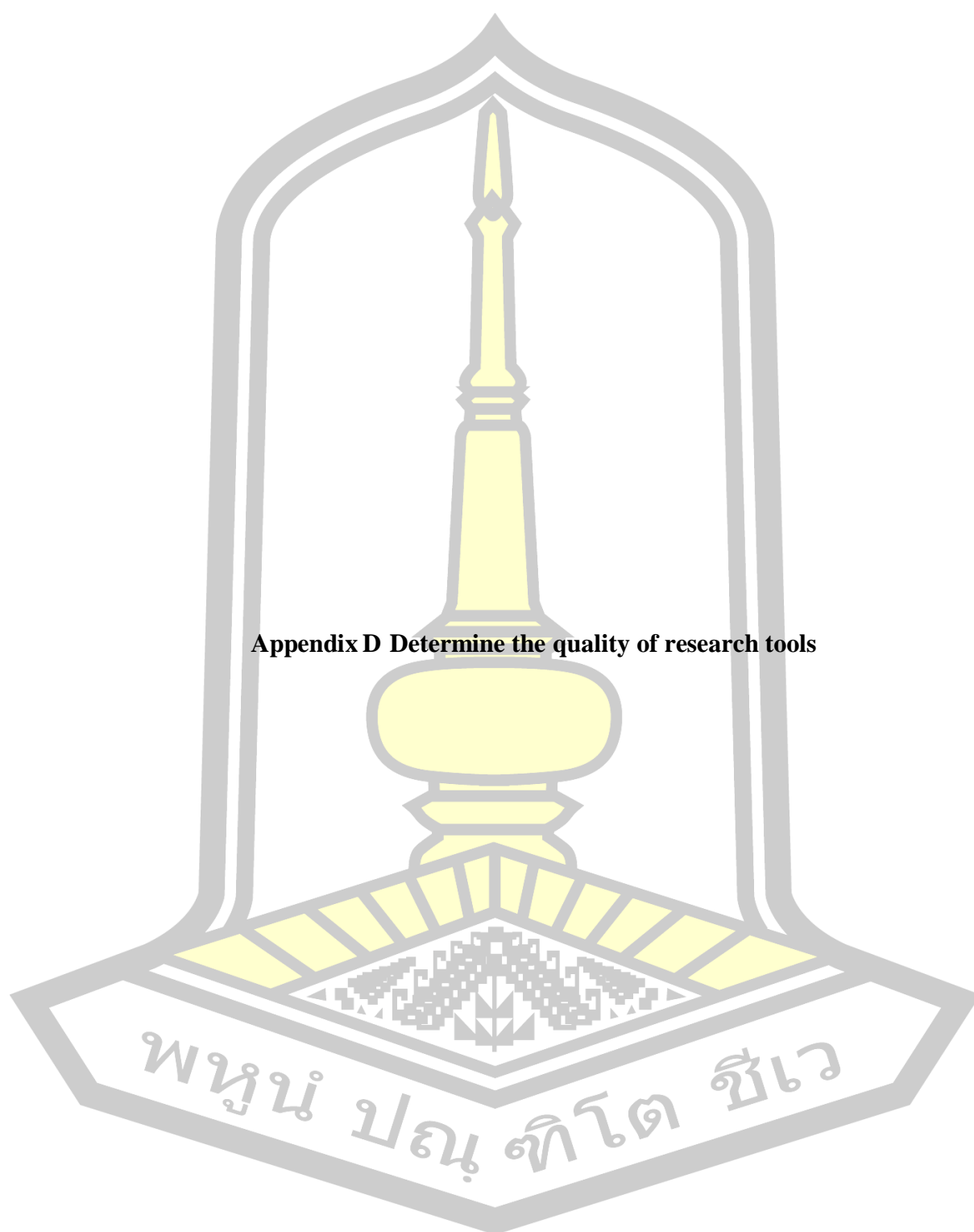
### **Evaluation**

In the field of education, evaluation usually refers to a systematic process aimed at collecting and analysing information to make decisions about educational practices, policies or projects. This process includes not only assessment, but also evaluation. Evaluation is an objective evaluation of a certain thing or situation, and evaluation includes more subjective judgments and value judgments. To fully understand the actual situation and needs of psychological teachers, and provide effective guidance and support.

