



# RESEARCH ON THE CURRENT STATUS OF PRESCHOOL TEACHER DEVELOPMENT IN AN GIANG PROVINCE, VIETNAM

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## Abstract:

Developing a qualified preschool teacher workforce to meet the educational needs of children is essential for preschools in An Giang province, Vietnam. To understand the current status of preschool teacher development, the author surveyed the development of preschool teacher teams in An Giang province. This study aims to provide insights that will help educational authorities research and implement solutions to ensure an adequate quantity and high quality of preschool teachers to meet the academic requirements for preschool children in An Giang province.

**Keywords:** development, preschool teacher team, preschool teachers, Angiang Province.

## 1. INTRODUCTION:

Preschool education aims to help children develop physically, emotionally, intellectually, and aesthetically and to form the initial elements of their personality, preparing them for primary school. It aims to create and nurture in children the foundational aspects of their psychological and physiological functions, capabilities, and character, as well as essential life skills appropriate for their age. This process stimulates and maximizes their latent potential, laying the foundation for their learning in subsequent educational levels and throughout their lifelong learning journey. To enhance the quality of child-rearing and care (MOET, 2018).

Given the demands for innovation in preschool education, developing the teaching staff is a timely and urgent priority. The professional competence of preschool teachers consists of a combination of their individual physiological, psychological, and social attributes, allowing them to successfully fulfill their duties in caring for and educating children while demonstrating ethical behavior and cultural communication in their professional activities. The core of preschool teacher professional competence is the set of essential skills in caring for and educating young children. Teachers play a pivotal role in determining the development of Education and Training (MOET, 2020)

The development of the teaching staff is always a strategic concern for every nation because the teaching staff is the primary factor influencing the quality of education. They are the sole source capable of implementing all plans for the future, especially in the 21st century, known as the century of information technology and knowledge economy. Teachers are considered the critical factor in educational reform and innovation (MOET, 2023)

Therefore, it is impossible to achieve quality education without competent teachers in terms of professional expertise and ethical qualities. Building a teaching staff with sufficient numbers, a balanced structure, and high quality is essential to effectively implement the goals, content, and training plans to meet educational requirements. Establishing a pedagogical community in which each individual has a sense of responsibility and

actively contributes to the teaching and learning process is crucial. The preschool teacher team is one of the decisive factors in the quality of Education and Training because preschool education is the starting point. Therefore, it is necessary to pay attention to managing the development of preschool teaching staff. (Prime Minister, 2016)

The Prime Minister has approved the project "Training and fostering teachers and educational facility managers to meet the fundamental and comprehensive renovation of general education requirements for 2016-2020, with a vision toward 2025." The project's objective is to train and develop a teaching team and educational facility managers to ensure professional standardization and competence to meet the requirements of program innovation and contribute to fundamental and comprehensive educational reforms. This again emphasizes the importance of developing the teaching staff in the current context. (Prime Minister, 2019)

Developing an adequate and high-quality preschool teacher workforce is crucial to effectively fulfill the goals, content, and plans for nurturing, educating, and caring for children meeting the educational requirements. The preschool teacher team plays a pivotal role in determining the quality of education and training since preschool education is children's first level of education. This study surveys preschool teacher development status in An Giang province's preschools.

## 2. RESEARCH METHODOLOGY

### 2.1. Research Sample

The study selected a survey sample consisting of 71 administrative personnel, including Education and Training Specialists, Principals, Vice-Principals, Head of Departments, and Subject Coordinators, along with 132 teachers from 18 preschools located in An Giang province. In total, there were 203 participants.

### 2.2. Research Instruments

This study utilized a survey questionnaire to collect data regarding the current status of the preschool teacher workforce in An Giang province. The questionnaire comprised 29 questions related to the preschool teacher team.

