

The Reality of Management of Professional Training Activities for Teachers at Preschools in an Giang Province, Vietnam Country

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Abstracts: The Author has conducted a survey on the management of professional development activities for preschool teachers in An Giang province. The survey results show the strengths, limitations and causes of the management of professional development activities for preschool teachers in An Giang province in the past times. Thereby, it is the basis for leaders to research measures to foster professional skills for preschool teachers in An Giang province to meet the requirements of improving teaching quality in preschools of An Giang province.

Keywords: Management, Professional Development, Preschool Teachers, An Giang Province.

1. INTRODUCTION

In order to perform the tasks of the school year well, the Education and Training Branch of An Giang province continues innovating Education and Training fundamentally and comprehensively from content, methods and assessment methods to develop comprehensively about the capacity, qualities, constitutions and life skills of learners; consolidating and creating favorable conditions to improve the quality of teachers and administrators as well as deploying the implementation plan of the project "Training and fostering teachers and educational administrators to meet requirements of fundamental and comprehensive renovation in general education in the period of 2017-2020 and orientation to 2025", including early childhood education (ECE). It can be said that teachers in general and preschool teachers in particular are the core force to realize the noble goal of education, this staff plays an important role in determining the quality and effectiveness of education. To serve the task of educating and taking care of children, it requires preschool teachers to have qualities, qualifications, capacity, compassion, devotion to love children, reflected in the spirit of self-study and self-improvement, improve methods of child care and education. Thus, any administrators cannot ignore the professional training of teachers. Strengthening and fostering teachers should be implemented quickly in order to help them professionally good, firmly in professional skills with good ethical qualities and nice pedagogical style in term of timely response to the innovation trend of education today.

2. OVERVIEW OF THE STATUS SURVEY PROCESS

2.1. Purpose of the survey

In order to have a practical basis for the management of professional training activities for the ECE staff in An Giang province, the author conducts a survey, assesses the current situation of the ECE team and management of the professional training activities for the ECE staff in An Giang province.

2.2. Content of the survey

Survey of the current situation of the force of ECE staff and the management of professional training activities for the ECE staff in An Giang province.

2.3 Subjects of the survey

- 36 administrators, including principals and vice principals.
- 228 teachers of 15 public nursery schools in An Giang province.

2.3 Tools of the survey

The set of tools used to carry out the survey of the reality includes statistical forms, collecting data related to the research content; opinion polls to learn about perceptions, opinions, and contributions about research issues.

3. CURRENT MANAGEMENT STATUS OF PROFESSIONAL TRAINING ACTIVITIES FOR PRESCHOOL TEACHERS IN AN GIANG PROVINCE ACCORDING TO PROESSIONAL STANDARDS

3.1. The actual situation of scheduling professional training activities for preschool teachers

Table 3.1. Making out schedules and programs of professional development for teachers.

| No. | Content of assessment | | 1 <i>Totally infrequent</i> | 2 <i>Not often</i> | 3 <i>Occasionally</i> | 4 <i>Frequently</i> | 5 <i>Very often</i> |
|-----|--------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------|-----------------------|--------------------------|------------------------|------------------------|
| 1 | Analyzing the professional strengths and weaknesses of teachers, thereby determining the need of professional training for teachers. | Amount | 0 | 0 | 0 | 195 | 69 |
| | | Percentage | 0 | 0 | 0 | 73,9% | 26,1% |
| 2 | Identifying the content of professional training for teachers. | Amount | 0 | 0 | 0 | 204 | 60 |
| | | Percentage | 0 | 0 | 0 | 72,3% | 27,7% |
| 3 | Identifying forms of professional teacher training. | Amount | 0 | 0 | 0 | 204 | 60 |
| | | Percentage | 0 | 0 | 0 | 72,3% | 27,7% |
| 4 | Classification of teachers according to organized professional content coming | Amount | 0 | 0 | 0 | 231 | 33 |
| | | Percentage | 0 | 0 | 0 | 87,5% | 12,5% |
| 5 | Expected outcomes of teacher training activities | Amount | 0 | 0 | 18 | 225 | 21 |
| | | Percentage | 0 | 0 | 6,8% | 85,2% | 8% |
| 6 | Identifying methods of professional development | Amount | 0 | 0 | 27 | 223 | 24 |
| | | Percentage | | | 10,2% | 80,7% | 9,1% |
| 7 | Determining the method of checking and evaluating training activities | Amount | 0 | 0 | 15 | 234 | 15 |
| | | Percentage | 0 | 0 | 5,7% | 88,6% | 5,7% |
| 8 | The professional training plan for teachers in the school year plan | Amount | 0 | 0 | 0 | 243 | 21 |
| | | Percentage | 0 | 0 | 0 | 92% | 8% |