### **Success Criteria**

The condition of success is the professional psychological teachers. By using the concept of professional psychological teachers In order to achieve success in a higher goal or equivalent to international standards, the work should increase the focus as follows.

- 1.Executives should be the operator of the work according to the plan / project / activity that is specified. Including the promotion, support and follow-up and assistance to all personnel / all parties to be able to work to achieve the objectives set.
2. The work must be performed by the relevant person. Such as Learners Board Educational area Or the agency that a Take care, come in and have a garden. The work Set the target. To plan Follow-up, evaluation, development to improve help each other think. Help each other push for quality schools. In order for the learner to be educated good quality according to the needs of parents. Society And the nation.



**Appendix D Determine the quality of research tools**

*Table 33 Conformity index (IOC), the content of the questionnaire for the development of professional psychological teachers guidelines within the teaching model using the concept of the psychological teachers of professional development for primary school in rural areas of Guangxi Province*

No.	Expert					Include	IOC	Results
	1st Expert	2nd Expert	3rd Expert	4th Expert	5th Expert			
1	+1	+1	+1	+1	+1	5	1.00	consistent
2	+1	+1	+1	+1	+1	5	1.00	consistent
3	+1	+1	+1	+1	+1	5	1.00	consistent
4	+1	+1	+1	+1	+1	5	1.00	consistent
5	+1	+1	+1	+1	+1	5	1.00	consistent
6	+1	+1	+1	+1	+1	5	1.00	consistent
7	+1	+1	+1	+1	+1	5	1.00	consistent
8	+1	+1	+1	+1	+1	5	1.00	consistent
9	+1	+1	+1	+1	+1	5	1.00	consistent
10	+1	+1	+1	+1	+1	5	1.00	consistent
11	+1	+1	+1	+1	+1	5	1.00	consistent
12	+1	+1	+1	+1	+1	5	1.00	consistent
13	+1	+1	+1	+1	+1	5	1.00	consistent
14	+1	+1	+1	+1	+1	5	1.00	consistent
15	+1	+1	+1	+1	+1	5	1.00	consistent
16	+1	+1	+1	+1	+1	5	1.00	consistent
17	+1	+1	+1	+1	+1	5	1.00	consistent
18	+1	+1	+1	+1	+1	5	1.00	consistent
19	+1	+1	+1	+1	+1	5	1.00	consistent
20	+1	+1	+1	+1	+1	5	1.00	consistent
21	+1	+1	+1	+1	+1	5	1.00	consistent
22	+1	+1	+1	+1	+1	5	1.00	consistent
23	+1	+1	+1	+1	+1	5	1.00	consistent
24	+1	+1	+1	+1	+1	5	1.00	consistent
25	+1	+1	+1	+1	+1	5	1.00	consistent
26	+1	+1	+1	+1	+1	5	1.00	consistent
27	+1	+1	+1	+1	+1	5	1.00	consistent
28	+1	+1	+1	+1	+1	5	1.00	consistent



**Pearson's correlation coefficient of the questionnaire on the current status  
and desired state of enhancing guidelines using the concept of  
psychological teachers professional development for primary school  
in rural areas of Guangxi Province**

*Table 34 Pearson's correlation coefficient of the questionnaire on the current status  
and desired state of enhancing psychological teachers for primary school in rural  
areas of Guangxi Province*

