



# Current Situation and Solutions to Overcome Psychological Difficulties in the Professional Activities of Newly Employed Preschool Teachers in Viet Nam: A Study at Several Preschools in Quang Tri Province

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**Abstract:** This article surveys the current situation and proposes solutions to overcome psychological difficulties in the professional activities of newly hired teachers in several preschools in Quang Tri province. The study was conducted with 75 newly hired teachers over the past 5 years using a survey method combining questionnaires and in-depth interviews, and data processing was done using SPSS software. The research results show that the majority of teachers face difficulties in their work, especially in managing children, organizing activities, and coordinating with parents. The causes stem from both subjective and objective factors. Based on this, the article proposes solutions from the school's side, such as strengthening training, providing psychological support, and coordinating with parents; and from the teacher's side, such as proactively learning and practicing soft skills, especially communication skills and emotional management. Supporting newly hired preschool teachers not only helps them overcome difficulties and improve the quality of education but also contributes to sustainable professional development.

**Keywords:** Psychological challenges; professional activities; newly recruited preschool teachers; Quang Tri province.

## I. Introduction

Early childhood education plays a fundamental role in shaping and developing the holistic personality of children aged 0 to 6, a period considered the "golden" stage for both physical and mental development. In this context, preschool teachers are the core force, directly carrying out the tasks of caring for, nurturing, and educating children. Compared to teachers at other educational levels, preschool teachers not only undertake the educational role but also replace parents in caring for and nurturing children daily, from meals and sleep to supporting their emotional development and the formation of their first social behaviors.

However, the practical experience of caring for, educating, and nurturing children in preschool shows that this is not an easy job. Teachers often face many difficulties and professional pressures, especially young teachers who are new to the profession and lack experience, and who have not yet adapted well to the new working environment. These difficulties and pressures can become barriers affecting the quality of their work and their commitment to the profession.

Several studies have addressed the correlation between occupational burnout and mental health problems such as depression, anxiety, and stress in teachers, notably the study by Tran Thi Minh Duc et al. (2021). Other works focus on stress in preschool teachers, for example: Trinh Viet Then and Mai Thi Nguyet Nga (2014) studied how preschool teachers cope with stress; Dau Minh Long and Hoang Tuong Van (2025) surveyed the stress levels of preschool teachers in private schools in Ho Chi Minh City; and Nguyen Thi Xuan Huong (2022) investigated coping skills for psychological difficulties in childcare.

Although the above studies have contributed to clarifying aspects related to stress and mental health of preschool teachers, There has been limited in-depth research on newly recruited preschool teachers, especially in the context of localities like Quang Tri province. Based on this reality , this article focuses on ... This study surveys the current psychological difficulties faced by newly hired preschool teachers and proposes some support measures. to help them overcome psychological obstacles and improve the quality of early childhood education.

## II. Research Results

### **2.1. Theoretical framework on psychological difficulties in the professional activities of newly hired preschool teachers**

#### **2.1.1. Basic Concepts**

##### *- Psychological difficulties*

To date, the concept of "psychological difficulty" in Psychology remains inconsistent. According to *the Vietnamese Dictionary*, "difficulty" means an obstacle that requires significant effort or is a lack of resources. The Dictionary of Psychology defines it as: "Psychological barrier is a psychological state manifested in excessive passivity of the subject, hindering the performance of actions" (Vu Dung, 2000). Author Nguyen Duc Son (2018) argues that psychological difficulty refers to internal influences within an individual that cause certain levels of hindrance in activities, daily life, and social interactions. This perspective broadens the scope of the phenomenon's influence – not limited to professional activities, but also impacting the individual's personal life and social relationships.

In summary, psychological difficulties can be understood as unfavorable states arising from within an individual, manifested through negative emotional, cognitive, and behavioral responses, which significantly hinder their functioning, quality of life, and ability to adapt to society.

##### *- Psychological difficulties in the professional activities of preschool teachers*

Based on the general concept of psychological difficulties, we propose the following definition of psychological difficulties in the professional activities of preschool teachers: Negative psychological states arising during the performance of professional duties, manifested as fatigue, stress, lack of motivation, anxiety, and lack of self-confidence, reduce work efficiency, affect the quality of childcare and education, and negatively impact the professional development and personal lives of teachers.

