



RESEARCH ARTICLE

Research on the Current State of Capacity Building Management for Preschool Teachers in Vietnam Country

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ARTICLE INFO	ABSTRACT
Received: Aug 16, 2024 Accepted: Oct 19, 2024	<p>The study surveyed the current state of the management of early childhood teacher development in An Giang province with a sample size of 552 people, including 50 management staff and 502 early childhood teachers. The localities surveyed in An Giang province. With the analysis of the current state of management of professional capacity development activities for early childhood teachers in An Giang province, this serves as a basis for the Department of Education and Training leaders to develop measures for professional capacity development for early childhood teachers in An Giang province. These measures should be comprehensively implemented in various aspects: setting objectives and requirements for development; designing and executing programs and action plans; managing the human resources involved; directing the content, methods, forms, and means of development; promoting regular on-site professional development at schools and self-development by early childhood teachers; and monitoring and evaluating the outcomes of professional capacity development activities according to professional standards, in order to improve the quality of early childhood teachers to meet the demands of educational innovation.</p>
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INTRODUCTION

The Vietnam Education Development Strategy outlines a clear focus on the critical importance of caring for, nurturing, and educating young children, especially in the early childhood education sector. A central component of this strategy is the emphasis on improving the quality of the preschool teaching workforce to ensure that it aligns with the national educational reform efforts. This reform aims to modernize and elevate the educational system, and it recognizes that preschool education is the foundation for a child's future learning. Therefore, enhancing the quality of early childhood education is not only about improving infrastructure but also, more crucially, about developing a skilled and competent teaching workforce. To this end, the continuous professional development of preschool teachers is seen as an indispensable task. Teachers must be equipped with up-to-date knowledge, skills, and pedagogical methods to keep pace with the rapidly changing educational landscape. The continuous improvement of these teachers through training and development

programs ensures they can respond effectively to the evolving needs of the education sector. By doing so, preschool teachers can acquire the pedagogical competence necessary to meet the increasing demands for innovation, creativity, and overall development in early childhood education. As the demand for preschool education grows, the challenge of expanding the educational network while maintaining high standards of teaching becomes even more pronounced. In particular, An Giang province faces the dual pressure of expanding the size of its preschool education system and improving its quality. This involves not only recruiting new preschool teachers to meet the growing number of children entering the system but also ensuring that these teachers receive ongoing training to stay current with modern educational techniques and methodologies.

In light of this context, the Department of Education in An Giang province recognizes the urgency of intensifying efforts to develop the professional capacity of its preschool teachers. This involves offering comprehensive and targeted training programs that enhance teachers' ability to deliver high-quality care, nurturing, and educational services. Such initiatives are critical in ensuring that preschool teachers meet the demands of a modern educational environment that is increasingly driven by innovation and educational reform. The professional development of preschool teachers, guided by professional standards, plays an essential role in shaping the future of early childhood education in the province. By adhering to these standards, An Giang aims to improve the overall quality of care and education provided to young children, fostering an environment where they can thrive and develop to their fullest potential.

This study aims to survey and analyze the current state of professional development activities for preschool teachers in An Giang province. Specifically, the study will focus on a sample of 552 individuals, including 50 educational administrators and 502 preschool teachers. By examining the current practices, challenges, and outcomes of teacher training programs, the research will provide valuable insights into how professional development initiatives can be further optimized to meet the needs of both teachers and the children they serve.

RESEARCH HISTORY ON TEACHER CAPACITY BUILDING

Research directions on capacity-building activities for teachers

In his article "*Motivation for Learning and Creating Learning Motivation*", Bui Van Quan suggests that motivation needs to be created for those undergoing training by integrating theory with practical activities because "To practice knowledge... it needs to be contextualized in each field and specific practical activity" (Bui, 2005). In the book "*Enhancing the Quality of Education and Training in ethnic and mountainous areas*", the author Bui Thi Ngoc Diep, points out that most teachers in ethnic and mountainous areas meet or exceed standards in terms of training qualifications but still demonstrate limitations in applying new teaching methods, teaching techniques for combined classes, understanding of inclusive education, teaching life skills, and understanding student abilities... Bui Thi Ngoc Diep states that regular teacher training on subject matter and teaching methods is necessary to overcome these limitations. This is one of the pathways to improving the quality of education and training in ethnic and mountainous areas (Bui, 2008). In his article "Capacity Building for Teachers: contributing to Enhancing the Quality of Teaching in Vocational Education," Vu Minh Hung points out that pedagogical capacity is a characteristic of teachers. To enhance teaching quality, the education management system needs to organize training for teachers in critical competencies such as teaching, organization, implementation, language use, equipment, teaching aids utilization, communication, assessment, and education. This article suggests that training content needs to align with the requirements of professional activities to determine the content of teacher training (Vu, 2008).

In the concluding report of the scientific project "*Developing Special Skills Training Programs for teachers teaching various groups of Children with Disabilities*", author Pham Minh Muc defines training

as the process in which educational subjects influence educational objects, enabling them to enhance their capabilities, qualities, and development towards improvement. Therefore, the author asserts: Teacher training refers to improving political, professional, and vocational qualifications for teachers currently teaching... Teacher training is supplementary training, updating professional knowledge and skills (Pham, 2009). Tran Ba Hoanh, in the book *"Teacher Issues - Theoretical Studies and Practices"*, emphasizes that teachers must continually elevate and update their knowledge, pedagogical skills, curriculum training, content, and new teaching methods. Teacher training must be differentiated according to different target groups. It must reflect the spirit of lifelong continuous learning through various forms (after-hours learning, concentrated learning sessions, distance learning, self-study...). According to the author, there are three factors influencing teacher quality: (1) teacher training - utilization - training; (2) teaching labor circumstances and conditions of teachers; (3) the will, habits, and self-learning capacity of teachers. Therefore, all these factors must be considered when researching the development of teacher pedagogical capacity (Tran, 2010).

