Educational administrators’ perceptions of influential factors in cultivating and enhancing professional competencies among preschool teachers in the Southeastern region of Vietnam

As percepções dos administradores educacionais sobre os fatores influentes no cultivo e na melhoria das competências profissionais entre professores pré-escolares na região sudeste do Vietnã

Hien Thi Nguyen¹
Van-Trung Tran²

Abstract
This study comprehensively explores the intricate factors influencing the management of fostering and developing professional competence among preschool teachers in the Southeastern Region of Vietnam. Examining subjective factors (self-study, leadership roles, decentralization, and coordination) reveals individual perspectives driving effective teacher development. This study has 104 administrators. To ensure a representative sample, a random sampling method was employed for participant selection. The analysis underscores the significance of continuous self-improvement (M = 4.15, SD = 0.99), the pivotal role of school leadership (M = 3.40, SD = 0.79), and collaborative efforts (M = 3.99, SD = 0.87) in advancing professional growth. Simultaneously, the investigation of objective factors (socio-economic conditions, educational renovation, educational science, and institutional diversity) highlights broader systemic influences. The analysis underscores the importance of contextual considerations (M = 2.96, SD = 0.97), evidence-based practices (M = 4.12, SD = 0.82), and varied educational settings (M = 3.12, SD = 0.71) in shaping successful strategies for professional development. The synthesis of these results emphasizes the dynamic interplay

¹ Master of Arts in Education, Thu Dau Mot University, 06 Trần Văn Ơn, Phú Hòa, Thủ Dầu Một, Bình Dương, Việt Nam. E-mail: hiennt@tdmu.edu.vn Orcid: https://orcid.org/0009-0005-0134-693X
2 Doctor of Philosophy in Education, Thu Dau Mot University, 06 Trần Văn Ơn, Phú Hòa, Thủ Dầu Một, Bình Dương, Việt Nam. E-mail: trungtv@tdmu.edu.vn Orcid: https://orcid.org/0000-0002-7623-1660
between individual viewpoints and systemic forces in the realm of teacher training administration. This research not only enriches our understanding of the nuanced factors influencing professional competence development but also offers actionable insights for informed decision-making within the domain of early childhood education. By capitalizing on these findings, educators, administrators, and policymakers can collectively contribute to the cultivation of skilled preschool teachers, thereby fostering a more robust and impactful early learning environment in the Southeastern Region of Vietnam.

**Keywords:** Professional Competence. Preschool Teachers. Teacher Training Administration. Subjective Factors. Objective Factors.

**Resumo**
Este estudo explora de forma abrangente os fatores intrincados que influenciam a gestão do fomento e desenvolvimento da competência profissional entre professores pré-escolares na Região Sudeste do Vietnã. Examinar fatores subjetivos (autoestudo, papéis de liderança, descentralização e coordenação) revela perspectivas individuais que impulsionam o desenvolvimento eficaz do professor. Este estudo tem 104 administradores. Para garantir uma amostra representativa, foi empregado um método de amostragem aleatória para seleção de participantes. A análise ressalta a importância do autoaprimoramento contínuo (M = 4,15, DP = 0,99), o papel central da liderança escolar (M = 3,40, DP = 0,79) e os esforços colaborativos (M = 3,99, DP = 0,87) no avanço do crescimento profissional. Simultaneamente, a investigação de fatores objetivos (condições socioeconômicas, renovação educacional, ciência educacional e diversidade institucional) destaca influências sistêmicas mais amplas. A análise ressalta a importância de considerações contextuais (M = 2,96, DP = 0,97), práticas baseadas em evidências (M = 4,12, DP = 0,82) e ambientes educacionais variados (M = 3,12, DP = 0,71) na formulação de estratégias bem-sucedidas para o desenvolvimento profissional.

A síntese desses resultados enfatiza a interação dinâmica entre pontos de vista individuais e forças sistêmicas no âmbito da administração de formação de professores. Esta investigação não só enriquece a nossa compreensão dos fatores matizados que influenciam o desenvolvimento de competências profissionais, mas também oferece conhecimentos acionáveis para a tomada de decisões informadas no domínio da educação na primeira infância. Ao capitalizarem estas descobertas, os educadores, administradores e legisladores podem contribuir coletivamente para o cultivo de professores pré-escolares qualificados, promovendo assim um ambiente de aprendizagem precoce mais robusto e impactante na Região Sudeste do Vietname.
Keywords: Competência Profissional. Professores em Pré-escola. Administração da Formação de Professores. Fatores Subjetivos. Fatores de Objetivo.