Point number	Discriminant power value (ry)	
	Current states	Desired states
1.1	.25	.46
1.2	.31	.43
1.3	.35	.87
1.4	.36	.28
1.5	.44	.41
1.6	.22	.77
1.7	.23	.84
1.8	.76	.48
1.9	.35	.85
2.1	.51	.45
2.2	.23	.84
2.3	.35	.80
2.4	.22	.77
2.5	.32	.45
2.6	.35	.79
2.7	.39	.26
2.8	.54	.38
3.1	.31	.45
3.2	.90	.67
3.3	.39	.21
3.4	.51	.35

Number	Discriminant power value (ry)	
	Current states	Desired states
3.5	.24	.27
3.6	.36	.26
3.7	.75	.44
3.8	.35	.85
4.1	.63	.61
4.2	.31	.43
4.3	.76	.48
4.4	.26	.46
4.5	.24	.46
4.6	.35	.26
4.7	.30	.44

### Confidence level of the current and desired status query

*Table 35 Confidence level of the current status query*

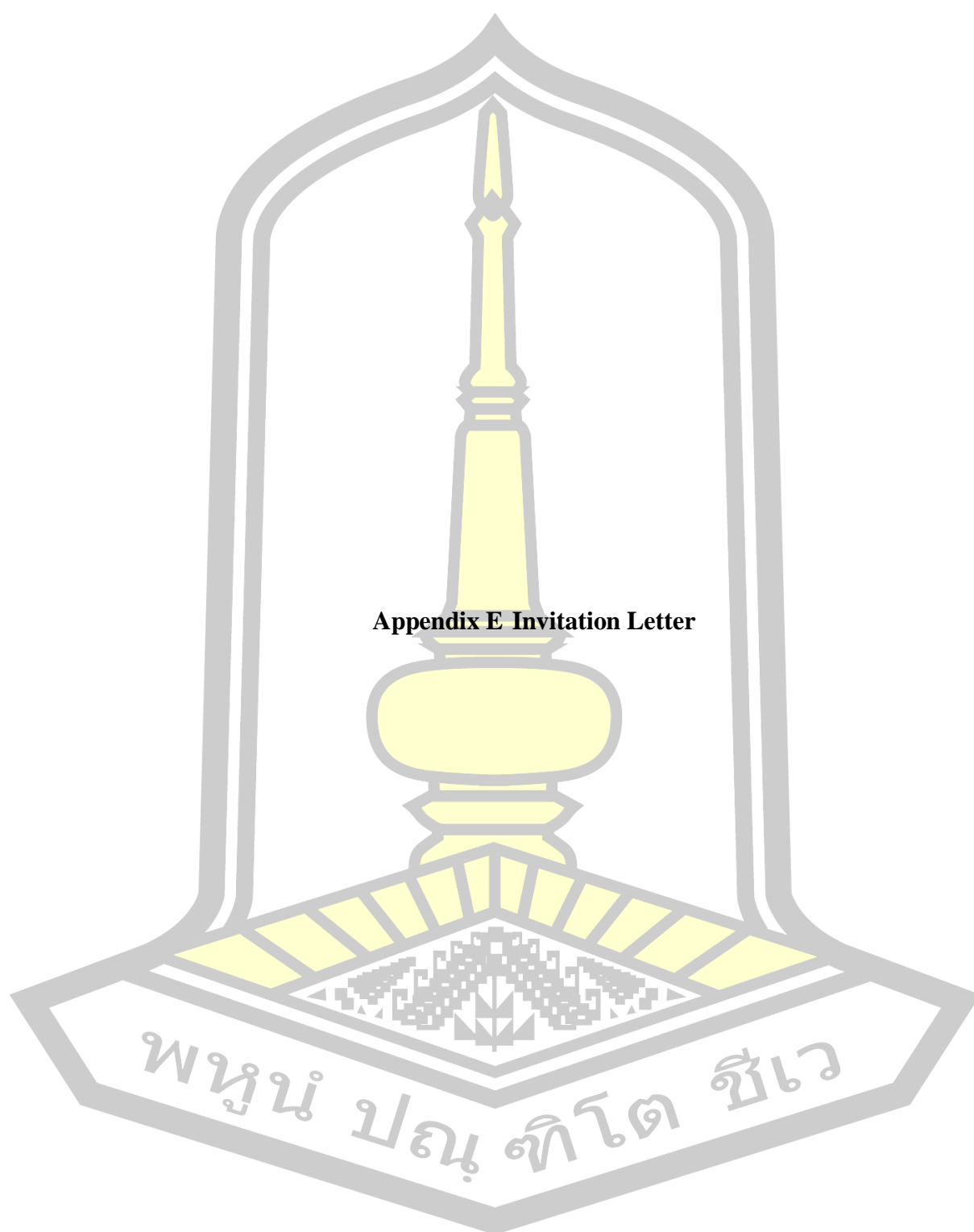
Reliability statistics	
Cronbach's Alpha Coefficient	Number of items
0.82.	30