In her doctoral dissertation, *"Developing the Primary School Teacher Force of ethnic minorities in the Northwest Region to Meet the Demands of Educational Innovation and Training"*, Tran Thi Yen suggests that improving the professional capacity of the primary school teacher force of ethnic minorities must be done through training, providing them with qualities, knowledge, and pedagogical skills as specified in professional standards. The professional capacity development contents proposed by Tran Thi Yen can be applied to the pedagogical capacity building of preschool teachers (Tran, 2016). Tran Dang Khoi, in his doctoral dissertation on educational management, *"Managing teacher training activities in lower secondary schools according to a competency approach"*, believes that teacher capacity development is the result of lifelong learning, training, and self-training towards goals aimed at enhancing the capacity of teachers from trained to professional competence (Tran, 2019).

Research directions on the management of capacity-building activities for teachers

In the project at the ministerial level, *"Identifying the pillars of management activities and applying them to innovate school management"*, author Nguyen Phuc Chau identified the pillars of management activities, including social structure regarding the organization's activities, organizational machinery and personnel, resources (both human and material) of the organization, the operating environment of the organization, and information about the organization's activities. The author argues that, as part of the human resources of the educational organization, the teaching staff must be built and developed in line with the requirements of academic development and training (Nguyen, 2005). Tran Thanh Phuc, with the topic *"Research on the responsiveness of teachers in implementing the new primary school curriculum and textbooks in ethnic minority areas"*, proposed a group of solutions for training and fostering primary school teachers, including essential solutions such as enhancing awareness; ensuring the quality of training, and specialized training for ethnic minority primary school teachers. These ideas can be inherited when finding solutions to manage capacity-building activities for preschool teachers (Tran, 2008). In the doctoral dissertation, *"Training Professional Capacity for primary school teachers of the Khmer ethnic group in Bac Lieu Province"*, author Nguyen Van Tan argues that the professional standard for teachers is a system of basic requirements for professional competence that teachers must achieve, adjusted to the economic and social conditions and educational goals of each stage. Capacity building for teachers must aim to meet the requirements of the professional standard. The measures for enhancing pedagogical capacity for Khmer ethnic primary school teachers include Developing procedures and methods to assess the current capacity of teachers; setting training objectives; developing training content; determining training methods and forms; organizing a core team for training; training cooperative teaching skills and specific competencies for Khmer ethnic primary school teachers. These measures are proposed based on an educational approach. Still, they also provide some directions to consider when

discussing the management of training activities for kindergarten teachers according to professional standards (Nguyen, 2011).

In the research project *"Studying solutions to enhance the quality of teaching in combined classes in ethnic minority areas"*, author Ton Thi Tam suggests the following measures for improving the capacity of teachers in ethnic minority areas: (1) Enhancing teacher training by combining general content with content specific to the region and ethnicity, integrating training with self-improvement; (2) Recruiting and training local teachers; (3) Training a source of teachers to teach in ethnic minority areas at teacher training institutions. The proposals mentioned above can be applied to managing training activities for kindergarten teachers in An Giang province (Ton, 2012). Truong Thi Thu Yen, in her doctoral dissertation on *"Training group teaching skills for primary school teachers"*, proposed two groups of measures to train group teaching skills for primary school teachers: (1) Enhancing the quality and effectiveness of training courses organized by the Department of Education and Training and primary schools; (2) Improving the quality and effectiveness of individual teachers' training activities. Drawing on the research above findings, in managing the capacity-building activities for kindergarten teachers, it is essential to focus on combining organized intensive training sessions with promoting regular on-site training and self-improvement (Truong, 2012).

In addition to works addressing the training management of mainstream teachers, quite a few works discuss *the management of capacity-building activities for preschool teachers*. Here are some authors:

In the scientific work *"Organization and Management of Preschool Group Classes"*, authors Nguyen Thi My Loc and Nguyen Thi Tuat believe that preschool teachers are organizers and managers of groups and classes, so they must have competencies such as Observation skills, communication skills; pedagogical skills; management skills; emotional empathy and persuasion... In addition, preschool teachers need to be compassionate and generous. To develop these qualities and competencies in preschool teachers, each institution must genuinely nurture and promote teachers' self-learning and self-improvement in practical activities (Nguyen & Nguyen, 1996). Tran Thi Ngoc Chuc, in her doctoral dissertation on *"Methods of organizing vocational skills training for 12+2 preschool pedagogy students"*, argues that the content of vocational skills training in preschool teacher education includes Providing fundamental knowledge of early childhood education science; knowledge of methods for organizing activities for children (theories of strategies and specific actions, skills, techniques, and practical actions) and practicing vocational skills through practical forms and internships. Training vocational skills for preschool students consists of 3 steps: Establishing a common symbol for all caregiving and educational activities for children through observation and internships, familiarizing with some basic activities in childcare and education through practical training. Training in caregiving and educational actions during the graduation internship. The content above and the steps of vocational skills training can be applied to organizing capacity-building activities for preschool teachers (Tran, 2006). Pham Thi Loan, in the article "Some measures to manage and develop the professional skills of preschool teachers using the skills approach in current preschools", proposed that preschools must manage the objectives and content of professional skills development, manage the methods of developing the professional skills of preschool teachers using the skills approach; manage the evaluation of the level of achievement of professional skills of preschool teachers. Although this article does not clarify the concept of managing and developing the professional skills of preschool teachers using the skills approach, it does guide the content, methods, and evaluation of the results of professional skills development - an essential component of the teaching capacity of preschool teachers (Pham, 2009).