### 2.3. Data Analysis Method

The author employed Excel as a tool for data synthesis, analysis, and calculation of ratios. After collecting the survey responses, the data was classified and processed as follows:

Calculate the mean score (M) using the formula  $X = \frac{\sum xi.ni}{n}$

Where:  $x_i$  represents the score achieved at level  $i$ ;

$n_i$  is the number of respondents who rated at level  $i$ ;

$n$  is the total number of participants in the evaluation.

Assessing the level of achievement and the current status of preschool teacher team development in An Giang province through the survey questionnaire, using a scale of 4 levels:

- Very good/very frequent/very influential/very important (4 points);
- Good/frequent/influential/important (3 points);
- Average/occasional/less influential/less important (2 points);
- Not good/not implemented/not influential/not important (1 point).

The value of interval for each level is the  $\frac{\max - \min}{4} = \frac{4-1}{4} = 0,75$

The mean score ranges are as follows:

- Mean score from 1.00 to 1.75: Not good / not implemented / not influential.
- Mean score from 1.76 to 2.50: Average/occasional /slightly influential.
- Mean score from 2.51 to 3.25: Good/frequent/influential.
- Mean score from 3.26 to 4.00: Very good /very frequent /very influential.

### 3. RESULTS AND DISCUSSIONS

#### 3.1 The Current Status of Kindergarten Teacher Team Development Planning in An Giang Province

Planning for the teacher team involves determining the goals for the teacher team needed in the future. In other words, preparing for the kindergarten teacher team is a specific projection of the need to develop the kindergarten teacher team according to professional standards. The results of the research on the current status of kindergarten teacher team planning in 18 public schools surveyed are presented in Table 3.1 as follows:

Table 3.1. The Current Status of Kindergarten Teacher Team Planning and Development in An Giang Province

No.	Content	Level					Result				
		4	3	2	1	M	4	3	2	1	M
1	The work of developing a plan for teacher team development includes short-term, medium-term, and long-term objectives.	52	129	14	8	<b>3.10</b>	52	129	14	8	<b>3.10</b>
2	The evaluation of the teacher team's current status according to professional standards.	66	136	1	0	<b>3.32</b>	66	136	1	0	<b>3.32</b>
3	Determining the development plan for the teacher team in terms of the required quantity as per regulations.	38	106	59	0	<b>2.90</b>	38	106	59	0	<b>2.90</b>
4	Defining the method of developing a high-quality teacher team as required.	48	141	13	1	<b>3.16</b>	48	141	13	1	<b>3.16</b>
5	The planning work is constantly reviewed, supplemented, and adjusted, ensuring scientific and practical aspects.	47	140	15	1	<b>3.15</b>	47	140	15	1	<b>3.15</b>
<b>Average score</b>		<b>3.13</b>									

(Results of the survey on the current status of kindergarten teacher team planning and development)

The survey results in Table 3.1 regarding the current status of planning and development of the kindergarten teacher team in An Giang Province show that school administrators are also concerned about planning for future resources to provide additional training for the kindergarten teacher team. These efforts are rated as moderately good. Among them, "Assessing the current status of the teacher team according to professional standards" is the most commonly chosen, followed by "Determining methods for planning the development of a high-quality teacher team as required" and "Planning activities are continuously reviewed, supplemented, adjusted to ensure scientific and practical aspects." Indicates that kindergarten school principals are interested in building various development plans for the kindergarten teacher team to ensure the units' quantity and actual situation. However, *the planning and development of the teacher team in terms of amount, as stipulated, has not achieved a high proportion compared to other tasks because there is currently a shortage of recruitment sources in local areas.*

#### 3.2. The Current Status of Recruitment and Utilization of Kindergarten Teachers in An Giang Province

Recently, the recruitment and utilization of kindergarten teachers in An Giang Province, though receiving attention, have not been as effective as expected. This issue requires the city and district leadership, the Department of Education and Training to continue to show interest, provide support, and create favorable conditions to enhance the effectiveness of teacher recruitment in the coming period. It will help stabilize the teacher team in quantity, allowing teachers to work with dedication for the cause of education.