The task and requirement of management work is to make out action plans. Therefore, the survey also shows that 100% of preschools have developed professional training plans for teachers. The objectives, contents and measures to implement the requirements of the training activities in those plans are clearly shown the required assurance of educational quality in schools and the ECE program. In addition, the formulation of activity plans is still limited in some schools such as: depthless contents deep and formalistic; the determination of goals, content and methods as making out the plan is not practical and confrontational, not suitable with the actual situation of the school. The direction is still perfunctory, not bold in directing, and does not follow the schedules of the proposed plan, which leads to low quality and efficiency in professional training activities for teachers.

Through the survey of the opinions on the actual situation of developing a plan of professional training activities

for teachers from administrators, it was found that the implementation steps in carrying out the plan did not meet the prescribed requirements, not follow the actual situation as well as not meet the requirements of long-term strategy. During the planning process, the expected results, methods of professional training, checking and evaluating of the professional training have not been carried out on a regular basis, which is shown by the level of evaluation at “occasionally”, for instance, the percentage of teachers' professional training activities is 5.7%, identifying methods of professional development gets 6.8% and determining methods of testing and evaluating training activities gets 10.2% ... Therefore, it is necessary to develop a detailed and specific plan, identify methods of professional training and determine methods of checking and evaluating training activities with the required steps for good management of professional training activities. Besides, the participation of comments from professional departments and teachers also contribute the plan more perfect.

3.2. Actual situation of organizing and implementing professional training plans for preschool teachers

Table 3.2. Organizing Professional Development Activities for Preschool Teachers.

| No. | Content of assessment | | 1 <i>Totally infrequent</i> | 2 <i>Not often</i> | 3 <i>Occasionally</i> | 4 <i>Frequently</i> | 5 <i>Very often</i> |
|-----|------------------------------------------------------------------------------------------------------------------|------------|--------------------------------|-----------------------|--------------------------|------------------------|------------------------|
| 1 | Organizing and disseminating lecturers who know the plan for professional development | Amount | 0 | 0 | 0 | 195 | 69 |
| | | Percentage | 0 | 0 | 0 | 73,9% | 26,1% |
| 2 | Organizing the implementation of training topics at the school | Amount | 0 | 0 | 0 | 249 | 15 |
| | | Percentage | 0 | 0 | 0 | 94,3% | 5,7% |
| 3 | Organizing the implementation of training topics at the units inside and outside the district | Amount | 0 | 0 | 0 | 258 | 6 |
| | | Percentage | 0 | 0 | 0 | 97,7% | 2,3% |
| 4 | Organizing regular professional activities in professional groups, organize to contribute ideas for each teacher | Amount | 0 | 0 | 0 | 33 | 231 |
| | | Percentage | 0 | 0 | 0 | 12,5% | 87,5% |
| 5 | Organizing facilities to serve professional training activities for teachers (EX: E-Learning ...) | Amount | 0 | 0 | 18 | 225 | 21 |
| | | Percentage | 0 | 0 | 6,8% | 85,2% | 8% |
| 6 | Organizing teaching observation due to the plan | Amount | 0 | 0 | 24 | 223 | 27 |
| | | Percentage | 0 | 0 | 9,1% | 80,7% | 10,2% |
| 7 | Organizing for teachers to participate in professional competitions inside and outside the school | Amount | 0 | 0 | 0 | 234 | 30 |
| | | Percentage | 0 | 0 | 0 | 88,6% | 11,4% |
| 8 | Monitoring, urging and supervising the implementation of professional training activities for teachers | Amount | 0 | 0 | 24 | 219 | 21 |
| | | Percentage | 0 | 0 | 9% | 83% | 8% |
| 9 | Coordinating necessary forces to serve professional training activities for teachers | Amount | 0 | 0 | 27 | 213 | 24 |
| | | Percentage | 0 | 0 | 10,2% | 80,7% | 9,1% |