This is a common phenomenon in high-intensity, high-pressure work environments – especially in the preschool teaching profession, which demands great patience, emotional intelligence, and psychological resilience to meet the specific job requirements. The psychological difficulties faced by preschool teachers can manifest in many different ways. Within the scope of this article, we focus on analyzing the manifestations of psychological difficulties based on the task groups stipulated in the professional standards for preschool teachers, aiming to clarify the relationship between job requirements and the psychological obstacles that teachers may encounter in performing their duties.

#### **2.1.2. Manifestations of psychological difficulties in the professional activities of preschool teachers**

During the course of their duties in caring for, nurturing, and educating children, preschool teachers frequently face numerous psychological pressures stemming from the nature of their profession. These work difficulties not only affect the quality of education but also cause negative psychological manifestations in teachers, reducing the effectiveness of their work in raising and educating children. From this perspective, we will examine some manifestations of psychological difficulties commonly encountered by preschool teachers, as follows:

Firstly, teachers often feel pressured to manage and ensure the safety and well-being of children throughout their time in the classroom. The worry about potential accidents or unforeseen incidents keeps teachers constantly stressed and exhausted.

Secondly, they face difficulties in developing age-appropriate care and education plans for children. Many teachers feel confused and lack confidence due to the complex nature of the job, which demands solid professional knowledge and flexible creativity in each educational activity.

Thirdly, organizing childcare and educational activities according to plans and professional regulations is also a major pressure. Teachers often become overloaded when they have to perform many tasks simultaneously under conditions of limited time, facilities, and personnel.

Fourth, difficulties in coordinating with superiors and colleagues can lead to feelings of isolation and lack of support for teachers. Differences in viewpoints or working methods can easily lead to conflict, increasing psychological stress in the workplace.

Fifth, the effective management and utilization of teaching facilities and equipment also causes teachers anxiety, especially when the physical conditions do not meet the requirements, forcing them to make do or find alternative solutions.

Sixth, ineffective coordination with children's families is also a factor contributing to teacher stress. When parents are uncooperative, set excessively high expectations, or react negatively, teachers easily become anxious and pressured in achieving holistic educational goals.

Ultimately, the difficulty in assessing children's development causes anxiety and a lack of confidence in teachers. They face pressure from school and parent expectations, as well as demands for accurate, objective, and comprehensive assessments.

From the above observations, it is clear that preschool teachers are enduring significant psychological pressure in the performance of their professional duties. Clearly identifying these difficulties is crucial for educational administrators, schools, and teachers themselves to develop appropriate support solutions to improve mental health, work efficiency, and the quality of preschool education.

### *2.1.3. Causes of psychological difficulties in the professional activities of newly hired preschool teachers*

#### *- Subjective causes*

Subjective causes are factors stemming from the psychological characteristics, abilities, attitudes, and professional experience of teachers.

*Firstly, a lack of passion for the profession and love for children* is one of the fundamental causes of psychological difficulties in the professional activities of newly hired teachers. For preschool teachers, passion is the driving force that helps them persevere, overcome pressure, and stay committed to the job long-term. Without this commitment, teachers easily fall into a state of discouragement, fatigue, and a lack of motivation.

*Secondly, a lack of perseverance and proactiveness in their professional activities* creates many obstacles for newly qualified teachers. Unaccustomed to the pressure of the job, they easily feel overwhelmed when simultaneously taking on multiple roles: caregiver, teacher, manager, and psychological counselor for children. The inability to self-regulate and adapt leads to stress, anxiety, and even a loss of self-confidence.

*Thirdly, lack of experience and limitations in professional knowledge and skills* directly affect professional psychology. Newly qualified teachers often lack sufficient practical experience in handling pedagogical situations and do not fully understand the psychophysiological development characteristics of preschool children, leading to confusion in organizing care and educational activities. When faced with failure, they easily develop feelings of helplessness or fear of making mistakes, thus creating prolonged psychological pressure.