Introduction

The field of education continually evolves, driven by the collective efforts to enhance the competencies and capabilities of educators, particularly within the critical domain of preschool education. Amidst this dynamic landscape, the management of fostering and developing professional competence among preschool teachers emerges as a pivotal endeavor. This study delves into the intricate fabric of factors that influence this management, encompassing both subjective and objective dimensions. These factors collectively shape the strategies, policies, and practices that guide the cultivation of professional competencies among preschool teachers. In this introduction, we lay the foundation for our exploration, examining the subjective factors, which include self-study and self-improvement capacity, the leadership role of the principal, the decentralization of management in teacher training, and the coordination of internal and external forces on professional development. Additionally, we delve into the objective factors encompassing socio-economic conditions, the renovation of preschool education, the role of educational science, and the diversity of preschool education institutions. Through an integrated analysis of these multifaceted factors, we seek to illuminate a comprehensive understanding of the complex dynamics that influence the management of fostering and developing professional competence among preschool teachers.

Subjective Factors

2.1 Self-Study and Self-Improvement Capacity

The realm of education thrives on commitment to continuous self-improvement and the cultivation of expertise (Huah, 2021). The subjective factor of self-study and self-improvement capacity occupies a central role in shaping the professional competencies of preschool teachers. Preschool teachers must possess a strong drive for personal growth and be willing to invest time and effort in expanding their knowledge and skills (Missall et al., 2006). By actively engaging in self-study, they can stay updated with the latest research, teaching methodologies, and child development theories, ultimately enhancing their ability to provide...
high-quality education to young learners. This encompasses the drive for ongoing learning and skill enhancement, allowing educators to adapt to evolving pedagogical practices. Zhao (2013) astutely pointed out “Nurturing a culture of self-driven improvement fosters a proactive approach to professional growth”. By staying informed about the latest research, teaching methodologies, and child development theories, educators can better understand the needs and interests of their students (Chiu & Chai, 2020; Knowles et al., 2014; Taylor & Boyer, 2020). This knowledge empowers them to create engaging and effective learning experiences that cater to individual learning styles and promote optimal student outcomes. Additionally, continuously updating their skills allows educators to stay relevant in an ever-changing educational landscape and meet the demands of a diverse student population (Kamsani & Martens, 2022; Wright et al., 2019; Yusron et al., 2023). Such proactive engagement is integral to navigating the ever-changing landscape of early childhood education. Vu et al. (2022) discovered that a positive attitude toward the teaching profession was one of the most influential factors on professional performance and the caliber of teaching activities. Significant numbers of preschool employees started their careers without enthusiasm or passion for the field, as well as without an in-depth understanding of the humanistic and moral principles that govern the field (Vu et al., 2022).

2.2 The Leadership Role of the Principal in Preschool

Effective leadership within preschool settings wields a profound influence on teacher training administration (Bush & Haiyan, 2000). The principal, as a key figure, shapes the organizational culture and sets the tone for professional development initiatives. McChesney (2022) reported that the principal’s leadership style and approach to teacher training administration can greatly impact the overall effectiveness of professional development initiatives. By fostering a supportive and collaborative environment, the principal can encourage teachers to actively engage in training opportunities and continuously improve their skills (Redecker & Punie, 2017). Additionally, the principal’s commitment to ongoing learning and staying updated on best practices can inspire teachers to do the same, ultimately enhancing the quality of education provided in the preschool setting. As highlighted by Day et al. (2016); Seashore Louis and Robinson (2012), the principal’s leadership style and vision significantly impact the implementation of training strategies and their alignment with broader educational goals. Furthermore, Hu et al. (2019); McLaughlin and Marsh (1978) has shown that when principals prioritize professional development and create a supportive learning
environment, teachers are more likely to feel valued and motivated in their roles. This positive atmosphere can foster collaboration and a sense of shared responsibility among educators, leading to a more cohesive and effective preschool program. Understanding and leveraging the subjective perceptions surrounding this role can pave the way for targeted interventions that harness the principal’s influence to empower preschool teachers (Scamardella, 2021).