It can be seen from table 32, the confidence value of the current condition questionnaire To be equal to 0.82.

*Table 36 Confidence level of the desired state query*

Reliability statistics	
Cronbach's Alpha Coefficient	Number of items
0.86	30

It can be seen from table 33, the confidence value of the desired condition questionnaire To be equal to 0.86.



**Appendix E Invitation Letter**



**FACULTY OF EDUCATION**  
**MAHASARAKHAM UNIVERSITY**

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL44

Date: January 3, 2024

**To:**

**Prof. Huang Jianyi**

Lecturer of Educational Management,  
Guangxi Minzu Normal University

**Subject:**

**Thesis Reviewer Invitation**

Our student, **Ms. Huo Jingjing**, ID **64010561021** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled "**The Guideline to Enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province**" under the guidance of Assoc. Prof. Tharinthorn Namwan and Asst. Prof. Karn Ruangmontri.

To ensure the successful execution and the highest quality of this research project, we are seeking your valuable expertise and experience. Therefore, I am delighted to formally invite you to serve as a reviewer for the research instrument designed for this thesis project.

Your participation in this academic endeavor is highly valued and appreciated. Should you require any further information or have questions regarding this invitation, please do not hesitate to email us.

Yours sincerely,

**Assoc. Prof. Chowwalit Chookhampaeng**

Dean, Faculty of Education,  
Mahasarakham University



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Center for International Affairs

MHERSI No. 0605.5 (2)/CL44

Date: January 3, 2024

**To:**

**Prof. Zhao Fucai**

Lecturer of Research and Development,  
Liaocheng University

**Subject:**

**Thesis Reviewer Invitation**

Our student, **Ms. Huo Jingjing**, ID **64010561021** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled "**The Guideline to Enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province**" under the guidance of Assoc. Prof. Tharinthorn Namwan and Asst. Prof. Karn Ruangmontri.

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**Assoc. Prof. Chowwalit Chookhampaeng**

Dean, Faculty of Education,  
Mahasarakham University



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Center for International Affairs

MHERSI No. 0605.5 (2)/CL44

Date: January 3, 2024

**To:**

**Prof. Dr. Li Jianping**

Doctor of Education, President of  
Tianjin Academy of Educational Sciences

**Subject:**

**Thesis Reviewer Invitation**

Our student, **Ms. Huo Jingjing**, ID **64010561021** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled "**The Guideline to enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province**" under the guidance of Assoc. Prof. Tharinthorn Namwan and Asst. Prof. Karn Ruangmontri.

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL44

Date: January 3, 2024

To:

**Prof. Dr. Liu Bingyuan**

Director of the Shandong  
Provincial Youth Research  
Institute

Subject:

**Thesis Reviewer Invitation**

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL44

Date: January 3, 2024

**To:**

**Prof. Fu Xiaoyan,**

The principal of Fulong Township Central  
Primary School, Daxin County, Guangxi

**Subject:**

**Thesis Reviewer Invitation**

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Dean, Faculty of Education,  
Mahasarakham University



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Center for International Affairs

MHERSI No. 0605.5 (2)/CL44

Date: January 3, 2024

**To:**

**Prof. Dr. Hong Ming'ai,**  
Pingxiang Primary School Mental  
Health Education Teaching and  
Researcher in Guangxi

**Subject:**

**Thesis Reviewer Invitation**

Our student, **Ms. Huo Jingjing**, ID **64010561021** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled "**The Guideline to enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province**" under the guidance of Assoc. Prof. Tharinthorn Namwan and Asst. Prof. Karn Ruangmontri.

