THE CONTEXT OF SEL-APPLIED COMPETENCE IN TEACHING ETHNICS OF VIETNAM PRIMARY TEACHERS: ASSESSED FROM SCHOLL ADMINISTRATORS' PERSPECTIVE

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Abstract - The article presents the context of Vietnamese primary teachers' SEL-applied competence in teaching Ethics from the perspective of school administrators. Through questionnaires and interviewing over 400 teachers nationwide, we found that this competence of teachers is quite good. The results showed that teachers knew and understood the teaching orientation of competency-based development under the general education curriculum and initially apply the SEL model to teaching Ethics - a subject that content similar to the SEL model. This is an important basis for researching to improve and develop the SEL-applied competence in teaching, as well as to expand the understanding and research directions on SEL in other developing countries.

Keywords - Ethnics, Primary Teachers, SEL-Applied Competence, SEL Model, Social-Emotional Competence.

I. INTRODUCTION

The trend of applying the social-emotional learning (SEL) model to the educational curriculum is currently popular in developed and developing countries. This practice shows that training, fostering as well as preparing the SEL-applied competence in teaching for teachers is a practical requirement. According to the CASEL (2017) as well as a study by Schonert-Reichl (2017) and Weissberg and Cascarino (2013), teachers need to be trained and have social-emotional competence (SEC) before they are trained in the SEL model and applied this model in their career. [1-3] However, there are still limitations as well as the teachers' own SEC was inadequate. [4]

The current practice of Ethnics education for students in Vietnam has achieved many achievements in the application of new teaching models and methods. The new context shows that when the 2018 general education curriculum is implemented, learning materials or textbooks are the means, then the material for teachers to design lessons is important. Mastering the framework program and detailed program is still not enough, it also requires teachers to have the competence to deploy. In the Ethics program, there are 4 content circuits: moral education, life skills education, economic education, and legal education, in which there are contents closely associated with SEC, showing that teachers must master their SEC, know how to exploit and apply the SEL model to implement Ethics effectively. Therefore, fostering the SEL-applied competence in teaching Ethics has received more attention because the specific requirements of the subject require teachers to influence students and form SEC for them. This is one of the new approaches to improving professional competence for teachers. The SEL-applied competence to teaching Ethics is understood as the ability to detect practical problems in teaching Ethics related to the SEL model, to mobilize knowledge, or to explore and discover new knowledge about the SEL model as well as social-emotional skills related to Ethics teaching to teach this subject effectively. The SEL-applied competence to teaching is the process by which teachers solve practical problems in the teaching of Ethics for primary students by turning the theoretical knowledge about the SEL model that they already have in a classroom. To some extent to develop SEC for students through lesson plans with a series of specific learning activities for students in Ethics. [5-6] More specifically, the SEL-applied competence to teaching Ethics at the primary level includes the manifestations of identifying and discovering options for organizing the teaching of Ethics for students by exploiting and applying knowledge related to the SEL model to develop lesson plans, deploy lesson plans to promote the achievement of students' required requirements, smoothly and effectively.

Aware of the importance of SEC for teachers and the application of the SEL model in teaching activities, especially teaching Ethics - a subject with similar content with 5 components in the SEL model (self-awareness, self-management, social awareness, relationship skills, responsible decision-making), the study of human resource development orientations applying the SEL model Teaching Ethics on a group of participants who are primary teachers is necessary. This study aims to understand the context of the SEL-applied competence to teaching Ethics of primary teachers from the perspective of school administrators. The purpose of this study is to

describe the perception of school administrators about the competence of teachers currently as a basis for proposing solutions for future development.

II. METHODS

This is a cross-sectional study using the dominant questionnaire from January 2021 to October 2021 in Vietnam. The participants were 400 school administrators. Most of the participants had less than 10 years of working experience: 131 participants with less than 5 years of service experience, accounting for 32.8%, 155 participants with working seniority from 5 to 10 years, accounting for 38.8%, 69 participants having working experience from 10 to 15 years accounted for 17.1% and only 45 participants with working seniority over 15 years accounted for 11.3%. Regarding educational level, 55 participants had college and intermediate degrees, accounting for 13.8%, 250 participants with bachelor degrees accounting for 62.5%, 56 participants with master degrees accounting for 14%, and 39 participants s with Ph.D. degrees, accounting for 9.8%. Regarding gender, 152 (38.0%) were male, and 248 (62.0%) female participants.