The actual situation of organizing and implementing professional training plans for ECE teachers in An Giang province is assessed at a good level. The organization and implementation of the professional training plan for ECE teachers has achieved certain results in terms of lecturer selection, location, document preparation, etc. However, there are still problems such as matèial facilitie serving training activities and the professional training teachers have not done regularly...; in which, the content of monitoring, urging and supervising the implementation of professional training activities for teachers is still passive, has not fully promoted the role of the steering committee, the coordination of necessary forces to serve the training activities and the professional care for teachers are still fragmentary; some teachers have not actively fostered, self-trained, explored and promoted to improve their professional skills and capacity. According to the results of an in-depth interview, the head of a specialized group of a preschool school (ECE01) believes that it is necessary to closely coordinate with the school's core forces to

organize effective teacher training activities.

In general, the organization of professional training activities received high appreciation from the management staff and the teaching staff. Teachers are directly involved in professional training activities. However, it is necessary to strengthen the assessment contents to firmly grasp the status of preschool teachers in order to foster and improve the professional capacity of teachers at school.

3.3. The actual situation of directing the implementation of professional training activities for preschool teachers

In order for the plan to be well implemented and achieve high efficiency, the principal needs to organize the direction and assign the administration to be effective.

Table 3.3. Actual situation of directing activities of professional development for preschool teachers.

| No. | Content of assessment | | 1 <i>Totally infrequent</i> | 2 <i>Not often</i> | 3 <i>Occasionally</i> | 4 <i>Frequently</i> | 5 <i>Very often</i> |
|-----|----------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------|-----------------------|--------------------------|------------------------|------------------------|
| 1 | The guidelines for teacher professional development activities are developed based on consultation with the teaching staff | Amount | 0 | 0 | 15 | 195 | 54 |
| | | Percentage | 0 | 0 | 6% | 73,9% | 20,1% |
| 2 | The direction received the approval of the school's teachers | Amount | 0 | 0 | 27 | 204 | 33 |
| | | Percentage | 0 | 0 | 10,2% | 72,3% | 12,5% |
| 3 | Making decisions, directing and guiding teachers to participate in professional development activities | Amount | 0 | 0 | 0 | 204 | 60 |
| | | Percentage | 0 | 0 | 0 | 72,3% | 27,7% |
| 4 | Timely making decisions to correct deviations | Amount | 0 | 0 | 0 | 231 | 33 |
| | | Percentage | 0 | 0 | 0 | 87,5% | 12,5% |
| 5 | Encouraging teachers to participate in informal professional development activities | Amount | 0 | 0 | 18 | 225 | 21 |
| | | Percentage | 0 | 0 | 6,8% | 85,2% | 8% |
| 6 | Bringing out policies to reward teachers actively participating in professional development activities | Amount | 0 | 0 | 15 | 219 | 30 |
| | | Percentage | 0 | 0 | 56,8% | 83% | 11,4% |
| 7 | Assigning tasks and powers in the management of professional training activities appropriately | Amount | 0 | 0 | 15 | 234 | 15 |
| | | Percentage | 0 | 0 | 5,7% | 88,6% | 5,7% |
| 8 | Making policies to attract highly qualified teachers and management team | Amount | 0 | 0 | 33 | 210 | 21 |
| | | Percentage | 0 | 0 | 12,5% | 79,5% | 8% |