2.3 The Decentralization of Management in Teacher Training

The subjective factor of decentralized management introduces a pivotal dimension to the management of professional competence development among preschool teachers (Bouchamma et al., 2014; Dou et al., 2017). Decentralized management allows preschool teachers to have more autonomy in their professional development, as they can make decisions based on their own needs and interests. This subjective factor acknowledges that each teacher has unique strengths and areas for growth, and empowers them to take ownership of their own learning journey (Lokollo & Arman, 2022; Murray & Zoul, 2015). Additionally, it fosters a sense of accountability among teachers, as they are responsible for setting goals and evaluating their own progress in developing their professional competence. Decentralization fosters localized decision-making and tailored approaches to training. This resonates with the assertion by Koh et al. (2014); Smoke (2015) that decentralization empowers educators by acknowledging their contextual needs. By analyzing the perceptions of this factor, we gain insights into the degree of autonomy and the extent to which local adaptations drive teacher training efforts. Understanding the level of autonomy granted to educators and the influence of local adaptations on teacher training efforts is crucial for effective professional development (Skott & Møller, 2020). This analysis allows for a more comprehensive understanding of how decentralization impacts the development of educators’ professional competence and promotes a more tailored approach to training that aligns with their specific needs and contexts (Klein et al., 2019).

2.4 The Coordination of Internal and External Forces

Collaboration and coordination are elemental forces that orchestrate effective professional development (Fullan, 1994). The subjective dimension of coordinating internal and external forces elucidates how partnerships between educators, institutions, and external stakeholders contribute to the cultivation of professional competencies (Jain et al., 2022).
These partnerships foster a collaborative environment where educators can share best practices, exchange ideas, and receive feedback from a diverse range of perspectives. Additionally, external stakeholders bring valuable resources and expertise that enhance the quality and relevance of professional development initiatives (Guskey, 2000). As underscored by Kolb (2014), harmonizing these forces facilitates a holistic approach to teacher training. By understanding and incorporating the perspectives of external stakeholders, such as parents, community members, and industry professionals, professional development initiatives can be tailored to meet the specific needs and demands of the education system (Venkatraman, 2007). This collaborative approach not only ensures that teachers receive comprehensive training but also fosters a sense of ownership and investment in the success of these initiatives among all stakeholders involved (Hénard & Roseveare, 2012).

Through the exploration of these subjective factors, we embark on an enriching journey that delves into the intricate perceptions surrounding the management of fostering and developing professional competence among preschool teachers. By examining these dimensions, we unveil the intricate interplay of individual viewpoints and their collective influence on the educational landscape. The subsequent sections of this study extend this exploration to objective factors, which encompass socio-economic conditions, the renovation of preschool education, the role of educational science, and the diversity of preschool education institutions.

**Objective Factors**

### 3.1 Socio-Economic Conditions of the Southeast Provinces

The objective lens widens to encompass socio-economic conditions as a pivotal factor influencing teacher training administration. The socio-economic backdrop of the Southeast provinces can significantly impact resource allocation, access to training opportunities, and the overall educational ecosystem (Garschagen et al., 2012). For instance, in economically disadvantaged areas, limited funding may hinder the availability of necessary resources for teacher training programs. Additionally, the socio-economic conditions may also affect the ability of aspiring teachers to afford or access training opportunities, leading to disparities in educational outcomes within the region (Kainuwa et al., 2013). This echoes the sentiment expressed by Gorski (2016); Tsang (2000), who highlighted that socio-economic factors are inextricably linked to educational equity and the effectiveness of teacher development.
Furthermore, the lack of funding for teacher training programs can result in limited resources and outdated curriculum, hindering the quality of education provided to students (Salam et al., 2018). These challenges highlight the need for comprehensive support systems and policies that address both the financial barriers and socio-economic disparities in order to ensure equal access to high-quality teacher training programs for all aspiring educators. By delving into the perceptions surrounding this factor, we unravel the intricate relationship between socio-economic contexts and the management of professional competencies (Stacey, 2022).