Tran Thi Ngoc Tram, in the scientific work *"Research on the current situation and solutions to universalize education for 5-year-old preschoolers in the Mekong delta"*, proposed ten different solutions, including a solution to support the budget for upgrading professional competence and skills for the existing teacher team and new training to ensure an adequate number and improve the

quality of the preschool teacher team. This solution has received 100% agreement from the surveyed individuals. Although this is a solution for universalizing education for 5-year-old children in a specific area, it can be applied to managing the capacity-building activities for preschool teachers nationwide (Tran, 2011). Nguyen Thi Nhu Mai, in the article "Awareness of the Necessity of Creativity in Personality and the Current Situation of Creativity in Caring for and Educating Children of Preschool Teachers," suggests that to create a class of children with creativity, preschool teachers themselves must have creative abilities, which are manifested in activities caring for and educating children. Therefore, managing the capacity-building activities for preschool teachers should not underestimate the goals and content of developing creative capacity (Nguyen, 2012). Nguyen Thi Xuan Son, in the article "Some measures to improve the quality of implementing the evaluation process of preschool teachers according to professional standards in Thieu Hoa district, Thanh Hoa province," proposed measures: (1) Enhancing the leadership of the Party Committee and government in building the team of preschool teachers; (2) Raising awareness of the preschool teacher team about the evaluation process of preschool teachers according to professional standards; (3) Identifying evidence when evaluating professional standard criteria for preschool teachers; (4) Developing a table of methods for collecting evidence to evaluate preschool teachers according to professional standards; (5) Developing the evaluation process of preschool teachers according to professional standards; (6) Organizing training, fostering, and self-improvement for preschool teachers according to professional standards. Although the proposed measures in this article do not directly address the management of professional standard-based preschool teacher training, the methods for collecting evidence on teachers' qualifications according to professional standards can be used to survey and assess training needs in managing preschool teacher training activities (Nguyen, 2012).

Nguyen Thi Bach Mai and Ngo Quang Son, in the article "Effective Management of Preschool Teacher Training in the Central Highlands Provinces," proposed management measures for preschool teacher training in the Central Highlands provinces: (1) Enhancing the awareness of management officials and preschool teachers about teacher training; (2) Improving the development of preschool teacher training plans suitable for reality; (3) Designing appropriate and practical content for preschool teacher training; (4) Preparing a team of quality lecturers; (5) Flexibly and effectively combining methods and forms of preschool teacher training; (6) Coordinating specialized training forces in pedagogy; (7) Managing the use of resources for teacher training activities; (8) Strengthening the monitoring and evaluation of preschool teacher training activities. Although the above measures are scattered, the authors' proposals in this article provide directional significance for finding management measures for preschool teacher training activities according to professional standards in An Giang province (Nguyen & Ngo, 2014). Nguyen Thi Bach Mai, in the doctoral dissertation "*Development of Preschool Teacher Teams to Meet the Requirements of Universal Preschool Education for 5-year-old Children in the Central Highlands Provinces*", argued that If synchronized solutions are applied: planning the preschool teacher team, carrying out well the selection, organizing pedagogical and communication skills training, using ethnic languages, enhancing monitoring and evaluation of teachers according to professional standards, then the preschool teacher team will ensure sufficient quantity, improve quality, and meet the requirements of universal preschool education for 5-year-old children. To implement these solutions, management authorities must prioritize training management, following the direction of enhancing training standards, conducting training according to the requirements of the preschool teacher's professional standards, promoting regular training, training on specialized topics, and training in ethnic language skills. Although not exhaustive, the mentioned content and methods of organizing training are urgent issues in preschool teacher training that need further research (Nguyen, 2015). Tran Cong Phong, Trinh Thi Hoa, Truong Xuan Canh, and Vo Thuy Linh, in the article "State Management Status of Preschool Teachers in the Context of Educational Innovation: Professional Pressure, professionalism, training, and Training", argued that The impact of educational innovation on the framework of preschool teacher capacity, the

requirement for "professionalism" of teachers, the current situation of training and fostering... leads to the need to raise the standard of training and professional skills of preschool teachers. Therefore, strengthening state management of teachers and the teaching profession at the preschool level and implementing innovation in the management of preschool teacher training according to professional standards is becoming an urgent need (Tran. Et al., 2019).

In summary, many researchers have studied management practices related to the professional development of teaching staff; however, no author has yet examined the management of professional development activities specifically for preschool teachers in An Giang Province based on professional standards. This gap is the reason why our research team has chosen this topic for our study.

RESEARCH AND SURVEY ON THE CURRENT SITUATION

Purpose of the investigation and survey

Research on the current situation of managing professional development activities for preschool teachers in An Giang Province based on professional standards.

Content of the investigation and survey

Information will be collected using two questionnaires: one for management staff and another for preschool teachers. The results will be analyzed to assess the current situation of managing professional development activities for preschool teachers in An Giang Province, based on professional standards.