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MHERSI No. 0605.5 (2)/CL44

Date: January 3, 2024

**To:**

**Prof. Huang Xusheng,**

The principal of Haiyuan Town Central  
Primary School, Ningming County, Guangxi

**Subject:**

**Thesis Reviewer Invitation**

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL44

Date: January 3, 2024

**To:**

**Prof. Dr. Luo Suo**

Mental health education expert in  
primary and secondary schools in  
Guangxi

**Subject:**

**Thesis Reviewer Invitation**

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**Assoc. Prof. Chowwalit Chookhampaeng**

Dean, Faculty of Education,  
Mahasarakham University



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Center for International Affairs

MHERSI No. 0605.5 (2)/CL44

Date: January 3, 2024

**To:**

**Prof. Dr. Ye Faqin,**

Mental health education expert in  
primary and secondary schools in  
Guangxi

**Subject:**

**Thesis Reviewer Invitation**

Our student, **Ms. Huo Jingjing**, ID **64010561021** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled "**The Guideline to enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province**" under the guidance of Assoc. Prof. Tharinthorn Namwan and Asst. Prof. Karn Ruangmontri.

To ensure the successful execution and the highest quality of this research project, we are seeking your valuable expertise and experience. Therefore, I am delighted to formally invite you to serve as a reviewer for the research instrument designed for this thesis project.

Your participation in this academic endeavor is highly valued and appreciated. Should you require any further information or have questions regarding this invitation, please do not hesitate to email us.

Yours sincerely,

**Assoc. Prof. Chowwalit Chookhampaeng**

Dean, Faculty of Education,  
Mahasarakham University





**FACULTY OF EDUCATION**  
**MAHASARAKHAM UNIVERSITY**

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Tel/fax +66 43 713 174  
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2)/5111

Date: November 2, 2023

To: **Whom It May Concern**

Shangshi Town Central Primary School,  
Pingxiang County, Guangxi Province, China

Subject: **Data Collection Permission Request**

Our student, **Ms. Huo Jingjing**, ID **64010561021**, majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled "**The Guideline to Enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province**" under the guidance of Assoc. Prof. Tharinthorn Namwan and Asst. Prof. Karn Ruangmontri.

To ensure this project's success and quality, we seek your permission to allow our students to process data collection within your institution.

The details of the data collection are as follows:

Thesis title: **The Guideline to Enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province**

The period of data collection: **November to December 2023**

We believe that your institution provides a valuable environment and resources that are essential for the successful execution of this research. The data collection process will be carried out diligently and with the utmost respect for your institution's policies and procedures. We acknowledge that the student has made the necessary preparations, including obtaining the Thesis title approval from our institution.

Should you require further information or clarification regarding this permission, please feel free to email us.

Yours sincerely,

**Assoc. Prof. Chowwalit Chookhampaeng**

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Center for International Affairs

MHERSI No. 0605.5 (2)/5111

Date: November 2, 2023

To: **Whom It May Concern**

Haiyuan Town Central Primary School,  
Ningming County, Guangxi Province, China

Subject: **Data Collection Permission Request**

Our student, **Ms. Huo Jingjing**, ID **64010561021**, majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled "**The Guideline to Enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province**" under the guidance of Assoc. Prof. Tharinthorn Namwan and Asst. Prof. Karn Ruangmontri.