### 3.2 Renovating Preschool Education

Within the objective realm, the renovation of preschool education emerges as a transformative force (Boyd, 2018). This factor is grounded in the imperative to align educational practices with the demands of fundamental and comprehensive innovation in education and training. Preschool education renovation is crucial as it aims to adapt educational practices to meet the evolving needs of learners in today’s rapidly changing world (Le et al., 2022). By incorporating innovative approaches, such as technology integration and project-based learning, preschool education can better prepare young children for future success in higher education and the workforce. Renovation in preschool education not only enhances academic skills but also fosters the development of essential 21st-century skills, such as critical thinking, collaboration, and creativity (Mann et al., 2022; Papadakis et al., 2021). By equipping young children with these skills, they are better equipped to navigate an increasingly complex and interconnected global society. Additionally, the research conducted by Yang (2019) highlights the positive impact of innovative educational practices on students’ motivation and engagement, further emphasizing the significance of renovation in preschool education. Investigating perceptions of this factor unveils insights into the degree to which stakeholders recognize and advocate for innovative approaches that elevate the quality of teacher training and, consequently, early childhood education (Menon, 2019).

### 3.3 Educational Science for Teacher Training

The role of educational science in teacher training signifies the infusion of evidence-based practices into pedagogical approaches (Williams et al., 2023). The objective factor of integrating educational science holds the potential to refine and optimize training strategies. By incorporating educational science into teacher training, educators can benefit from a...
deeper understanding of how students learn and develop (Alam, 2022; Niess, 2005). This knowledge allows them to tailor their teaching methods to meet the diverse needs of their students, ultimately enhancing the overall effectiveness of the training program. Additionally, the integration of evidence-based practices ensures that teachers are equipped with the most up-to-date and research-backed techniques, enabling them to make informed decisions in their classrooms. As highlighted by Onyema et al. (2019), leveraging educational science enhances instructional efficacy and enriches teaching methodologies. By scrutinizing perceptions in this domain, we gain a deeper understanding of how the integration of educational science resonates within the teacher training landscape. This deeper understanding can help identify areas for improvement and inform the development of more effective teacher training programs. Additionally, it allows for the exploration of potential challenges and barriers that may arise when integrating educational science into pedagogical approaches, ultimately leading to more informed decision-making in education policy and practice.

3.4 Diversity of Preschool Education Institutions

The diversity of preschool education institutions within the context of market mechanisms accentuates the multifaceted fabric of teacher training administration (Carter & Doyle, 2013). This factor acknowledges the varied educational settings and their contributions to teacher development. The insights from Bliuc et al. (2012); Forghani-Arani et al. (2019) research underscore the potential benefits of diverse educational environments. Their study found that teachers who have experience working in diverse educational settings are more adaptable and able to meet the needs of a wide range of students. This highlights the importance of promoting diversity in teacher training programs to ensure that educators are equipped with the skills necessary to thrive in today's diverse classrooms. By exploring perceptions related to this objective factor, we unravel the tapestry of influences that different institution types bring to teacher training, enriching the discourse on effective management. Understanding the impact of diverse educational settings on teacher training can also shed light on the potential benefits of incorporating multicultural perspectives into curriculum development (Göbel & Helmke, 2010). By embracing diversity in teacher training programs, educators can learn to create inclusive learning environments that celebrate and respect the unique backgrounds and experiences of all students (Agbenyega, 2011). This holistic approach to education not only enhances student engagement and academic success but also fosters a more inclusive and equitable society.
In this comprehensive exploration of both subjective and objective factors, we embark on a journey that traverses the intricate perceptions surrounding the management of fostering and developing professional competence among preschool teachers. Through an integrated analysis of these multifaceted dimensions, we seek to illuminate a holistic understanding of the complex dynamics that influence teacher training practices. As we navigate through the subsequent sections, the research aims to contribute to an enriched comprehension of the interplay between these factors, fostering the advancement of early childhood education practices within the Southeastern Region of Vietnam and beyond.