Finally, *a lack of self-confidence, emotional management skills, and the ability to cope with occupational stress* are also significant factors. Some new teachers lack the skills to control their personal emotions when faced with children's unpredictable behavior or negative feedback from parents, causing stress to easily translate into anxiety, low self-esteem, or avoidance of the job.

#### *- Objective causes*

Objective causes are external factors that affect the psychology and work performance of preschool teachers, including professional conditions, the working environment, and social relationships within the school.

*First and foremost, the characteristics of the target group – young, immature preschool children* – are objective factors that strongly impact the psychology of teachers. Children at this age are active, easily changeable in emotions, difficult to control their behavior, and often require constant attention and care. Ensuring the safety and guiding the behavior of these children requires teachers to maintain a high level of concentration, leading to prolonged fatigue and stress.

*Furthermore, a lack of support and assistance from superiors and colleagues* is a common cause of isolation and disconnect in the teaching environment. New teachers often need guidance and experience sharing, but without this support, they easily feel abandoned, leading to decreased professional motivation.

Furthermore, the limited facilities and equipment in preschools also add pressure on teachers. A lack of teaching materials, cramped spaces, or unsafe equipment forces them to improvise, increasing their workload and psychological stress.

Another reason is a lack of cooperation from parents. In many cases, parents do not fully understand the specifics of early childhood education, have inappropriate expectations, or react negatively when problems arise, causing teachers to feel pressured and lose confidence in their work.

Finally, there is a lack of professional guidance documents and support tools. This makes it difficult for teachers to update their teaching methods, assessment techniques, and educational activities to reflect modern practices. This reduces their confidence, causes anxiety, and leads to fatigue as they have to independently explore and find solutions in practice.

## **2.2. The current situation of psychological difficulties in the professional activities of preschool teachers.**

### **2.2.1. General overview of the survey**

*Survey subjects and methods:* The survey was conducted with 75 newly recruited preschool teachers (with less than 5 years of experience) at the following schools in Quang Tri province: Quang Phu Preschool, Hai Thanh Preschool, Bao Ninh Preschool, Nghia Ninh Preschool, Dong Phu Preschool, and Hoa Hong Preschool. Data collection was carried out through direct distribution of survey questionnaires to teachers, combined with in-depth interviews with some subjects to supplement and clarify issues related to the research content.

*Survey tools:* We developed a questionnaire consisting of closed and open-ended questions to collect information for the research. Specifically: *Question 1* was designed to survey the level of psychological difficulty, which preschool teachers encounter during their work; *Question 2* focus on learning Manifestations of psychological difficulties, which include 7 specific symptoms. 3 levels of evaluation: *frequently, occasionally, and never*; Questions 3 and 4 It is used to identify the subjective and objective causes of psychological difficulties in teachers' professional activities, with three levels of impact: The *factors considered included significant influence, minimal influence, and no influence*. Additionally, we included open-ended questions to gather feedback and suggestions from teachers. regarding Solutions to overcome psychological difficulties. In addition to questionnaire surveys, the research team also conducted in-depth interviews with a number of teachers at the surveyed schools to clarify and supplement information on the research issues.

*Statistical processing:* In this study, we used SPSS software to process and analyze the data obtained from the survey. The main statistical methods used included calculating the mean, standard deviation, number, and percentage, in order to clarify the manifestations and causes of psychological difficulties. In the professional activities of preschool teachers.

With the following scoring conventions in the questionnaire: Frequent, High Impact: 3 points; Occasionally, Low Impact: 2 points; Never, No Impact: 1 point. The average value is classified as follows: - From 1 to 1.67: Low level; - From 1.68 to 2.33: Medium level; - From 2.34 to 3: High level

### **2.2.2. Results of the study on the current situation**

#### **- Level of psychological difficulty for teachers**

Preschool teachers, especially those new to the profession, often face numerous psychological challenges in the process of caring for, nurturing, and educating children. Through research on the level of these psychological difficulties, we obtained the following results:

**Table 1. Levels of psychological difficulty for preschool teachers.**

Difficulty level	Number of teachers	Ratio ( %)
Very difficult	25	33.3
Hard	37	49.3
Less difficult	13	17.3