Table 3.3 shows that the actual situation of directing the implementation of the professional training plan for preschool teachers is rated at an average level... It depicts that most teachers believe that leaders at all levels despite encouraging preschool teachers to perform activities professional training but has not brought into full play the elements of the process of organizing and directing professional training activities. Specifically: directing in the implementation of policies to attract teachers and management team with high professional qualifications to carry out teaching and professional training for teachers still face many difficulties, obstacles, and have not mobilized many resources. The effort to implement this activity, is still passive for handling the situation, especially has not brought into full play the role of the steering committee, the coordination and cohesion between the subjects implementing professional training activities for the students. Kindergarten teacher. According to the results of an in-

depth interview with the head of the bud block of a preschool (ECE02), the direction in organizing professional training activities for teachers has not received consensus from the teaching staff due to the direction of the teaching staff. There are many shortcomings in the policy of attracting teachers to foster professional skills... Thus, the school needs to implement and direct the departments to closely coordinate in order to promptly and effectively solve problems arising in the implementation process of professional training activities.

3.4. The Reality of Inspecting and Evaluating Professional Development Activities for Preschool Teachers

Inspection and evaluation is an important link of management work, not only helping managers know the advantages of management work but also being the basis for adjusting plans, organizing implementation, directing... results in table 3.4

Table 3.4. The Reality of Inspecting and Evaluating Professional Development Activities for Preschool Teachers.

| No. | Content of assessment | | 1 <i>Totally infrequent</i> | 2 <i>Not often</i> | 3 <i>Occasionally</i> | 4 <i>Frequently</i> | 5 <i>Very often</i> |
|-----|-------------------------------------------------------------------------------------------------------------------|------------|--------------------------------|-----------------------|--------------------------|------------------------|------------------------|
| 1 | Clearly stipulating forms and methods of inspecting and evaluating teacher training activities | Amount | 0 | 0 | 0 | 195 | 69 |
| | | Percentage | 0 | 0 | 0 | 73,9 % | 26,1% |
| 2 | Regulations on inspecting and evaluation criteria for teachers' professional development activities | Amount | 0 | 0 | 0 | 249 | 15 |
| | | Percentage | 0 | 0 | 0 | 94,3% | 5,7% |
| 3 | Various, rich and advanced forms of inspection and assessment | Amount | 0 | 0 | 0 | 258 | 6 |
| | | Percentage | 0 | 0 | 0 | 97,7% | 2,3% |
| 4 | The inspection and evaluation process ensures objectivity, fairness and transparency | Amount | 0 | 0 | 0 | 33 | 231 |
| | | Percentage | 0 | 0 | 0 | 12,5% | 87,5% |
| 5 | The participation of experienced teachers in the inspections and evaluations | Amount | 0 | 0 | 18 | 225 | 21 |
| | | Percentage | 0 | 0 | 6,8% | 85,2% | 8% |
| 6 | Coordination of relevant forces in carrying out the inspection and professional assessment of teachers | Amount | 0 | 0 | 27 | 213 | 24 |
| | | Percentage | 0 | 0 | 10,2% | 80,7% | 9,1% |
| 7 | Summarizing, evaluating, and learning from experience after each professional training session | Amount | 0 | 0 | 15 | 234 | 15 |
| | | Percentage | 0 | 0 | 5,7% | 88,6% | 5,7% |
| 8 | Using student survey results as a foundation to find solutions for improving the professional quality of teachers | Amount | 0 | 0 | 24 | 219 | 21 |
| | | Percentage | 0 | 0 | 9% | 83% | 8% |
| 9 | Handling cases of unsatisfactory teachers after training | Amount | 0 | 0 | 27 | 213 | 24 |
| | | Percentage | 0 | 0 | 10,2% | 80,7% | 9,1% |

Table 3.4 shows that the inspection and evaluation of the implementation of the professional training plan for preschool teachers according to CNN is rated as average and good. The inspection, assessment and classification of ECE teachers of the Departments of Education and Training is carried out regularly, contributing to the educational management levels, the schools understand the current status of the quality of the staff, thereby helping the arrangement and use of teachers. Effectively the team contributes to improving the quality of education. In addition, the evaluation and grading is conducted in an orderly manner every year, contributing to the motivation to emulate good teaching and learning well.