In this paper, we approach the content of the SEL-applied competence to teach Ethics based on the established theory, the manifestations of the SEL-applied competence to teaching Ethics in primary schools include: (1) General perception about SEL model, SEL-teaching methods, and SEL-applied competence to teaching Ethics; (2) SEL-orientated teaching competence and (3) SEL-applied competence to teaching Ethics (which includes the competence to design and develop Ethics lessons according to the SEL model). This is the basis for us to build the questionnaire. In addition, we also used the interview method based on 3 established expression groups to better understand the advantages and limitations of the SEL-applied competence in teaching Ethics of teachers.

To analyze the data, we used descriptive statistics (frequency, rate) to describe the context of the SEL-applied competence to teaching Ethics. Participants' responses were evaluated on 5 levels and coded using SPSS for windows 24.0 software: Level 1 = 1, level 2 = 2, level 3 =3, level 4 =4, and level 5=5. The meanings of the levels are coded as follows: 1.00 – 1.80: Poor, 1.81 – 2.61: Weak, 2.62 – 3.42: Moderate, 3.43 – 4.23: Good, 4.24 – 5.00: Very good. For interview data, written interviews were used and archived by ATLAS.9 software. Interview passages were cited to supplement the evidence for SPSS data.

III. RESULT AND DISCUSSION

The current context of SEL-applied competence to teaching Ethics of teachers from the perspective of school administrators' evaluation was surveyed and analyzed on 3 component competencies of the SEL-applied competence in teaching Ethics. The results of Table 1 presented the context of assessing the general perception of the SEL model, SEL-teaching methods, and SEL-applied competence to teaching Ethics from the school administrators' perspective.

Item		Level					M	SD	Rank
		1	2	3	4	5			
1.1. Describe the concept of social-emotional competence.	N	32	22	71	193	82	3.68	1.11	9
	%	8.0	5.5	17.8	48.3	20.5			
1.2. Describe the concept of the SEL model.	N	12	46	46	210	86	3.78	1.01	5
	%	3.0	11.5	11.5	52.5	21.5			
1.3. Present the educational principles of the SEL model.	N	17	65	67	134	117	3.67	1.18	10
	%	4.3	16.3	16.8	33.5	29.3			
1.4. Present the characteristics and content circuits in the subject of Ethics.	N	17	40	61	194	88	3.74	1.04	6
	%	4.3	10.0	15.3	48.5	22.0			
1.5. Analyze the relationship between the content circuits in the Ethics subject with the core components of the SEL model.	N	16	46	47	179	112	3.81	1.09	4
	%	4.0	11.5	11.8	44.8	28.0			
1.6. Present the concept of teaching to develop learners' capacity.	N	13	26	64	155	142	3.97	1.03	2
	%	3.3	6.5	16.0	38.8	35.5			
1.7. Present the nature and process of teaching to develop learners' capacity.	N	24	63	37	154	122	3.72	1.22	7
	%	6.0	15.8	9.3	38.5	30.5			
1.8. Present the nature and process of teaching and developing learners' competence in the subject of Ethics.	N	4	69	93	166	68	3.56	1.00	11
	%	1.0	17.3	23.3	41.5	17.0			
1.9. Present the concept of teaching and developing learners' competencies according to the SEL model.	N	14	70	59	140	117	3.69	1.17	8
	%	3.5	17.5	14.8	35.0	29.3			
1.10. Present the nature and process of teaching and developing learners' competence in Ethics according to the SEL model.	N	10	21	50	203	116	3.99	0.92	1
	%	2.5	5.3	12.5	50.8	29.0			
1.11. Present how to apply the SEL model to teaching Ethics.	N	14	29	35	218	104	3.92	0.97	3
	%	3.5	7.3	8.8	54.5	26.0			
Overall							**3.78**	**1.07**	