The results from Table 1 reflect the reality of psychological difficulties in the professional activities of preschool teachers. Specifically, out of a total of 75 teachers surveyed, 33.3% reported experiencing "very difficult" situations and 49.3% reported "difficult" situations in caring for, nurturing, and educating children. Conversely, only 17.3% of teachers felt

they “experienced few difficulties”. Through interviews, teacher NTN (Hoa Hong Preschool) shared: “As a new teacher, although I received formal training at a professional school, when I first started working, I encountered many difficulties and felt confused in my work because I hadn't had time to adapt”. This research shows that the majority of preschool teachers, especially those new to the profession, are facing many psychological obstacles when performing their duties of caring for and educating children. It is noteworthy that these psychological difficulties not only affect the mental health of teachers but also directly impact the quality of childcare and education. Therefore, the issue is the need for practical measures to support and cultivate professional and psychological skills for preschool teachers, especially young teachers, to help them adapt to the work environment, overcome difficulties, and achieve sustainable career development.

- Manifestations of psychological difficulties in the professional activities of preschool teachers

**Table 2. Current status of psychological difficulties among preschool teachers.**

TT	Manifestations	Average	DC
1	The challenge lies in managing children and ensuring their health and safety throughout their time in the classroom.	2.41	0.59
2	Difficulties in developing age-appropriate care and education plans for children in the class I am responsible for.	2.31	0.6
3	Difficulties in organizing childcare and education activities according to educational plans and professional regulations.	2.37	0.6
4	Difficulty in coordinating with superiors and colleagues during the work process.	2.13	0.63
5	Difficulties in managing and effectively utilizing the facilities and equipment of the classroom group.	2.17	0.62
6	Difficulties in coordinating with children's families to achieve educational goals for children.	2.39	0.59
7	Difficulties in assessing child development.	2.31	0.57

In general, newly hired preschool teachers often encounter many difficulties in their professional activities, with varying degrees of manifestation depending on the specific tasks. Among these, the most frequent difficulty is “in *Managing children and ensuring their health and safety throughout their time in class*” (Mean = 2.41; Standard Value = 0.59). This is understandable, as managing and ensuring children's safety is a crucial and stressful task for every teacher, especially for new teachers. The stress is even more pronounced due to a lack of classroom management experience and teachers often worry about the risk of unforeseen incidents.

Next is the indicator “*difficulty in coordinating with the children's families*” (Average score = 2.39). Newly qualified teachers often lack sufficient pedagogical communication skills and experience in handling situations in their relationships with parents. Having to communicate, persuade, or deal with unrealistic expectations from parents can lead to stress, confusion, and even a loss of confidence, thereby directly affecting the effectiveness of cooperation between families and schools.

Another frequently assessed difficulty is “*difficulty in organizing planned childcare and educational activities*” (Average score = 2.37). For new teachers, implementing activities according to the educational plan, ensuring children's interest, and achieving holistic development goals is not easy. This requires observation skills, flexibility in adjusting to situations, and a firm grasp of activity organization methods – skills that new teachers are still in the process of perfecting.

In addition, other manifestations include: “*Difficulty in assessing children's development*” and “*Difficulty in developing care and education plans for children*”. (Average score = 2.31), belonging to the group that occasionally encounters difficulties. Although not yet at the “frequent” threshold, for new teachers, these are still significant challenges due to a lack of professional experience, difficulties in defining goals, selecting content appropriate for each age group, and in applying tools to assess children's development effectively and objectively.

At a lower level, manifestations such as “*Difficulty coordinating with superiors and colleagues*” (Mean score = 2.13) and “*Difficulty in managing and effectively utilizing facilities*” (Mean score = 2.17) are also common among new teachers, especially when they are unfamiliar with the school's organizational structure or do not yet understand how to utilize,

maintain, and arrange equipment and teaching materials in the classroom. These still indirectly affect the teachers' morale during the early stages of their careers.

The standard deviations in the responses ranged from 0.57 to 0.63, indicating a high degree of consensus among teachers and confirming that these difficulties are not isolated incidents but rather systemic issues, particularly noticeable among new teachers lacking a solid foundation in expertise, skills, and experience.