Objectives, locations, and duration of the investigation and survey

The subjects surveyed were 552, including 50 managerial officials and 502 preschool teachers. Survey location: Preschools in An Giang Province, with the survey conducted during 2023-2024.

Methods of investigation and survey

Discussion and exchange method: Discussions and exchanges with officials from educational management agencies under the Department of Education and Training, management officials, and teachers of preschools regarding the needs, current situation, and management of capacity-building activities for preschool teachers in localities; advantages and difficulties in improving the quality and effectiveness of these activities.

Product research method: Studying the summary reports of the Department of Education and Training on preschool education work; plans for organizing capacity building for preschool teachers; documents used in training sessions for preschool teachers.

Survey method using questionnaires: Six survey questionnaires were used to gather opinions from 552 individuals (502 preschool teachers and 50 managerial officials) on issues related to the current management of capacity-building activities for preschool teachers in An Giang province according to professional standards.

Data processing methods

The data processing method for the investigation and survey relies primarily on the following formulas: using the Likert scale.

Based on processing the survey results according to the mentioned formulas, the evaluation levels of the current situation of capacity building and management of capacity building activities for preschool teachers in An Giang province according to professional standards are determined as follows: Excellent: $3.25 \leq \bar{X} \leq 4.0$ points; Good: $2.50 \leq \bar{X} < 3.25$ points; Average: $1.75 \leq \bar{X} < 2.50$ points; Poor: $1.00 \leq \bar{X} < 1.75$ points.

RESULTS AND DISCUSSION

Current situation of establishing objectives and requirements for capacity building of preschool teachers according to professional standards

The objective and requirements for enhancing the pedagogical competence of preschool teachers according to professional standards aim to guide and direct organizations and individuals involved in teacher development activities. Through exchanges, workshops, and interviews with educational administrators at the provincial level in An Giang, it has been emphasized that setting objectives and requirements for development cannot be subjective; they must be based on legal grounds and meet the actual needs of the individuals undergoing training to promote and guide development activities effectively. Therefore, investigations into the current situation regarding the definition of objectives and requirements for enhancing pedagogical competence according to professional standards for preschool teachers have focused on crucial issues such as creating consensus on the assessment of pedagogical competence according to professional standards, surveying the training needs, and setting specific objectives and requirements for each type of training target. The results obtained are as follows:

Table 4.1. Survey results on the current situation of establishing objectives and requirements for capacity building of preschool teachers according to professional standards

No	Assessment content	Assessment level				\bar{X}
		Frequency / %				
		Excellent	Good	Average	Poor	
1	Establishing criteria for assessing the pedagogical competence of preschool teachers based on professional standards and current competency frameworks.	33 6.0	259 46.2	164 29.7	96 17.4	2.41
2	Collecting and synthesizing information on the professional development needs of preschool teachers.	129 23.5	289 52.2	114 20.3	20 4.0	2.96
3	Setting objectives and requirements for professional development activities for preschool teachers according to specific target groups.	223 40.0	248 44.9	56 10.1	25 5.0	3.21

In the assessment of preschool teachers in An Giang province, it's common to observe standardized statistics ranging from 90% to 100% meeting the standards, indicating standardized information regarding educational qualifications. To meet these standardization requirements, preschool teachers cannot rely solely on their diplomas or certificates; instead, they must continue to develop their competencies according to professional standards. Therefore, for effective management of the pedagogical competence development activities for preschool teachers, educational authorities in An Giang province must establish criteria for evaluating the pedagogical competence of preschool teachers based on professional standards and current competency frameworks; collect and synthesize information on the training needs of preschool teachers; establish objectives and requirements for pedagogical competence development activities for preschool teachers according to each training target group.

The survey results, as shown in Table 4.1, highlight a notable strength in directing the development activities for preschool teachers according to professional standards in An Giang province, particularly in setting objectives and requirements tailored to each training target group. Through

the survey, 40.4% of respondents rated establishing goals and requirements for pedagogical competence development activities for preschool teachers according to each training target group as good. In comparison, 44.9% rated it as fair. This management aspect scored an average of 3.21 points (considered good on the Likert scale).

Discussions with educational leaders and managers at various levels show that weaknesses and differences in knowledge, skills, and professional attitudes among preschool teachers, including core teachers, experienced teachers, and new teachers in mountainous areas in the north, vary significantly. Therefore, these groups must be differentiated in terms of the objectives and requirements for pedagogical competence development. In practice, where there is targeted alignment, the effectiveness of pedagogical competence development for preschool teachers is more pronounced.

Aligned with setting objectives and requirements for each training target group, An Giang province has paid attention to gathering and synthesizing information on the training needs of preschool teachers. Observations and document reviews at educational departments and training centers indicate a focus on consolidating school reports regarding teacher assessments, classification, and the need for additional training to enhance knowledge and skills for different teacher groups (core teachers, experienced teachers, new teachers). Additionally, some districts conduct surveys to assess the needs and desires of preschool teachers for annual training. Through the survey, 23.5% of respondents rated the organization of gathering and synthesizing information related to the training needs of preschool teachers as good, while 52.2% rated it as fair. This management aspect scored an average of 2.96 points (considered fair on the Likert scale).