Table 1.Assessing the general perception of SEL model, SEL-teaching methods, and SEL-applied competence to teaching Ethics from the school administrators' perspective

The assessment of school administrators on the teachers' general perception of the SEL model, SEL-teaching methods, and SEL-applied competence to teaching Ethics is 3.78, corresponding to the level of Good. From the perspective of the recruitment, employer, and peer support unit, the management

staff considers that teachers have a certain understanding of the SEL model and that students can apply this model in their work. Specifically:

The indicator with the highest mean is 'Present the nature and process of teaching and developing learners' competencies in Ethics according to the SEL model' with M = 3.99, reaching the level of Good. Ranked second is 'Presenting the concept of teaching and developing learners' capacity' with M = 3.97, a level of Good. The third place is 'Present how to apply the SEL model to teaching in Ethics' with M = 3.92, level of Good. Ranked 4th is 'Analyze the relationship between the content circuits in the Ethics subject with the core components of the SEL model' with M = 3.81, level of Good. Ranked 5th is 'Describe the concept of SEL model' with M = 3.78, level of Good. Ranked 6th is 'Present features and content circuits in Ethics' with M = 3.74, level of Good. Ranked 7th is 'Present the nature and teaching process to develop learners' competence' with M = 3.72, a level of Good. Ranked 8th is 'Present the concept of teaching and developing learners' competence according to the SEL model' with M = 3.69, level of Good. Ranked 9th is 'Describe the concept of social-emotional competence' with M = 3.68, level of Good. Ranked 10th is 'Present the educational principles of the SEL model' with M = 3.67, level of Good. The last rank is 'Present the nature and process of teaching and developing learners' competence in Ethics" with M = 3.56, a level of Good. This result reflects that management staff highly appreciate teachers' understanding of the nature and process of teaching and developing learners' competencies in the Ethics subject according to the teacher's SEL model. This is the required background knowledge for teachers to be able to apply the SEL model in teaching. School administrator 1 shared: *"The teachers at my school know a lot of new teaching knowledge and they share a lot to support me in teaching, including the SEL model. I don't have time to research on my own, so when I am updated with new knowledge, I am very interested and have tried to apply it to teaching. Although the results were not as expected, I found that my students were very excited in the SEL lessons."* School administrator 2 commented: *"Today's young teachers know a lot of modern educational theories and models. They presented very fluently and supported us a lot in our professional work. What I remember most is the professional exchanges together about the SEL model, they both provided me with the concept and suggested how to practice. I highly appreciate the potential of young teachers."* School administrators 3 viewed objectively: "*I believe in the knowledge of young elementary school teachers. The current curriculum has many new and useful updates. However, I will ask them to be more advanced in successfully applying this knowledge to work, including the SEL model - an educational model I am very interested in but have not had the opportunity to implement in school. I look forward to the efforts of the new generation of teachers, hoping that they can successfully bring SEL closer to students."*

Next, we survey the evaluation of school administrators on SEL-orientated teaching competence of teachers that they observe and evaluate through teaching lessons. The results are presented in Table 2.