Recruitment of the teacher team is highly regarded to increase both the quantity and the quality of kindergarten teachers within the system of preschools. Annually, based on the established plans, school principals propose the number of teachers needed, compile data, draft plans to submit to the People's Committees of the city and districts, and have them reviewed by the Department of Education and Training, and the Department of Internal Affairs for approval. Recruitment is done in two forms: competitive exams or application-based selection, depending on specific conditions to ensure a suitable recruitment method. The choice of preschool education teachers according to professional standards should align with the school's strategic plan. It is an essential aspect of developing the teacher team.

*Table 3.2. The Current Status of Recruitment and Utilization of Kindergarten Teachers in An Giang Province*

No.	Content	Level					Result				
		4	3	2	1	M	4	3	2	1	M
1	Identifying criteria for selecting the teacher team.	38	148	17	0	3.10	38	148	17	0	<b>3.10</b>
2	Implementing a transparent selection process based on these criteria.	57	130	14	2	3.19	57	130	14	2	<b>3.19</b>
3	Welcoming and testing probationary teachers after they have been selected.	46	135	21	1	3.11	46	135	21	1	<b>3.11</b>
4	Deciding to appoint a professional title to teachers after the probation period.	54	120	29	0	3.12	54	120	29	0	<b>3.12</b>
5	Assigning tasks to teachers based on their professional competence.	50	148	4	0	3.23	50	148	4	0	<b>3.23</b>
6	Establishing a work environment and creating transparent, specific working relationships between departments and individuals.	56	121	26	0	3.15	56	121	26	0	<b>3.15</b>
<b>Average score</b>		<b>3.15</b>									

*(Results of the survey on the current status of recruitment and utilization of kindergarten teachers)*

The survey results in Table 3.2 regarding the current status of recruiting kindergarten teachers in An Giang Province are rated quite well, with an average score of 3.10. Educational management authorities have defined specific quantities, requirements, and criteria for recruiting teachers and have publicly implemented the selection process based on job criteria. The assignment and distribution of teachers according to specific professional competence between units and individuals are critical, with this aspect being rated first (average scores ranging from 3.19 to 3.23). Appointing teachers to professional titles motivates and encourages long-term commitment to the teaching profession. Therefore, for the teacher team development efforts to be practical, schools should base their recruitment decisions on the actual situation and the kindergarten teacher professional standards criteria, providing clear and specific selection criteria based on job positions and the school's development objectives.

The current situation of organizing and utilizing the kindergarten teacher team in An Giang Province is rated with an average score of 3.15, with the content "assignment and distribution of teachers according to professional competence" scoring 3.23. The results indicate that public preschools correctly assign teachers based on their training specialties, implement clear and suitable job assignments, build a core teacher team, and ensure the proper appointment of teachers to their positions within the school's activities.

The arrangement and utilization of the teacher team must be of concern to school management officials, who should arrange and assign responsibilities logically, matching the teachers' expertise and training backgrounds. This approach allows for the utilization of the teachers' capabilities and strengths. It also encourages teachers to innovate, be creative, be adaptable to various tasks and circumstances, and be motivated to excel in their duties. Through this, management officials can identify, develop, and nurture a competent and core teacher team to enhance the school's overall quality.



### 3.3. The Current Status of Training and Development of the Kindergarten Teacher Team in An Giang Province

Training and development of the kindergarten teacher team are ongoing tasks of educational management at all levels. These are essential tasks to improve the quality of human resources and enhance the quality of education in educational institutions. Resolution No. 29/NQ-TW, dated November 4, 2013, of the 8th Central Party Committee of the 11th tenure, acknowledged: "The teaching staff and education management officials lack in terms of quality, quantity, and structure; some are not keeping up with the requirements of education reform and development, lacking dedication, and even violating professional ethics." Therefore, training and development work aims to improve the quality of expertise, professional skills, responsibilities, ethics, and professional competence.