The investigation revealed that 33.0% of respondents rated the establishment of criteria for evaluating the pedagogical competence of preschool teachers based on professional standards and current competency frameworks as average. In comparison, 17.4% rated it as poor. The average score for this management aspect was 2.41 points (considered average on the Likert scale). This could be viewed as a limitation that needs to be addressed in setting objectives and requirements for enhancing pedagogical competence for preschool teachers according to professional standards. The lack of criteria for evaluating the pedagogical competence of preschool teachers based on professional standards and current competency frameworks may negatively impact the identification of training needs and the operation of training models based on the needs of the training target groups.

Current situation of organizing the development of programs and plans for capacity-building activities for preschool teachers according to professional standards

Planning the pedagogical competence development activities for preschool teachers according to professional standards is a vital function carried out by educational management agencies and preschool administrations. This function can be evaluated from various aspects. Still, the focus should primarily be on clarifying the following vital issues: specifying the Ministry of Education and Training's preschool teacher training program into the local preschool teacher training program; implementing hierarchical management in developing plans for pedagogical competence development activities for preschool teachers according to professional standards; directing preschool education institutions to organize teacher registration quotas and self-development plans for pedagogical competence. Investigation results regarding these issues are as follows:

Table 4.2. Survey results on the current situation of organizing the development of programs and plans for capacity-building activities for preschool teachers according to professional standards

No	Assessment content	Assessment level				\bar{X}
		Frequency / %				
		Excellent	Good	Average	Poor	
1	Specify the Ministry of Education and Training's regular training program into a program for enhancing pedagogical competence for preschool teachers in localities.	38 6.9	258 46.7	171 30.1	85 15.3	2.45
2	Implement hierarchical management in developing plans for pedagogical competence development activities for preschool teachers according to professional standards.	237 42.9	261 47.3	48 8.7	6 1.1	3.32
3	Direct preschool education institutions to organize teacher registration quotas and self-development plans for pedagogical competence.	130 23.5	287 52.0	112 20.3	23 4.2	2.95

Table 4.2 shows that the most notable advantage here is that the educational management system in An Giang province has effectively implemented hierarchical management in developing plans for pedagogical competence development activities for preschool teachers according to professional standards. Annually, the Department of Education and Training and district-level education offices in An Giang province proactively develop and disseminate training plans for preschool teachers. These plans include training sessions such as management and core teacher training organized by the Department of Education and Training, specialized training in preschool pedagogy at the district level, training for new teachers, etc. Additionally, each school must develop and report regular in-house training plans for preschool teachers to the education offices. These plans often integrate various training contents for teachers but focus on enhancing pedagogical competence according to professional standards. Through the survey, 42.9% of respondents rated the implementation of hierarchical management in developing plans for pedagogical competence development activities for preschool teachers according to professional standards as good. In comparison, 47.3% rated it as fair. This management aspect scored an average of 3.32 points (considered good on the Likert scale).

In addition to developing general training plans, preschool education institutions have also influenced the self-development plans of preschool teachers. Through discussions with school administrators, many principals and vice principals have indicated that preschool teachers in northern mountainous regions face significant challenges in both work and life. Therefore, without incentives for self-study and self-improvement, the development of pedagogical competence among teachers will be severely limited. Recently, the self-study management approach for teachers in many preschools in An Giang province has involved organizing teacher registration quotas, self-development plans for pedagogical competence, and evaluating and classifying teachers based on the results of these plans. Through the survey, 25.3% of respondents rated the direction provided to preschool education institutions to organize teacher registration quotas and self-development plans for pedagogical competence as good. In comparison, 52.0% rated it as fair. The average score for this management aspect was 2.95 points (considered fair on the Likert scale).

In various discussions and interviews, many preschool teachers have expressed the desire to implement pedagogical competence development programs with stable programs and continuity between training sessions and target groups (core teachers, experienced teachers, and new

teachers). Therefore, each education department and training center must improve the specificity of the Ministry of Education and Training's preschool teacher training program into the local program, based on which practical and targeted plans for developing pedagogical competence for new teachers can be established. Through the survey, 30.1% of respondents rated the specificity of the Ministry of Education and Training's regular training program in the local program for enhancing pedagogical competence for preschool teachers as average. In comparison, 15.4% rated it as poor. The average score for this management aspect was 2.45 points (considered average on the Likert scale), making it the lowest among program management and training plan evaluations. This could be viewed as a limitation that needs to be addressed in managing pedagogical competence development activities for preschool teachers according to professional standards.

Current status of human resource organization participating in capacity-building activities for preschool teachers

Human factors always play a decisive role in every activity, so evaluating training activities' management situation to enhance preschool teachers' pedagogical capacity in An Giang province must address the organization of personnel participating in these activities. The investigation results regarding this management aspect reveal the following:

Table 4.3. Survey results on the current status of organizing essential human resources participating in capacity-building activities for preschool teachers

No	Assessment content	Assessment level				\bar{X}
		Frequency / %				
		Excellent	Good	Average	Poor	
1	Organize a team to compile training materials for preschool teachers following professional standards.	39 7.0	298 54.0	128 23.2	87 15.8	2.52
2	Organize and manage a team of instructor presenters to conduct training activities focused on preschool teachers.	242 43.8	256 46.4	47 8.5	7 1.3	3.33
3	Organize appropriate groups or classes for training according to the identified objectives, requirements, programs, and training plans.	132 23.9	290 52.5	106 19.2	24 4.4	2.96

A review of relevant documents on the organization of personnel to implement the training plan for preschool teachers by the Department of Education and Training and the Education and Training Offices in recent years indicates that the lecturers and presenters in the training sessions mainly come from universities and some managerial officers and specialists from the department and offices of education and training. Through discussions and exchanges, many preschool teachers have commented that, in general, the lecturers and presenters have good professional qualifications and a clear understanding of the practical work of preschool teachers at educational institutions, thus effectively delivering the training content. The survey results also largely align with these observations. Specifically, 43.8% of respondents evaluated positively, while 46.4% rated moderately on the organization and management of the lecturer and presenter team conducting training activities for preschool teachers. This evaluation yielded an average score of 3.33 points (considered good on the Likert scale).