Item		Level					M	SD	Rank
		1	2	3	4	5			
2.1.Describe the social-emotional components and skills in the SEL model.	N	5	24	48	178	145	4.09	0.91	1
	%	1.3	6.0	12.0	44.5	36.3			
2.2. Present social-emotional components and skills in the SEL model and explain the psychological basis of SEC in the SEL model.	N	23	33	58	129	157	3.91	1.17	2
	%	5.8	8.3	14.5	32.3	39.3			
2.3. Identify the content and manipulation of social-emotional skills in the SEL model.	N	21	42	63	185	89	3.70	1.09	9
	%	5.3	10.5	15.8	46.3	22.3			
2.4. Build situations, questions, and exercises to practice social-emotional skills in the SEL model.	N	5	56	47	199	93	3.80	0.99	4
	%	1.3	14.0	11.8	49.8	23.3			
2.5. Apply methods, means, and forms of teaching organization to develop learners' competence according to the SEL model.	N	6	49	60	167	118	3.86	1.03	3
	%	1.5	12.3	15.0	41.8	29.5			
2.6. Apply social-emotional skills in the SEL model to handle real-life situations.	N	8	52	58	185	97	3.78	1.02	6
	%	2.0	13.0	14.5	46.3	24.3			
2.7. Design and organize teaching and learning activities to develop competence with SEL content (social-emotional skills).	N	16	48	66	149	121	3.78	1.12	6
	%	4.0	12.0	16.5	37.3	30.3			
2.8. Detect and correct students' errors in teaching according to the SEL model.	N	8	62	63	158	109	3.75	1.08	8
	%	2.0	15.5	15.8	39.5	27.3			
2.9. Design content, organize and use results of the	N	9	58	93	153	87	3.63	1.05	10

assessment of students' knowledge and social-emotional skills according to the competency approach.	%	2.3	14.5	23.3	38.3	21.8			
2.10. Assess students' progress and learning outcomes according to the SEL model.	N	5	54	87	130	124	3.79	1.07	5
	%	1.3	13.5	21.8	32.5	31.0			
Overall							**3.81**	**1.05**	

Table 2. Assessment of SEL-orientated teaching competence of teachers

The assessment results of school administrators on SEL-orientated teaching competence of Vietnamese teachers show that the overall M = 3.81 corresponds to a Good level, reflecting that primary teachers can orient SEL-based teaching at a Good level. Analyzing the components in detail, we have: The highest ranking is the expression 'Describe social-emotional components and skills in the SEL model' with M = 4.09, corresponding to the good level. The second place is 'Present social-emotional components and skills in the SEL model and explains the psychological basis of socio-emotional competence in the SEL model' with M = 3.91, applying with Good. The third place is 'Apply methods, means and forms of teaching organization to develop learners' competence according to the SEL model' with M = 3.86, corresponding to the Good level. Ranked fourth is 'Build situations, questions, and exercises to practice social-emotional skills in the SEL model' with M = 3.80 at the Good level. The expression 'Assess progress and learning outcomes according to the SEL model of students' (M = 3.79, rank 5, level of Good), rank 6 is 'Apply social-emotional skills in the SEL model to handle real-life situations, and 'Design and organize teaching and learning activities to develop competence with SEL content' with M = 3.78, level of Good, 'Detect and correct errors of students in teaching according to SEL model' (M = 3.75, rank 8, Good level), 'Identify content, manipulating social-emotional skills in the SEL model' (M = 3.70, ranking 9, level of Good), and the final ranking is "Design content, organize and use results of knowledge and skills assessment according to the competency approach" with M = 3.63, level of Good. The order of the component indicators in this capacity makes us a stronger affirmation of the teaching ability of the teachers and the fact that the students can apply the SEL model in teaching according to the assessment of the school administrators. School administrator 4 said: *"The current teacher has a very good idea of creating learning materials. They often help me build situations that primary school students often encounter in life, as well as fact that they update new 'trends' of young people very quickly, keeping pace with the psychological development of students. Thereby identifying and building very good lesson materials"*. School administrator 5 assessed that: *"In terms of research and application of the SEL model in student education, I think that teachers today respond well. They have a very high sensitivity in thinking as well as creativity when describing and presenting SEL content to students. In addition, I appreciate their creativity in learning materials, questions, and exercises to practice social-emotional skills."* Thus, from the perspective of employers and peer support in schools, teachers have initially applied the SEL model to teaching, especially the aspect of composing a corpus for that lesson to help students develop their SEC. This is an important finding that helps us to propose appropriate development measures.

Table 3 below presented the assessment results of school administrators on the SEL-applied competence to teaching Ethics of Vietnamese teachers.