Thus, newly hired preschool teachers face psychological challenges in various aspects of their professional work. Therefore, investing in supporting and developing new teachers is a crucial strategy for sustainably improving the quality of preschool education.

*- Causes of psychological difficulties in the professional activities of preschool teachers*

During the process of caring for, educating, and nurturing children, preschool teachers frequently encounter many difficulties stemming from both subjective and objective causes. The research results are shown in the following table:

**Table 3. Causes of psychological difficulties in the professional activities of preschool teachers.**

TT	Causes of difficulties	Average	DC
<b>Subjective causes</b>			
1	They lacked passion for the profession and love for children.	3.35	0.6
2	Lack of perseverance and initiative in professional activities.	3.65	0.57
3	Lack of experience in caring for, educating, and raising children.	3.55	0.55
4	Limitations in specialized knowledge and professional skills.	3.4	0.6
<b>Objective causes</b>			
5	The subjects of care and nurturing are young, immature children.	3.5	0.58
6	Lack of support and assistance from superiors and colleagues.	3.38	0.61
7	The school's facilities and equipment are still limited.	3.3	0.63
8	Lack of coordination from the young family.	3.45	0.58
9	Lack of guidance documents, lack of specialized support tools.	3.32	0.59

The survey data in Table 3 shows that there are many causes of psychological difficulties in the professional activities of preschool teachers, stemming from both subjective and objective factors.

Among the subjective factors, the most influential was *"lack of perseverance and proactiveness in professional activities"* with a mean score of 3.65 and a standard deviation of 0.57. This is easily explained by the high-pressure environment of preschool education, which requires teachers to have a serious professional attitude, the ability to work flexibly and persistently, and to react quickly to emerging situations. Without developing these habits, teachers are prone to prolonged stress and fatigue.

Next is the reason *"lack of experience in caring for, educating, and nurturing children"* (Mean score = 3.55; Standardized score = 0.55). This is a specific difficulty for newly qualified teachers, who lack practical experience and often feel awkward in handling unforeseen situations, easily leading to anxiety, lack of confidence, and psychological pressure when work performance is not as expected.

Furthermore, *"limitations in professional knowledge and skills"* (Average score = 3.40, Standard deviation = 0.6) is also a noteworthy cause. Despite receiving training, the gap between theory and practice remains quite large, coupled with a failure to keep up with new methods, educational technologies, and child psychology, leading teachers to easily fall into a state of stress and helplessness in their work.

Among the objective causes, the factor assessed as having the most significant influence was *"the characteristics of young, immature preschool children"* (Mean = 3.50; Standardized = 0.58). Children at this age have limited ability to control their behavior and emotions, and their unstable reactions require teachers to constantly observe and adjust, leading to fatigue and prolonged stress.

The cause of *"lack of cooperation from the children's families"* (Mean = 3.45, Standardized = 0.58) also significantly contributed. When parents do not cooperate closely, have distorted views, or unrealistic expectations, teachers are easily pressured in communicating, exchanging information, and handling situations related to children's behavior.



In addition, factors such as “lack of support from superiors and colleagues” (average score = 3.38) and “lack of guidance materials and professional support tools” (average score = 3.32) also have a significant impact on teachers’ psychology, especially when they experience a lack of direction, support, or opportunities for professional sharing in their work. In summary, correctly identifying the causes and extent of the impact not only helps to understand the psychological state of preschool teachers, but also serves as an important basis for developing practical support measures, contributing to improving the working environment and enhancing the quality of preschool education.

### **2.3. Solutions to overcome psychological difficulties in the professional activities of preschool teachers**

#### *2.3.1. Solutions from the perspective of educational management agencies*

*First, develop policies to support and encourage newly hired preschool teachers.*

*Objective:* This measure helps teachers stabilize their mental state, adapt to the new work environment, have opportunities for learning and professional development, and remain committed to their profession in the long term.