Regarding the organization of preschool teacher personnel as learners in training sessions, the Department of Education and Training, as well as the Education and Training Offices, usually

categorize them into three main types: core teachers, experienced teachers (briefly referred to as experienced teachers), and new teachers. Additionally, during the past years of standardized training level programs, the classification of teachers for training was also based on their educational levels: university, college, intermediate, and elementary. Based on the classification results, local authorities have hierarchically organized training for different groups, with the education and training department primarily conducting training for managerial staff and some core teachers. In contrast, with the department's support, the district education and training offices are responsible for organizing training for the remaining groups at the district or cluster level. According to the survey, 23.9% of officials and teachers evaluated positively, while 53.5% rated moderately on organizing groups and classes for training appropriate to the identified objectives, requirements, programs, and plans. This evaluation yielded an average score of 2.96 points (considered fair on the Likert scale).

During discussions and exchanges at preschools, many teachers have expressed that the study materials provided during training sessions are often scarce, lack systematic organization, and do not facilitate further learning and research by teachers. Explaining this situation, officials from the department and education and training offices interviewed stated that due to the unstable training program and limited funds, it is challenging to mobilize personnel to compile training materials to enhance the pedagogical capacity of preschool teachers following professional standards. The Department of Education and Training signs contracts with universities every year. Still, the compilation of materials is not included in the overall plan to ensure training materials align with the modular system of pedagogical knowledge and skills appropriate to preschool teachers' professional standards and competency framework. According to the survey, 23.2% of respondents evaluated at a moderate level, while 15.8% rated weakly on the organization of personnel to compile training materials to enhance the pedagogical capacity of preschool teachers following professional standards. The average score for this management aspect was 2.52 points (considered fair on the Likert scale). Still, it was the lowest among the evaluations of organizing personnel participating in training activities to enhance the pedagogical capacity of preschool teachers.

Current situation of guiding the implementation of content, methods, forms, and teaching aids in capacity-building classes for preschool teachers

Continuing from the previous directives, the renewal of content, methods, forms, and the enhancement of equipment and technical means are crucial factors in ensuring the quality of preschool teacher training activities. Therefore, evaluating the current management status of preschool teacher competency development activities requires consideration of the management's directives regarding content, methods, forms, and teaching aids in the training sessions for preschool teachers. The survey results regarding this issue are as follows:

Table 4.4. Investigation results of the current situation of guiding the implementation of content, methods, forms, and teaching aids in capacity-building classes for preschool teachers

No	Assessment content	Assessment level				\bar{X}
		Frequency / %				
		Excellent	Good	Average	Poor	
1	Directing the innovation of the content of preschool teacher training to meet the requirements of developing the competencies of the trainees.	229 41.5	267 48.4	45 8.1	11 2.0	3.29
2	Directing the application of active teaching methods, enhancing forms of discussion, practical exercises, etc., in pedagogical	126 22.8	291 52.7	113 20.5	22 4.0	2.94

No	Assessment content	Assessment level				\bar{X}
		Frequency / %				
		Excellent	Good	Average	Poor	
	competency training for preschool teachers.					
3	Providing equipment and technical means in pedagogical competency development activities for preschool teachers.	41 7.4	260 47.1	169 30.6	82 14.9	2.47

Table 4.4 shows that there has been a strong emphasis on directing the implementation of content, methods, forms, and teaching aids in the competency development activities for preschool teachers in An Giang province. The most notable aspect is the directive to innovate the content of preschool teacher training to meet the requirements of developing the competencies of the trainees. In discussions with education department officials, many have pointed out that the objective demands of transitioning from standardized teacher training levels to professional standards, as well as the implementation of early childhood education for 5-year-olds, the application of new early childhood education programs, and the implementation of the "Development of Early Childhood Education Phase 2018 - 2025" project have necessitated profound changes in the content of preschool teacher competency development. Therefore, in recent years, the education department has resolutely directed the reduction of standard regulations in the sector, prioritizing the supplementation, enhancement, and updating of knowledge and skills for teachers in each training session. This has been recognized by many officials and teachers, with 41.5% of respondents rating positively and 48.4% rating moderately regarding the innovation of preschool teacher training content to meet the development needs of trainees. This evaluation averaged 3.29 points (considered good on the Likert scale).

In addition to directing the innovation of training content, the education department in An Giang province has also emphasized applying advanced teaching methods in the competency development activities for preschool teachers. According to interviewed education department officials, trainers in the training sessions held at the education department usually come from universities. They know the necessity and can apply active teaching methods in preschool teacher training activities. However, the directive to innovate teaching methods in managing preschool teacher competency development activities has not been vigorous and is sometimes lax. Thus, only 22.8% of respondents rated positively, and 52.7% rated moderately regarding the directive to apply active teaching methods, enhance forms of discussion, practical exercises, etc., in pedagogical competency training for preschool teachers. This evaluation averaged 2.94 points (considered fair on the Likert scale).