Item		**Level**					**M**	**SD**	**Rank**
		1	2	3	4	5			
Competence to develop the content of Ethics lessons according to the SEL model									
3.1.1. Identify the content of the Ethics lesson related to the core elements of the SEL model.	N	7	31	40	106	216	4.23	1.03	1
	%	1.8	7.8	10.0	26.5	54.0			
3.1.2. Select some content in the SEL model to integrate into the Ethics lesson, aiming to develop SEC for students.	N	4	59	90	126	121	3.75	1.07	4
	%	1.0	14.8	22.5	31.5	30.3			
3.1.3. Develop the content idea of the Ethics lesson according to the large SEL model into small practical content.	N	4	63	86	125	122	3.75	1.09	4
	%	1.0	15.8	21.5	31.5	30.5			
3.1.4. Identify requirements, manipulating social-emotional skills to integrate into Ethics lessons.	N	11	49	61	185	94	3.76	1.03	3
	%	2.8	12.3	15.3	46.3	23.5			
3.1.5. Identify data sources for students to collect information about Ethics lessons according to the SEL model.	N	9	50	59	186	96	3.78	1.02	2
	%	2.3	12.5	14.8	46.5	24.0			
3.1.6. Ensure that the lesson content will be	N	10	62	91	98	139	3.74	1.16	6

explored and discovered by students to develop their own SEC through specific, age-appropriate activities.	%	2.5	15.5	22.8	24.5	34.8			
Overall							**3.84**	**1.07**	
Competence to design Ethnics lesson contents according to the SEL model									
3.2.1. Point out the relationship between the objectives of the Ethics lesson with the SEC that need to be developed.	N	4	64	69	145	118	3.77	1.07	5
	%	1.0	16.0	17.0	36.3	29.5			
3.2.2. Orientate to the development of SEC components in the Ethics lesson.	N	6	67	81	145	101	3.67	1.07	9
	%	1.5	16.8	20.3	36.3	25.3			
3.2.3. Propose a list of tools and equipment suitable for teaching Ethics according to the SEL model.	N	5	42	110	141	102	3.73	1.00	6
	%	1.3	10.5	27.5	35.3	25.5			
3.2.4. Design teaching activities of teachers and students according to teaching methods to develop learners' competence.	N	5	39	92	161	103	3.80	0.97	2
	%	1.3	9.8	23.0	40.3	25.8			
3.2.5. Design teaching activities that develop the core components of SEC for students.	N	7	52	101	130	110	3.71	1.06	7
	%	1.8	13.0	25.3	32.5	27.5			
3.2.6. Expect student results after each activity.	N	11	41	85	144	119	3.80	1.06	2
	%	2.8	10.3	21.3	36.0	29.8			
3.2.7. Prepare lesson plans for Ethics to develop SEC for students.	N	15	59	81	122	123	3.70	1.16	8
	%	3.8	14.8	20.3	30.5	30.8			
3.2.8. Determine the goal of testing and evaluating students in teaching Ethics according to the SEL model.	N	11	52	80	110	147	3.83	1.14	1
	%	2.8	13.0	20.0	27.5	36.8			
3.2.9. Assess students' behaviors and products that demonstrate SEC.	N	13	53	83	109	142	3.79	1.16	4
	%	3.3	13.3	20.8	27.3	35.5			
Overall							**3.76**	**1.08**	
Competence to organize Ethics teaching according to the SEL model to develop SEC for students									
3.3.1. Orientate students to apply their knowledge of Ethics to make responsible decisions and solve problems effectively in life.	N	21	62	87	73	157	3.71	1.27	10
	%	5.3	15.5	21.8	18.3	39.3			
3.3.2. Orientate students to apply their knowledge of Ethics to recognize their strengths and limitations and demonstrate confidence in themselves.	N	8	43	68	76	205	4.07	1.14	2
	%	2.0	10.8	17.0	19.0	51.3			
3.3.3. Orientate o students to apply their knowledge of Ethics to master and express their personal feelings appropriately.	N	15	60	78	108	139	3.74	1.19	9
	%	3.8	15.0	19.5	27.0	34.8			
3.3.4. Orientate students to apply their knowledge of Ethics to recognize and explore the world around them.	N	10	33	67	119	171	4.02	1.07	3
	%	2.5	8.3	16.8	29.8	42.8			
3.3.5. Orientate students to apply their knowledge of Ethics to establish and maintain social relationships.	N	7	69	86	114	124	3.70	1.13	11
	%	1.8	17.3	21.5	28.5	31.0			
3.3.6. Organize and support students to apply their knowledge of Ethics to solve emotional and social problems.	N	11	53	85	106	145	3.80	1.15	7
	%	2.8	13.3	21.3	26.5	36.3			
3.3.7. Organize and support students to conduct experiments on the model of training social-emotional skills in Ethics to draw lesson knowledge.	N	10	58	76	99	157	3.84	1.17	5
	%	2.5	14.5	19.0	24.8	39.3			
3.3.8. Organize and support students to investigate, and survey to understand social or emotional problems, and learn about themselves.	N	13	54	74	115	144	3.81	1.16	6
	%	3.3	13.5	18.5	28.8	36.0			
3.3.9. Organize and support students to exploit information from textbooks and reference books to find knowledge related to the lesson.	N	22	52	66	120	140	3.76	1.21	8
	%	5.5	13.0	16.5	30.0	35.0			
3.3.10. Organize and support students to apply	N	12	4	12	133	239	4.46	0.85	1