*How to do it:*

- The Department of Education and Training needs to have supportive and encouraging policies for newly hired teachers, such as: promptly rewarding teachers who show effort and dedication in their work, providing financial support, or prioritizing working conditions for teachers working in disadvantaged areas.
- Organize training programs for new teachers with content including: classroom management skills, pedagogical problem-solving skills, stress management skills, etc.
- Establish a career mentoring mechanism: Experienced teachers are assigned to support new teachers to help them adapt quickly, improve their professional skills, and develop their pedagogical abilities.

*Monday, investing in and improving facilities and the working environment for preschool teachers.*

*Objective:* To minimize professional stress, improve work efficiency, and create favorable material and spiritual conditions for teachers in the process of caring for, nurturing, and educating children.

*How to do it:*

- Prioritize investment in equipment, supplies, and teaching materials that ensure safety, aesthetics, and child-friendliness, while effectively supporting teachers' teaching activities.
- Improve the pedagogical environment towards safety and friendliness: classrooms should be well-ventilated, play areas should meet standards, and rest areas should be appropriately arranged for teachers.
- Promote the socialization of education, mobilizing the participation of parents, social organizations, and local communities in improving facilities and working conditions for preschool teachers.

#### *2.3.2. Solution Group on the school's side*

*Firstly, regularly provide professional development and training to new teachers to enhance their knowledge and skills. into the profession*

*Objective:* This measure aims to enhance the professional competence and skills of new teachers, helping them adapt quickly to the work environment and gain confidence in caring for, educating, and nurturing children. Through regular access to practical training content, teachers can improve their classroom management skills, handle pedagogical situations, and communicate effectively with parents, thereby reducing stress and psychological difficulties and improving the quality of their professional activities.

*How to do it:*

- Schools should develop regular training plans on a monthly, semester, or annual basis, closely aligned with the actual needs of new teachers.
- Organize training courses and workshops on teaching methods, childcare, handling situations, communication and interpersonal skills, etc, with the participation of experts and key teachers.
- Implement the "veteran teachers mentoring new teachers" model to provide direct support in professional expertise and share practical experiences.
- Encourage new teachers to engage in self-study, participate in online courses, read professional materials, and exchange ideas through internal social media groups.
- Organize observation sessions, provide feedback, and evaluate training activities to adjust content and methods to better suit practical needs.

*Secondly, promote the supportive role of superiors and experienced colleagues for new teachers.*

*Objective:* Timely attention, listening, and support from school leaders and experienced colleagues will help teachers reduce psychological pressure and feel supported in their profession.

*How to do it:*

- The school administration needs to create an open space for conversation, listen to the thoughts and aspirations of teachers, and share their experiences, and then provide appropriate support.
- Flexible and reasonable work assignments: There needs to be a reasonable adjustment of personnel during peak periods such as the end of the semester or major events. For teachers experiencing health or psychological difficulties, appropriate workload reduction policies should be implemented.
- Creating relaxing spaces at school: arranging rest areas with greenery, soft music and comfortable seating to help teachers recharge during breaks is a practical way to support their mental health.

*Thirdly, close cooperation between schools and parents is essential in the process of nurturing, caring for, and educating children.*

*Objective:* To enhance understanding, consensus, and support from parents to facilitate teachers' work in caring for and educating children; to reduce pressure, conflicts, and psychological difficulties caused by a lack of family cooperation; and thereby contribute to improving the morale, motivation, and effectiveness of preschool teachers.

*How to do it:*

- Establish regular and effective communication channels with parents through various methods such as: Organizing regular parent-teacher meetings; Using platforms like Zalo, Facebook, electronic communication logs, etc., to quickly exchange information about children's academic progress and psychological well-being; Encouraging parents to provide constructive feedback through anonymous surveys or suggestion boxes...
- Strengthening family-school bonding activities: Coordinating the organization of extracurricular activities, family days, and traditional festivals with the participation of parents and children; Inviting parents to participate in childcare and education activities (such as storytelling, life skills training, etc).
- Raising awareness and educating parents through activities such as: conducting thematic workshops and seminars on the role of the family in early childhood education, with particular emphasis on coordination in providing psychological support for children and teachers; publishing newsletters or short materials on methods of educating children and appropriate interactions with teachers.
- Resolving conflicts proactively and promptly: The school has established a process for receiving and handling feedback from parents, ensuring objectivity and respect for teachers; teachers receive training in communication skills and pedagogical conduct in sensitive situations.
- Building trust and respect between parents and teachers: The school administration regularly highlights teachers who demonstrate high responsibility and actively cooperate with parents to spread a positive image; encouraging parents to share and motivate teachers through concrete actions (sending thank-you notes, providing learning materials, participating in classes, etc).