Methods

4.1 Participants

The research data was gathered from a comprehensive survey involving administrators and teachers associated with 14 distinct Departments of Education and Training, as well as 28 preschools. Specifically, the survey encompassed a total of 104 administrators, including individuals holding key positions within the Departments of Education and Training, such as heads, deputy heads, and administrators responsible for teacher training. Additionally, it involved 62 administrators responsible for preschools, including members of the management boards overseeing the 28 preschools. The survey’s geographical scope extended to preschools falling within the jurisdiction of six administrative units, namely: Ho Chi Minh City, Binh Duong Province, Ba Ria-Vung Tau Province, Binh Phuoc Province, Tay Ninh Province, and Dong Nai Province. To ensure a representative sample, a random sampling method was employed for participant selection. The data collection phase took place over a period spanning from March to June 2022, providing a robust foundation for a comprehensive analysis of the factors influencing the fostering and development of professional competencies among preschool teachers in the Southeast region of Vietnam.

4.2 Measurement

The research measurement approach employed in this study involved evaluating the awareness and perception of contextual impact factors within the realm of management activities. To quantify these factors, a carefully constructed rating scale with five distinct levels was utilized: “very bad”, “not good”, “average”, “good”, and “very good” which...
corresponded to the rating levels of “weak”, “average”, “fair”, “good” and “excellent” respectively, each assigned values of 1, 2, 3, 4, and 5 (ranging from a minimum of 1.0 to a maximum of 5.0). The range between the minimum and maximum values, divided by the total number of levels (Missall et al.), yielded a distance value of 0.80. This scale enabled participants to express their evaluations of the impact of contextual elements on management practices.

Specifically, the following categorizations were established based on the assigned values:

- No Impact: Ratings falling within the range of 1.00 to 1.79.
- Low Impact: Ratings ranging from 1.80 to 2.59.
- Impact: Ratings within the interval of 2.60 to 3.39.
- Quite Strong Impact: Ratings spanning from 3.40 to 4.19.
- Strong Impact: Ratings falling within the range of 4.20 to 5.00.

By utilizing this well-defined measurement framework, the study effectively captured and quantified the degrees of impact and awareness associated with various contextual factors, contributing to a comprehensive analysis of the current state of fostering and developing professional competencies among preschool teachers in the Southeast region of Vietnam.

4.3 Procedures

The research procedures were methodically designed to assess and analyze the awareness of contextual impact factors in management activities and their influence on the development of professional competencies among preschool teachers in the Southeast region of Vietnam. The following steps outline the research process:

A comprehensive rating scale comprising five distinct levels. These levels were mapped to corresponding values of "weak," "average," "fair," "good," and "excellent" on a scale of 1 to 5, ranging from minimal to maximal impact. The scale's design aimed to capture nuanced perceptions of impact and awareness.

The study focused on 104 administrators and teachers from 14 Departments of Education and Training and 28 preschools within the Southeast region of Vietnam. A random sampling method was applied to ensure a representative and diverse participant group.

Participants were provided with the rating scale and asked to evaluate the impact of contextual factors on management practices in relation to fostering and developing professional competencies among preschool teachers in the Southeast region of Vietnam.
professional competencies among preschool teachers. Data collection took place during the period from March to June 2022.

The collected data were analyzed to compute mean scores and standard deviations for each category. This quantitative analysis provided valuable insights into the participants’ perspectives and the levels of consensus or variance within each aspect.

The calculated mean scores were compared to the predefined impact ranges as outlined in the provided note. This step facilitated the interpretation of the results by contextualizing the perceived influence of each objective aspect within teacher training administration.

The findings were discussed in the context of existing literature and theoretical frameworks. The implications of the perceived impact of each objective aspect were explored, providing depth and context to the research outcomes.

Based on the analyzed data, a comprehensive conclusion was drawn regarding participants’ perceptions of objective aspects in teacher training administration. Recommendations were formulated to address and leverage these perceived impacts for enhancing teacher training practices.