information and communication technology to find knowledge related to the lesson.	%	3.0	1.0	3.0	33.3	59.8			
3.3.11. Organize and support students to evaluate the behavior and products of their friends' SEC.	N	14	72	76	139	99	3.59	1.14	12
	%	3.5	18.0	19.0	34.8	24.8			
3.3.12. Organize and support students to self-assess their behaviors and products showing their SEC.	N	17	35	42	134	172	4.02	1.13	3
	%	4.3	8.8	10.5	33.5	43.0			
Overall							**3.88**	**1.13**	
Overall SEL-applied competence							**3.83**	**1.09**	

Table 3. Assessment of SEL-applied competence to teaching Ethics

Table 3 showed that school administrators' overall assessment of the SEL-applied competence to teaching Ethics of teachers has an overall M = 3.83 at the Good level. Evaluation of each component competence shows that the overall M of the competence to develop Ethics lesson content according to the SEL model = 3.84 corresponding to the Good level, the competence to design Ethics lesson according to the SEL model with the overall M = 3.76 corresponding to the level of Good and the competence to organize Ethics teaching according to the SEL model to develop SEC for students with a common M = 3.88 corresponds to the Good level. This result shows that the primary administrators highly appreciate the teachers' SEL-applied competence teaching Ethics because the model is both novel and effective in SEC development education for students and meets the requirements of the teaching orientation to develop competence and quality in the national general education curriculum. Analyzing in detail, we have:

With the competence to develop Ethics lesson content according to the SEL model, all component expressions had a mean of Good, ranging from the highest to 4.23 to as low as 3.74 showing that primary school administrators evaluate teachers' ability to develop the content of Ethics lessons according to the SEL model through lecture sessions and commentary. Not only that, many teachers highly appreciate creativity and point out the relationship between 3 specific competencies in Ethics and 5 component competencies in SEL. Administrator 6 said: *"The young teachers quickly absorbed and understood the 2018 program. In the Ethics subject, they distinguished the characteristics of the 4 circuits of ethics, life skills, economy, law, and guidance. Our seniors how to search for corpus, and build content to make the lesson richer. I remember one time when I was taught how to integrate the Self-Management component in SEL into teaching the topic of Controlling Negative Emotions in Grade 2 Ethics. It was a great initiative. Thanks to understanding the self-management component in SEL, I was able to convey and guide my students how to identify and manage negative emotions effectively, both to meet the lesson objectives and to develop give students the ability to manage themselves"*. Administrator 7 agreed when emphasizing: *"Teachers today can develop lesson content very well. The Ethics subject in the new program emphasizes the creativity and openness of the corpus. Thanks to the exchange and sharing of expertise with them, I have learned more about the SEL model and how to include it in the Ethics lesson. I feel that Ethics is very suitable for our teachers to convey SEL to students. In the life skills education circuit, I am very interested in integrating the 2 components of self-management and social awareness into the 2 topics of Controlling Negative Emotions and Finding Support. The pre-set requirements already contain the content of the two SEL components mentioned above, my job is to guide students to practice the manipulation of negative emotion management skills and the skill of seeking support to both achieve the lesson objectives and develop the SEC for them. SEL is a great tool to support teachers with both materials and ideas for teaching Ethics."*