### *2.3.3. Solutions from the teacher's perspective*

*First, continuously learn and improve your professional knowledge and skills anytime, anywhere.*

*Objective:* To help preschool teachers proactively develop their professional competence, gradually adapt to the requirements of educational reform and changes in practical work. To enhance self-confidence and minimize feelings of pressure and stress caused by a lack of knowledge and skills when handling pedagogical situations.

*How to do it:*

- Teachers need to develop a clear individual learning plan: To do this, teachers need to identify areas where they are weak. They should create a specific learning plan by month or quarter, selecting priority content for in-depth study and practical application. They should note learning objectives, learning methods, and a specific timetable to ensure feasibility.
- Actively participate in professional development activities, specifically: Proactively register for training courses and professional workshops organized by the school and the Department of Education; Participate in online training courses (via platforms such as Coursera, Edumall, Viettel Study, etc.); Search for, store, and read professional materials (early childhood education books, articles, electronic textbooks, etc.); Follow YouTube channels that share childcare skills and



preschool teacher community pages to learn from practical experience; Practice writing educational plans, making teaching aids, and designing educational games using presentation software.

- Peer learning: Participate in professional group meetings, observe lessons, and learn from the experiences of excellent teachers in the school; Organize regular professional sharing sessions where each teacher is assigned to share a specific topic; Establish internal Zalo or Facebook groups for quick exchange, sharing of materials, or pedagogical situations.

*Secondly, regularly practice soft skills, especially emotional management and positive pedagogical communication skills in the preschool education environment.*

**Objective:** To help preschool teachers improve their ability to identify and regulate personal emotions, while developing positive communication and collaboration skills in the educational environment. This approach contributes to creating a friendly work environment, building harmonious relationships with children, parents, and colleagues, thereby reducing professional stress and improving the effectiveness of teaching.

**How to do it:**

- Actively participate in professional development and skills training activities such as soft skills classes, training sessions, and workshops on communication skills, emotional management skills for teachers, classroom management skills, and handling situations... especially for newly hired teachers.

- Actively participate in professional group activities. Through observing colleagues' lessons and sharing experiences in handling pedagogical situations, teachers can utilize internal communication channels (Zalo, Facebook, etc.) to discuss, support, and learn from each other flexibly and regularly, in addition to direct exchange.

- Maintain regular, open communication with parents. via phone, text message, or in-person meetings. Establish a "discussion corner" in the classroom to facilitate parental input and participation in educational activities, thereby enhancing understanding and support in the child's development.

- Conduct periodic self-assessments. At the end of each week, review the communication and emotional management situations you have handled. Record lessons learned, identify strengths and weaknesses, and set specific improvement goals. Simultaneously, actively seek feedback from your supervisor or colleagues to progressively improve your skills.

### III. Conclusion

Research results show that newly hired preschool teachers are facing many psychological difficulties in their professional activities. These include: *difficulties in managing children and ensuring their health and safety throughout their time in the classroom; and difficulties in coordinating with families to achieve educational goals. Difficulties in organizing childcare and education activities according to educational plans and professional regulations...* These difficulties not only affect the mental health of teachers but also directly impact the quality of childcare and education. Research results also indicate that the causes of these psychological difficulties stem from both subjective factors such as lack of experience, skills, and perseverance in the profession, as well as objective factors such as the age characteristics of the children, lack of parental cooperation, limitations in facilities, and support from the school. Based on this, the article proposes several practical solutions from the school and the teachers themselves to support preschool teachers, especially new teachers, in overcoming psychological barriers and improving professional effectiveness.

This initial study only surveyed 75 subjects, all preschool teachers, in several preschools in Quang Tri province. The research results can serve as a basis for further studies on the current situation and solutions to overcome psychological difficulties in the professional activities of newly hired preschool teachers nationwide.

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