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Center for International Affairs

MHERSI No. 0605.5 (2)/5111

Date: November 2, 2023

To: **Whom It May Concern**

Fulong Township Central Primary School,  
Daxin County, Guangxi Province, China

Subject: **Data Collection Permission Request**

Our student, **Ms. Huo Jingjing**, ID **64010561021**, majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled "**The Guideline to Enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province**" under the guidance of Assoc. Prof. Tharinthorn Namwan and Asst. Prof. Karn Ruangmontri.

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44000, THAILAND  
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Center for International Affairs

MHERSI No. 0605.5 (2)/5111

Date: November 2, 2023

To: **Whom It May Concern**

Mingfeng Central Primary School, Xiangshui Town,  
Longzhou County, Guangxi Province, China

Subject: **Data Collection Permission Request**

Our student, **Ms. Huo Jingjing**, ID **64010561021**, majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled "**The Guideline to Enhance Professional Psychological Teachers for Primary School in Rural Areas of Guangxi Province**" under the guidance of Assoc. Prof. Tharinthorn Namwan and Asst. Prof. Karn Ruangmontri.

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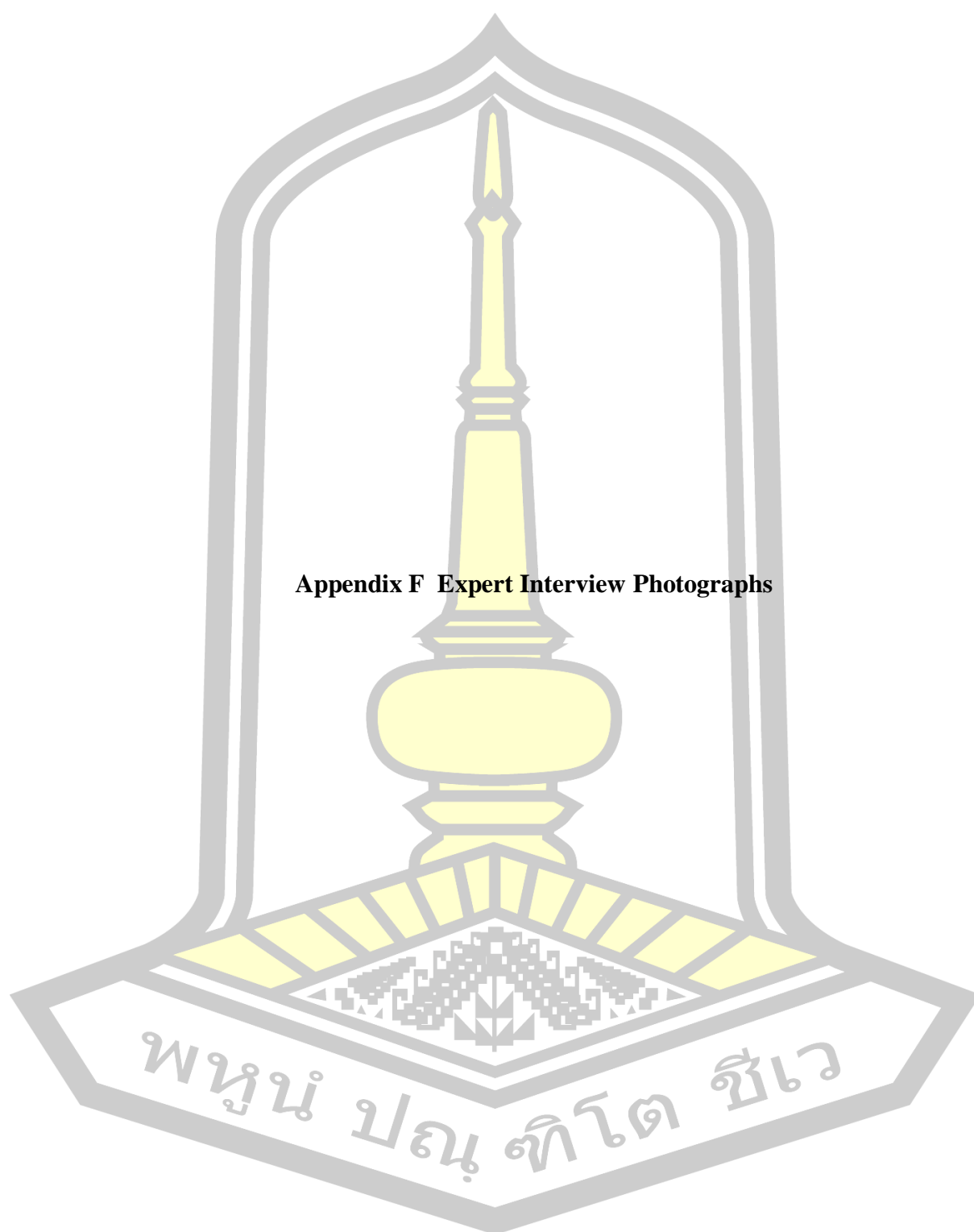
Should you require further information or clarification regarding this permission, please feel free to email us.