4.4 Data Analysis

The dataset obtained from the completed questionnaires, provided by administrators and teachers affiliated with 28 preschools, underwent a rigorous and comprehensive data analysis utilizing specialized software, namely SPSS. The core aim of this intricate analysis was to delve into the perceptions held by educational administrators concerning the pivotal factors that play a role in fostering and amplifying the professional skill set of preschool teachers within the Southeastern Region of Vietnam. The data analysis procedure was multifaceted, beginning with the meticulous organization and preparation of the collected information. Subsequently, a series of statistical techniques were applied to extract meaningful insights. At the heart of this analysis were the calculations of mean values and standard deviations. These statistical measures served as fundamental tools to gauge the central tendencies of respondents’ viewpoints and the extent of variability within their perceptions. By embarking on this comprehensive data analysis journey, the study aimed to uncover nuanced insights that could potentially shape educational strategies, policies, and practices. The end goal was to contribute to a deeper understanding of the multifaceted landscape surrounding the development of professional competencies among preschool teachers in the Southeastern Region of Vietnam.
5.1 Perceptions Regarding Subjective Aspects of Teacher Training Administration

Table 1 offers a comprehensive insight into the perceptions regarding subjective aspects within teacher training administration. The table presents mean scores and standard deviations for each category, shedding light on participants’ viewpoints and the extent of consensus or divergence within each dimension.

<table>
<thead>
<tr>
<th>Content</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-study and self-improvement capacity to improve the professional</td>
<td>4.15</td>
<td>.986</td>
</tr>
<tr>
<td>and professional competence of preschool teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The leadership role of the principal in preschool</td>
<td>3.40</td>
<td>.793</td>
</tr>
<tr>
<td>The decentralization of management in teacher training</td>
<td>4.25</td>
<td>.956</td>
</tr>
<tr>
<td>The coordination of internal and external forces on the professional</td>
<td>3.99</td>
<td>.866</td>
</tr>
<tr>
<td>development of teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1. Descriptive Statistics of Perceptions Regarding Subjective Aspects in Teacher Training Administration

Note: No impact: 1.00 \( \leq M \leq 1.79 \); Low Impact: 1.80 \( \leq M \leq 2.59 \); Impact: 2.60 \( \leq M \leq 3.39 \); Quite Strong Impact: 3.40 \( \leq M \leq 4.19 \); Strong Impact: 4.20 \( \leq M \leq 5.00 \).

Source: the authors

The participants exhibit a robust recognition of the importance of self-study and self-improvement for enhancing the professional competence of preschool teachers, as reflected by the mean score of 4.15 (SD = 0.99). This dimension showcases a moderate level of variance in opinions. The mean score falls within the range designated as “Quite Strong Impact”, underscoring the notable emphasis placed on this aspect.

Participants perceive the principal’s leadership role in preschool with a mean score of 3.40 (SD = 0.79), indicating a relatively consistent perspective among participants, with minor variations in opinion. This mean score falls within the “Impact” range, signifying a recognized influence of the principal’s leadership role.

The data underscores a prevailing endorsement of decentralized management strategies in teacher training, evidenced by the mean score of 4.25 (SD = 96), suggesting some diversity in viewpoints. Falling within the “Quite Strong Impact” range, this mean score indicates a substantial acknowledgment of the positive effects of decentralized approaches.

The importance of coordination between internal and external forces for professional development is highlighted by the mean score of 3.99 (SD = 0.87). There exists a coherent
understanding among participants, albeit with slight variations. This mean score places the dimension within the "Impact" range, showcasing the recognized role of coordination.

Table 1’s descriptive statistics provide valuable insights into participants’ perceptions of subjective aspects in teacher training administration. The comparison of mean scores with the note's impact ranges underscores the significance attributed to each dimension, contributing to a comprehensive understanding of the dynamics at play in teacher training practices.

5.2 Perceptions Regarding Objective Aspects of Teacher Training Administration

Table 2 provides an insightful overview of perceptions regarding objective aspects within teacher training administration. The table presents mean scores and standard deviations for each category, offering valuable insights into participants’ viewpoints and the level of consensus or divergence within each area.