Kindergarten schools have seriously implemented for all administrators and preschool teachers to learn about

the content of CNN and the standard evaluation process for preschool teachers. Schools have implemented the application of standards in the assessment and grading of preschool teachers. However, the evaluation of teachers is sometimes more emotional, qualitative rather than quantitative, the evaluation sheets have not focused on checking and comparing evidence sources, commenting on teachers' strengths and weaknesses has not gone into practice. It has not given a way to overcome weaknesses and promote strengths for each teacher and only focusing on scoring teacher evaluation.

In the in-depth interview, the author also investigates the opinions of administrators and teachers to examine the differences that the analysis has shown. According to the principal of a kindergarten school, the contents in the stage of inspecting and evaluating professional development of teachers are: specifying clearly the forms and methods of inspecting and evaluating teachers training activities; regulations on inspecting and evaluation criteria for teachers' professional development activities have been given by the school. However, the coordination of relevant forces in carrying out the professional inspection and assessment of teachers as well as handling cases of unsatisfactory teachers after training has not been carried out regularly. Also in the in-depth interview, the author interviewed the Board of Directors about the school's difficulties and received answers on this issue. The principal of a preschool believes that the immediate necessity for reschools is the ensure for teachers to actively participate in the school's professional development activities (formal professional development activities). It is necessary to take appropriate measures to foster and improve professional work as well as improve professional skills for teachers.

3.5. The current situation of managing conditions for organizing professional training activities for preschool teachers

Table 3.5. Conditions for organizing professional training activities for preschool teachers.

| Conditional factors | | Very good | Good | Average | Weak |
|------------------------------------------------------------|------------|-----------|-------|---------|-------|
| Facilities, equipment and utensils | Amount | 48 | 84 | 96 | 36 |
| | Percentage | 18,2% | 31,8% | 36,4% | 13,6% |
| Qualifications and professional capacity of administrators | Amount | 207 | 18 | 33 | 6 |
| | Percentage | 78,4% | 6,8% | 12,5% | 2,3% |
| Teacher's perception | Amount | 54 | 57 | 120 | 33 |
| | Percentage | 20,5% | 21,6% | 45,6% | 12,5% |
| Mobilizing funding from businesses and sponsors | Amount | 75 | 87 | 57 | 75 |
| | Percentage | 28,4% | 33% | 21,6% | 28,4% |
| Collaboration of school, family and society | Amount | 78 | 105 | 60 | 51 |
| | Percentage | 29,5% | 39,8% | 22,7% | 19,3% |

Comparing the results of the survey on the current status of conditions and the status of managing conditions for organizing professional development activities for teachers in preschools, it can be seen that there is a correlation between the actual condition and the management situation. The level of assessment of the management about the content and conditions for organizing professional training activities for teachers is at an average level and accounted for a high percentage such as: the coordination between teachers and departments accounted for 22.7%. Particularly, the content of Fund raising with a weak assessment accounted for a high rate of 28.4%. The most appreciated condition management content is the qualification and professional capacity of the teaching staff reaching 85.2% and the administrative staff, equipment and utensils reaching 50%. Thus, it can be seen that the management of the conditions for organizing professional training activities for teachers in preschools is still limited. Most of schools only perform good management of some contents about material facilities, equipment and utensils; qualifications and professional capacity of the teaching staff and some remaining contents are still too limited and have not achieved high efficiency. Thus, it is necessary to take more active measures in management work to make the most of the conditions to well organized professional training activities for teachers.