With the competence to design Ethics lessons according to the SEL model, all component expressions have M at the Good level, ranging from the highest 3.83 to the lowest 3.67, allowing affirmation that primary administrators evaluate teachers has initially designed an Ethics lesson according to the SEL model. Administrator 8 shared: *"The teacher at my school prepared a lesson plan on the topic of Emotional Control, which integrates training in emotional management skills in the SEL model, which is very good and creative. The plan includes 5 interlocking activities to help students master the lesson knowledge. Dynamic structure (start with a game) – static (look at pictures and answer questions) – dynamic (make sharing as required) – static (write and name personal feelings) – dynamic (play conclusion game) is very engaging and creates a positive classroom atmosphere"*. Administrator 9 agreed that the teacher's competence to design Ethics lessons according to the SEL model is quite good: *"I didn't expect the children to be young but have an understanding of active teaching methods and techniques. When I read their lesson plan, I was surprised when the students both incorporated the tablecloth technique into the group activity and included the message of seeking help. The more I read, the more I discovered that the SEL model is very suitable for teaching life skills and lessons of Ethics. When we orient students to practice*

these skills and remind them of the importance of SEC, they gradually acquire and implement those skills."

With the competence to organize Ethical teaching according to the SEL model to develop SEC for students, all component expressions have M at Good, one expression at Good with M = 4.46, the lowest is 3.70 allows us to affirm that primary administrators appreciate the competence to organize Ethics teaching according to the SEL model to develop students' SEC. This result is logical with the above findings when the majority of primary administrators highly appreciate the knowledge and understanding of teachers about the SEL model, and they expect a lot from the ability to implement SEL to students through the Ethics lesson. Teachers completely achieved this expectation and proved to teachers and administrators of primary schools the importance of SEC to the psychological development of children, in particular, the similarity of the competence of SEL and the Ethics program. Administrator 9 assessed that: *"I once attended an Ethics model lesson of a new teacher. I am very impressed with how your Clap game is organized. The game is exciting and creates an open and joyful atmosphere for students. Not only that, but she also integrated the message of listening and solidarity into it to introduce the topic of Seeking Support. From an ordinary animated game that you transform into a cognitive game. Then there are a series of activities that stimulate students' creativity and competence such as writing contests, group discussions, role-playing situations, etc. In just 35 minutes of teaching, you have guided students on how to find and seek support in different contexts. You define the content very well, manipulate the skills of the lesson and creatively integrate SEL to bring a comfortable, fun, and extremely effective lesson for students."* It can be seen that, in terms of SEL practice in schools, teachers are highly appreciated by management staff for their competence to apply the SEL model to teaching Ethics. This is a great encouragement from the schools to help teachers strengthen their confidence in their SEL-model teaching practice skills and teach and develop students' SEC in the future.

IV. CONCLUSION

The results on the current context of Vietnamese teachers' SEL-applied competence in teaching Ethics from the perspective of school administrators show that teachers' SEL-applied competence in teaching Ethics is at a good level. Most teachers know and understand teaching, assessment, teaching methods, teaching orientation, capacity development, and ethics program. Vietnamese teachers currently have an initial understanding and initially apply the SEL model to teaching Ethics - a subject with similar content to the SEL model. This is both an achievement and a challenge for the teaching staff to further develop their professional competence. The findings in this study are important practical evidence to suggest measures to improve teachers' awareness and skills that focus on developing their own SEC and SEL-applied competence by different teaching methods.

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