The aspect rated the lowest in the directive on teaching methods in the centralized training sessions for preschool teacher competency in An Giang province is ensuring the provision of equipment and technical means for teaching. While training classes organized by the education department are adequately equipped, those held in districts and school clusters lack adequate teaching equipment, such as intelligent screens, computers without internet access, and poor-quality audiovisual aids. Many preschools, especially those in mountainous areas, lack the necessary equipment for online teacher training. As a result, 30.6% of respondents rated moderately, and 14.9% rated poorly regarding providing equipment and technical means in pedagogical competency development activities for preschool teachers. This evaluation averaged 2.47 points (considered average on the Likert scale), the lowest among the assessments of directives in training sessions for preschool teacher competency. This highlights the need for further attention to ensuring resources for preschool teacher competency development activities in An Giang province.

The current situation of guiding the expansion of capacity-building activities for preschool teachers based on schools

The format of regular, on-site training for teachers, particularly in An Giang province, plays a crucial role in shaping and developing the pedagogical competencies of preschool teachers. Promoting regular school training activities and encouraging self-improvement among preschool teachers are management interventions aligned with transitioning from centralized training to school-based training.

During discussions and exchanges, most management officials emphasized the need for concentrated efforts in organizing and directing various aspects, such as enhancing the proactive engagement of each preschool in researching, studying, and discussing specialized topics in pedagogy; improving the quality of professional activities among teacher groups in preschools; facilitating mutual training among teachers; and urging and enabling teachers to engage in self-study, self-improvement, and experiential learning in pedagogical activities.

Investigation results regarding the expanded guidance on pedagogical competency training for preschool teachers based on schools in An Giang province are as follows:

Table 4.5. Investigation results on the current situation of guiding the expansion of capacity-building activities for preschool teachers based on schools

No	Assessment content	Assessment level				\bar{X}
		Frequency / %				
		Excellent	Good	Average	Poor	
1	Direct preschool educational institutions to actively and proactively organize teachers to research, study, and discuss specialized topics in pedagogy.	42 7.6	263 47.6	170 30.8	77 14.0	2.48
2	Direct the improvement of the quality of professional activities in preschool teacher groups.	228 41.0	245 44.1	66 11.9	17 3.0	3.23
3	Organize mutual training for teachers on applying information technology, art creation, music, dance, literature, foreign languages, and ethnic languages.	138 25.0	257 46.6	125 22,6	32 5.8	2.91
4	Encourage and facilitate teachers in self-learning, self-improvement, and self-reflection on pedagogical activities.	133 24.1	293 53.1	115 20.8	11 2.0	2.99

Table 4.5 illustrates that the aspect highly rated here is the directive efforts of management agencies and preschool principals to enhance the quality of professional activities among teacher teams in preschools to contribute to the capacity building of preschool teachers. 41.8% of respondents evaluated positively, and 44.2% rated it as quite good regarding the directive to enhance the quality of professional activities among preschool teacher teams. This evaluation scores an average of 3.26 points (considered good on the Likert scale). Interviews with many preschool principals and vice-principals confirmed that all schools focus on appointing competent teachers with expertise to serve as team leaders or heads in various classrooms and school clusters. Additionally, the professional activities of teacher teams are systematically planned and guided explicitly by the school. Therefore, the activities of teacher teams have positively impacted the development of teachers' pedagogical skills.

In addition to enhancing the quality of professional activities for capacity building, many preschools in An Giang province prioritize organizing mutual capacity-building activities for teachers in applying information technology, arts, music, dance, literature, foreign languages, and ethnic languages. Through discussions, many management officials pointed out that although skills in information technology, arts, music, dance, literature, foreign languages, and ethnic languages are not included in the professional training modules, they play a crucial role in the pedagogical capacity of preschool teachers. Therefore, preschools in An Giang province often proactively organize capacity-building activities for these skills. Leveraging the positive characteristics of individuals growing up in a multicultural, multilingual society, such as willingness to participate in community activities, enthusiasm for learning, and willingness to help each other, preschools assign those with aptitude to assist others in improving their skills in information technology, arts, music, dance, literature, foreign languages, and ethnic languages. In reality, 41.0% of respondents evaluated positively, and 41.1% rated it as quite good regarding the organization of mutual capacity-building activities for teachers. This management aspect scored an average of 3.23 points (considered fair on the Likert scale).

Through discussions, many education management officials have recognized that preschool teachers in border areas face many obstacles in self-learning and capacity-building activities. Therefore, school principals must actively encourage and facilitate teachers' self-learning, self-improvement, and experience-sharing in pedagogical activities. Observations in some schools have shown that each teacher maintains a professional work diary, recording successes and failures in handling pedagogical situations related to daily childcare and education every week. These notes help teachers reflect on their experiences and guide them in further professional learning. In reality, 24.1% of respondents evaluated positively, and 53.1% rated it as quite good regarding the encouragement and facilitation of teachers' self-learning, self-improvement, and experience sharing in pedagogical activities. This evaluation scores an average of 2.99 points (considered fair on the Likert scale).