In summary, the management staff of some schools said that the difficulty in managing teacher training activities is

due to some problems in the development of plans to encourage teachers to participate in self-improvement and self-improvement activities. In addition, the limitations of institutional education in organizing training as well as in regular inspection and evaluation are also an important cause leading to other difficulties that the school has to face on the way to achieving its goals. The teacher training strategy has been proposed.

4. ASSESSMENT OF THE SITUATION OF MANAGEMENT OF PROFESSIONAL TRAINING ACTIVITIES FOR TEACHERS AT PRESCHOOLS IN AN GIANG PROVINCE

4.1. Strengths

Most preschools have focused on building professional training activities for preschool teachers to improve their professional qualifications and good moral qualities, strictly follow the Party's guidelines, strictly abide by state laws and regulations of the industry, fulfill assigned tasks and have a sense of improvement in all aspects. They are reflected in the following contents:

- The management of professional training activities for preschool teachers has been concerned by educational management levels. The development of professional training plans for teachers is focused. The number of teachers sent to participate in professional training and retraining has increased every year, which ensures well the innovation requirements of the current ECE program.

- The majority of preschool teachers are conscious in learning to improve their professional qualifications, have a sense of responsibility and actively perform the tasks of teaching, learning and educating kids at their school.

- The work of fostering and self-training on professional skills of preschool teachers is focused on implementing the plan, goals of education and the needs of the learners. That helps preschool teachers have conditions to meet the requirements of preschool teachers.

- The evaluation and grading of preschool teachers is carried out every year in a orderly manner according to the process, basically due to the requirements of preschool teachers.

4.2. Weakness

- The professional quality of teachers is not equal among communes and towns in the districts. Therefore, there are still many difficulties in making plans for professional development of preschool teachers in the direction of standardization and modernization.

- Although the work of professional training is carried out regularly and planned, it is still formal. The self-study spirit of teachers is not high due to the conditions and working time of preschool teachers exceeding the regulations (10-12 hours/day); the training contents are not practical, there are not many training contents in the field and requirement of pedagogical skills as well as updating new knowledge about contents of care and education for kids.

- The priority for investment of resources for the management of professional training activities for preschool teachers is not satisfactory. Plans, contents, forms and methods of fostering are not really scientific, do not follow the requirements of improving professional quality for teachers. Professional training activities for teachers are sometimes favor on form; resources for professional training activities for ECE teachers such as funding, administrative support, etc... are still limited. The work of inspection, evaluation, emulation and commendation is still formal and monotonous.

- The implementation of policy regimes for preschool teachers still has many shortcomings, there is no special regime for preschool teachers.

4.3. Causes

Based on the survey content, it can be seen that along with participating in professional development activities at the school, professional self-improvement also plays an important role in the process of improving the quality of teaching profession. However, leaders of preschools have not provided support as well as policies to encourage teachers to self-improve their professional capacity (rank 2). Therefore, schools should promote the process of raising awareness as well as helping teachers self-improve the essential professional elements in teaching, caring and educating kids. Thus, we can see that there are a number of difficulties that leadership team encounters when performing the management functions. Prominent among them is the content "The school has not yet issued a policy to encourage and promote professional self-improvement activities of teachers". We know that besides participating in professional training activities organized by the school, actively improvement themselves and foster professional skills of teachers is also a useful measure to improve the quality of teaching, care and education of kids. However, it is not easy for teachers to voluntarily participate in self-improvement activities. That requires appropriate policies of the school leadership, which have not identified specific directions and policies to encourage teachers to participate in professional self-improvement activities. In other words, school leaders need to verify the effectiveness of these policies because teachers' self-improvement is a difficult issue to control in terms of time and quality of activities. In addition, limited financial resources are also a problem that hinders the realization of the policy to encourage teachers to self-educate to improve their professional capacity. The annual financial allocation just allows schools to focus on serving basic needs. Consequently, the lack of effective policies along with the limitation of financial resources prevent school leaders from providing policies and directions to encourage teachers to actively participate in self-improvement in teaching, caring and educating kids. In summary, the management staff of some schools said that the difficulty in managing teacher training activities is due to some problems in the development of plans to encourage teachers to participate in self-improvement and self-improvement activities. In addition, the limitation of facilities in the organization of training as well as in regular and informal inspection and evaluation is also an important cause leading to difficulties in completing the objectives. The goal of the professional training strategy for teachers that the school has set out.