Table 3.3. The Current Status of Training and Development of the Kindergarten Teacher Team in An Giang Province

No.	Content	Level					Result				
		4	3	2	1	M	4	3	2	1	M
1	Setting training and development objectives for political qualities, ethics, lifestyle, knowledge, and skills.	60	135	8	0	3.26	60	135	8	0	3.26
2	Developing a teacher training and development plan (short-term and long-term).	43	145	15	0	3.14	43	145	15	0	3.14
3	Providing training in political qualities, ethics, lifestyle, and compliance with laws, policies, and regulations of the education sector and the school.	70	127	6	0	3.32	70	127	6	0	3.32
4	Providing training in specialized knowledge for early childhood education, child health care, teaching methods for young children, and general knowledge related to early childhood education.	100	97	6	0	3.46	100	97	6	0	3.46
5	Enhancing pedagogical skills such as planning, organizing educational activities for children, classroom management, communication, and interaction with children, colleagues, parents, and the community.	92	102	9	0	3.41	92	102	9	0	3.41
6	Guiding teachers in developing self-improvement plans after being evaluated and classified according to the standards for early childhood education teachers.	72	115	16	0	3.28	72	115	16	0	3.28
<b>Average score</b>		<b>3.31</b>									

(Results of the survey on the current status of training and development of kindergarten teachers)

The current status of training and development of the kindergarten teacher team in An Giang Province, as shown in Table 3.3, is rated with an average score ranging from 3.14 to 3.46. The "Enhancing knowledge related to the specialization of kindergarten teachers, child health care, childcare methods, and general knowledge related to kindergarten teaching" is rated at 3.46. In addition to teachers' self-awareness and self-development, schools should have policies encouraging teachers to study and improve their political qualities, ethics, lifestyles, and pedagogical skills. Creating a competitive spirit and motivation within the teacher team enables them to strive for knowledge enhancement and skill improvement, ready to contribute their efforts and talents to the school. Requires school management officials to set specific and long-term training and development goals and plans so that teachers can both perform their teaching duties effectively and continue

their learning to enhance the quality of education in the school. Furthermore, they should continue to advise local leaders to research and implement timely support policies for the management and teaching staff to pursue master's level studies. Additionally, the continuation of preferential policies should be applied when they obtain a master's degree to gradually improve the quality of training and development of kindergarten teachers in the next phase.

### 3.4. The Current Status of Monitoring and Evaluating the Kindergarten Teacher Team in An Giang Province

Table 3.4. The Current Status of Monitoring and Evaluating the Teacher Team in An Giang Province

No.	Content	Level					Result				
		4	3	2	1	M	4	3	2	1	M
1	Managing the teachers' self-assessment process according to the standards for early childhood education teachers.	47	148	8	0	3.19	47	148	8	0	3.19
2	Managing the process of subject teams and organizing colleagues' opinions according to professional standards.	50	139	14	0	3.18	50	139	14	0	3.18
3	Principals conduct assessments and categorize teachers according to professional standards.	59	140	4	0	3.27	59	140	4	0	3.27
4	Announcing the classification results and listening to feedback from teachers.	50	146	6	1	3.21	50	146	6	1	3.21
5	Publicly disclosing the results of teacher assessment and categorization.	52	145	5	1	3.22	52	145	5	1	3.22
6	Reporting the assessment results and categorizing teachers according to professional standards to higher authorities.	50	149	4	0	3.23	50	149	4	0	3.23
<b>Average score</b>		<b>3.22</b>									

*(Results of the survey on the current status of monitoring and evaluating teachers)*

Monitoring and evaluating the teacher team is essential in managing the team. The results of the evaluation of the "Current Status of Monitoring and Evaluating the Kindergarten Teacher Team" show average scores ranging from 3.18 to 3.27, with the two aspects "Principals conduct evaluations and rankings of teachers according to professional standards" being highly rated. The results indicate that the monitoring and evaluation of the teacher team is done based on the teachers' competence and capabilities, meeting the requirements of the standards. It serves as a basis for the school principal to establish policies for recognition, rewards, and fostering a culture of striving for excellence within the teacher team.