Expanding capacity-building activities for preschool teachers based on schools requires organizing discussions on various supplementary topics to enhance pedagogical knowledge and skills. However, according to observations in many preschools in An Giang province, the list of discussion topics and research materials is inconsistent across schools, and research and learning materials are insufficient and slow to be supplemented and updated. This indicates that preschools often organize discussions and learning sessions independently, lacking specific guidance from higher-level management agencies. Through the investigation, 30.8% of respondents evaluated at an average level, and 14.0% rated it as weak regarding the directive efforts of preschool education institutions to actively, proactively, and uniformly organize teachers' research, learning, and discussion on specialized pedagogical topics. This management aspect scored an average of 2.48 points (considered average on the Likert scale), the lowest among evaluations regarding the directive to expand capacity-building activities for preschool teachers based on schools. This can be viewed as a weakness that needs to be addressed.

Current situation of evaluation and assessment of the results of pedagogical capacity-building activities for preschool teachers according to professional standards

Assessing and evaluating capacity-building activities for preschool teachers according to professional standards enhances the responsibility of those involved in these activities and provides necessary information about the training outcomes and issues for management entities. Investigation results regarding the education management system in An Giang province regarding the function of assessing and evaluating the capacity-building activities for preschool teachers according to professional standards are as follows:

Table 4.6: Investigation results on the current situation of evaluation and assessment of the results of pedagogical capacity-building activities for preschool teachers according to professional standards

No	Assessment content	Assessment level Frequency / %				\bar{X}
		Excellent	Good	Average	Poor	
1	Implement hierarchical organization in assessing and evaluating capacity-building activities for preschool teachers according to professional standards.	138 25.0	138 50.4	116 21.0	20 3.6	2.97
2	Integrate the assessment of capacity-building activities with evaluating teachers based on their work competence and task performance results.	43 8.0	263 47.6	169 30.6	77 13.8	2.49
3	Establish an evaluation framework and classify preschool teachers according to professional standards.	232 42.0	238 43.1	72 13.0	10 1.9	3.25

According to many education management officials from the Department of Education and Training, Education and Training Offices, as well as principals and vice-principals of preschools, the "Regulations on Professional Standards for Preschool Teachers" clearly stipulate the criteria assessment procedures, which have facilitated ensuring the system and quality of evaluating and classifying preschool teachers within each specialized team and throughout the school. By doing this well, the management system will have a basis for categorizing the training subjects, and each teacher will be more actively engaged in training activities and self-improvement. Therefore, the education management system in An Giang province has recently focused on organizing practical evaluation and classification of preschool teachers according to professional standards. Through the investigation, 42.0% of respondents evaluated positively, and 43.1% rated it as quite good regarding implementing the evaluation framework and classifying preschool teachers according to professional standards. This evaluation scored an average of 3.25 points (considered good on the Likert scale).

In addition to effectively organizing the evaluation and classification of preschool teachers according to professional standards, in recent times, the education management system in An Giang province has focused on hierarchical organization in assessing and evaluating the capacity-building activities for preschool teachers according to professional standards. Accordingly, the Department of Education and Training has concentrated on examining and evaluating the results of training sessions focused on specific groups of preschool teachers. The results of reviewing the stored documents on training sessions for preschool teachers show that specialized training classes with certification provided by the University often rigorously assess and evaluate participants' learning outcomes. However, comprehensive training sessions covering multiple topics usually have assessments primarily conducted by study groups, divided by district, and through individual reports or group discussions. For capacity-building classes for preschool teachers at the district level, the Education and Training Offices have closely coordinated with the University, where the lecturers in charge of the classes regularly check the learning discipline and implement assessment methods according to the training program and plan and provide feedback on the results to the preschools. Through the investigation, 25.0% of respondents evaluated positively, and 50.4% rated it as quite good regarding implementing hierarchical organization in assessing and evaluating the capacity-building activities for preschool teachers according to professional standards. This management aspect scored an average of 2.97 points (considered fair on the Likert scale).

The most significant limitation in the assessment and evaluation here is the integration of assessing capacity-building activities with evaluating teachers based on their work competence and task performance results. According to education management officials from the Department of Education

and Training, Education and Training Offices, currently, assessing the capacity-building activities mainly occurs in centralized training sessions. It has not been effectively linked with evaluating teachers based on their work competence and task performance results. On the other hand, during school inspections and education audits at preschools, schools often face difficulties providing evidence of regular, on-site training activities, leading to training assessments usually overlooking evaluations of training at the school level. Through the investigation, 30.6% of respondents evaluated at an average level, and 13.8% rated it as weak regarding the integration of assessing capacity-building activities with evaluating teachers based on their work competence and task performance results. This management aspect scored an average of 2.49 points (considered average on the Likert scale), the lowest among evaluations regarding assessing and evaluating the results of capacity-building activities for preschool teachers according to professional standards.

CONCLUSION

In recent years, the Department of Education and Training, educational offices, and preschools in An Giang province have achieved significant success in managing professional development activities for early childhood teachers according to professional standards. However, several existing limitations have also been identified. The study conducted a survey: Current situation of establishing objectives and requirements for capacity building of preschool teachers according to professional standards; Current situation of organizing the development of programs and plans for capacity-building activities for preschool teachers according to professional standards; Current status of human resource organization participating in capacity-building activities for preschool teachers; Current situation of guiding the implementation of content, methods, forms, and teaching aids in capacity-building classes for preschool teachers; The current situation of guiding the expansion of capacity-building activities for preschool teachers based on schools; The current situation of evaluating and assessing the results of capacity-building activities for preschool teachers according to professional standards, and the findings will serve as a basis for the Department of Education and Training to commission teacher training universities to select necessary topics for fostering the professional development of preschool teachers according to professional standards. This aims to improve the quality of care, nurturing, and education of young children in preschools during the current period of educational reform.

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