Yours sincerely,

**Assoc. Prof. Chowwalit Chookhampaeng**

Dean, Faculty of Education,  
Mahasarakham University

**Appendix F Expert Interview Photographs**





**Report the research contents, research methods and research tools to experts**



**Experts evaluate research tools and listen carefully to and record expert advice**

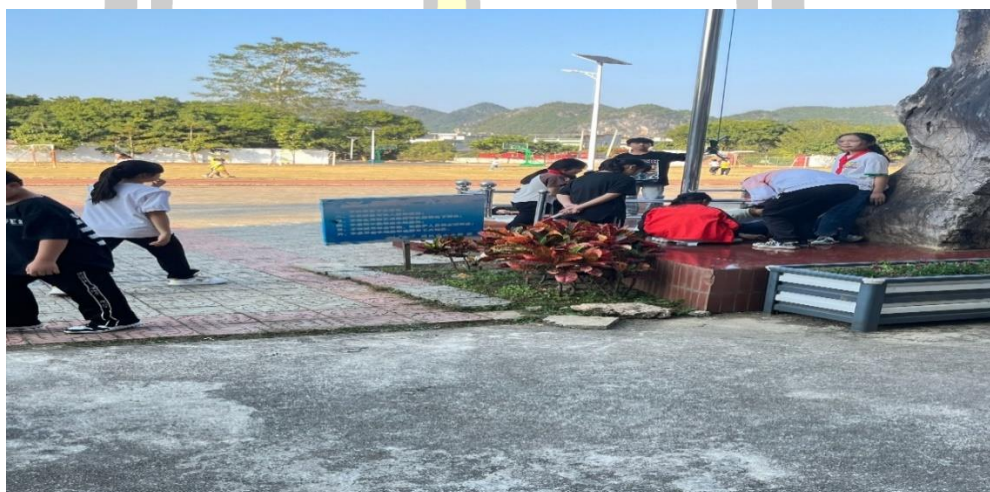




**A survey of primary schools in rural border areas of Guangxi Province**







**A survey of primary schools in rural border areas of Guangxi**



**Interview at Mingfeng Central Primary School, Xiangshui Town, Longzhou  
County, Guangxi Province, China**



**Interview at Fulong Township Central Primary School, Daxin County, Guangxi  
Province, China**





**Interview at Shangshi Town Central Primary School, Pingxiang County Guangxi  
Province, China**



**Interview at Haiyuan Town Central Primary School, Ningming County, Guangxi  
Province, China**

## BIOGRAPHY



**NAME** Jingjing Huo

**DATE OF BIRTH** 06 August 1983

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**ADDRESS** No.23,Fozi Road,Jiangzhou District,Chongzuo City,  
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2003 – 2007 Graduated from Liaocheng University, major Primary Education.

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2021 – 2024 Doctor of Education in Educational Administration and Development, Faculty of Education Mahasarakham University, Thailand.

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