Furthermore, publicly disclosing the results of teacher evaluations and rankings to the school community is extremely important as it demonstrates a focus on democracy, transparency, and accountability in school management. Regular internal school inspections are necessary to maintain discipline and enhance the quality of teaching and learning. Through this, it is possible to identify, guide, and address the limitations of teachers in their childcare and educational roles. Managing the peer evaluations of teachers based on kindergarten teacher standards also requires attention to ensure that assessments are objective democratic, and inspire trust within the teacher team.

### 3.5. The Current Status of Implementing Policies and Regulations for the Kindergarten Teacher Team in An Giang Province

Table 3.5. The Current Status of Policy Implementation for the Teacher Team in An Giang Province

No.	Content	Level				
		4	3	2	1	M
1	Implementing teacher welfare policies and benefits.	31	157	15	0	<b>3.08</b>
2	Creating favorable conditions for teachers to maximize their democratic rights.	50	138	15	0	<b>3.17</b>
3	Caring for the material and spiritual well-being of the teaching staff.	43	152	17	0	<b>3.12</b>
4	Providing educational facilities and teaching equipment for teachers.	29	150	22	2	<b>3.01</b>
5	Implementing incentive, reward, and disciplinary systems within the school.	30	170	3	0	<b>3.13</b>
6	Providing financial support to teachers for further education and skill enhancement.	26	163	13	1	<b>3.05</b>
<b>Average score</b>		<b>3.10</b>				

*(Results of the survey on the current status of policy implementation for teachers)*

Table 3.5 shows that the teacher team is consistently provided favorable conditions to maximize their democratic rights and is always concerned with implementing policies related to incentives, rewards, and discipline within the school. The "Current Status of Policy Implementation and Creating a Working Environment for the Kindergarten Teacher Team" survey results show that "Creating favorable conditions to maximize democratic rights" received the highest evaluation. Indicates that unit management officials promote democratic values within the unit, allowing the teacher team to express their thoughts and desires (with average scores ranging from 3.01 to 3.17 and an overall average score of 3.10).

An overview of the current status of policy implementation for the kindergarten teacher team in An Giang Province shows that leadership at various levels regularly pays attention to implementing policies and regulations for kindergarten teachers. These policies and laws include financial support, additional payment for overtime, early salary increases for outstanding educators, and local policies that reward and motivate teachers with exceptional achievements during the academic year. These policies are tailored to the specific needs of each region. Leaders understand that the living conditions of management officials and teachers significantly affect the quality of activities and the development of schools. When the kindergarten teacher team has a stable income, they can work peacefully and be dedicated to their schools and students.

However, overall, the policies related to early childhood education in general and for the kindergarten teacher team in An Giang Province still lack breakthroughs in improving the material well-being of kindergarten teachers. There are still several issues, such as the lowest salary coefficient for newly recruited kindergarten teachers compared to other levels of education. Kindergarten teachers must teach for 4 to 6 hours daily and ensure 40 hours weekly. However, due to the nature of early childhood education, parents may drop off and pick up their children at varying times. Still, there is no provision for overtime pay when kindergarten teachers exceed the prescribed teaching hours. Furthermore, kindergarten teachers must often make teaching materials to serve their teaching activities. In contrast, teachers at higher levels of education are provided with teaching materials as stipulated by regulations.

#### 4. CONCLUSION

Through the survey on the current status of the development of the kindergarten teacher team in An Giang Province, we have identified both strengths and limitations in the development of the kindergarten teacher team. The findings from this survey will serve as a basis for education management authorities at all levels in An Giang Province to formulate solutions to improve the quality of the kindergarten teacher team to meet the requirements of enhancing the quality of childcare and nurturing of children.

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