Table 4.1. Factors affecting the status of management of professional training activities of ECE teachers according to professional standards.

| No. | Influential contents | | 1. Completely unaffected | 2. Unaffected | 3. Irresolute | 4. Influential | 5. Very influential |
|-----|------------------------------------------------------------------------|------------|--------------------------|---------------|---------------|----------------|---------------------|
| 1 | Quality, capacity and qualifications of the school administrator staff | Amount | 9 | 6 | 15 | 165 | 69 |
| | | Percentage | 3,4% | 2,3% | 5,7% | 62,5% | 26,1% |
| 2 | Pedagogical environment, reputation of ECE institutions | Amount | 18 | 24 | 18 | 156 | 48 |
| | | Percentage | 6,8% | 9% | 6,8% | 59% | 18,2% |
| 3 | Leadership and direction of leaders | Amount | 15 | 9 | 24 | 186 | 30 |
| | | Percentage | 5,7% | 3,4% | 9% | 70,5% | 11,4% |
| 4 | Socialization work | Amount | 9 | 36 | 15 | 90 | 114 |
| | | Percentage | 3,4% | 13,6% | 5,7% | 34,1% | 43,2% |
| 5 | Systems of documents | Amount | 6 | 12 | 18 | 207 | 21 |
| | | Percentage | 2,3% | 4,5% | 6,8% | 78,4% | 8% |

Besides the causes, there are other factors affecting the management of professional development activities. Through a survey on the factors affecting the management of administrative management activities, the majority of administrators and teachers said that factors such as: quality, capacity, and qualifications of the school management staff; pedagogical environment, reputation of ECE institutions; the leadership and direction of leaders at all levels; The work of socialization and the document system affects the activities and management of parenting activities for teachers in preschools. In which, the factors of quality, capacity and qualifications of the school management staff;

pedagogical environment, reputation of ECE institutions; The leadership and direction of the leaders are rated at the highest level with the rate of 62.5%, 59% and 70.5%, respectively. The factor rated as having no influence at the highest level of 13.6% is parents' cognitive ability in implementing socialization. The survey results in Table 4.1 have shown that administrators and teachers have correctly commented and assessed the influence of factors on CM activities for teachers in elementary schools.

5. CONCLUSION

The results of analysis show that the management of professional training activities for teachers at preschools in An Giang province according to professional standards has achieved basic results such as: most preschools have developed training plans for teachers as well as have improved professional qualifications, professionalism and ethical qualities; the teaching staff has been gradually rejuvenated, trained to be well qualified and beyond qualified with standards to meet the requirements of the renewal of the new ECE program. The work of fostering and self-training in the professional skills of teachers is focused and implemented according to the plan and the goals of education branch. The evaluation and grading of preschool teachers is conducted annually in a orderly manner according to the requirements of the professional standards of preschool teachers. In addition, the results of analysis also show limitations in the management of professional development activities for teachers of preschools in An Giang province, such as developing plans to encourage teachers to participate in self-improvement activities, improving expertise, equipping civil servants in the organization of training as well as the inspection and evaluation work has not had a suitable schedule. It is formalistic. The professional quality of the ECE staff is not equal among communes and towns. It has not really created a necessary and favorable educational environment for teachers to foster and develop. The coordination of the preschools and the social forces has not been paid adequate attention. Such issues get administrators need to consider, research and find out the solutions to improve the effectiveness of the management of professional development activities for ECE teachers.

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