<table>
<thead>
<tr>
<th>Content</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-economic conditions of the Southeast provinces</td>
<td>2.96</td>
<td>.966</td>
</tr>
<tr>
<td>Renovating preschool education according to the requirements of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fundamental and comprehensive innovation in education and training</td>
<td>4.12</td>
<td>.816</td>
</tr>
<tr>
<td>Educational science for teacher training</td>
<td>3.27</td>
<td>.957</td>
</tr>
<tr>
<td>Diversity of types of preschool education institutions in the context</td>
<td>3.12</td>
<td>.712</td>
</tr>
<tr>
<td>of market mechanisms</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2. Descriptive Statistics of Perceptions Regarding Objective Aspects in Teacher Training Administration

Note: No impact: 1.00 ≤ M ≤ 1.79; Low Impact: 1.80 ≤ M ≤ 2.59; Impact: 2.60 ≤ M ≤ 3.39; Quite Strong Impact: 3.40 ≤ M ≤ 4.19; Strong Impact: 4.20 ≤ M ≤ 5.00
Source: the authors

Participants’ perceptions regarding the socio-economic conditions of the Southeast provinces yield a mean score of 2.96 (SD = 0.97) indicating a moderate level of variance in opinions. The mean score falls within the “Impact” range, underscoring the recognition of socio-economic factors’ influence on teacher training administration.

The data highlights participants’ substantial acknowledgment of the need to renovate preschool education in alignment with fundamental and comprehensive innovation in education and training. The mean score of 4.12 (SD = 0.82) has a moderate degree of uniformity in opinions. This mean score places the dimension well within the “Quite Strong Impact” range, emphasizing the significant perceived influence.
Participants perceive the role of educational science in teacher training with a mean score of 3.27 (SD = 0.96) suggesting a relatively diverse perspective among participants. Falling within the “Impact” range, this mean score underscores the recognition of educational science's role in shaping teacher training practices.

The data indicates an awareness of the diverse types of preschool education institutions within the context of market mechanisms, with a mean score of 3.12 (SD = 0.71), suggesting a relatively consistent understanding among participants. This mean score places the dimension within the "Impact" range, signifying a recognized influence on teacher training administration.

Table 2’s descriptive statistics provide a comprehensive understanding of participants’ perceptions of objective aspects in teacher training administration. The comparison of mean scores with the note's impact ranges underscores the perceived significance of each dimension, contributing to an enriched comprehension of the dynamics shaping teacher training practices.

Discussion

This study delves into the multifaceted landscape of perceptions regarding teacher training administration, shedding light on both subjective and objective dimensions. Through comprehensive data analysis, valuable insights emerge, offering a deeper understanding of the factors that influence the development of professional competencies among preschool teachers. These findings underscore the intricate interplay of individual viewpoints and broader systemic influences, emphasizing the need for a holistic approach that integrates diverse perspectives and leverages tangible factors. By aligning strategies with these insights, educators, policymakers, and administrators can collectively work towards creating a more effective and impactful teacher training framework that ultimately contributes to the advancement of early childhood education in the Southeastern Region of Vietnam and beyond.

6.1 Perceptions Regarding Subjective Aspects of Teacher Training Administration

The analysis of perceptions regarding subjective aspects of teacher training administration has provided valuable insights into the intricate interplay of individual viewpoints and their impact on the enhancement of professional competencies among preschool teachers. Participant responses shed light on various dimensions that are influenced
by personal perspectives, thereby shaping the overall effectiveness of teacher training initiatives.

One prominent finding pertains to the “Self-study and Self-improvement Capacity” dimension, where participants exhibited a notable inclination toward recognizing the significance of continuous self-improvement. Participants expressed a strong belief that engaging in self-study and self-improvement activities allows them to stay updated with the latest teaching methodologies and theories. This dimension also highlighted the importance of reflecting on their own teaching practices, enabling them to identify areas for growth and make necessary adjustments to enhance their professional competencies (Korthagen & Vasalos, 2005; Redecker & Punie, 2017). This aligns with the assertion by Zhu and Burrow (2023) that fostering a culture of self-driven learning enhances educators’ adaptability and competence. The relatively moderate standard deviation suggests a relatively consistent consensus among participants, emphasizing the broader acknowledgment of self-improvement's positive influence.

In contrast, the “Leadership Role of the Principal in Preschool” garnered a moderately perceived impact. Douglass (2019); Fonsén and Ukkonen-Mikkola (2019) further argues that effective leadership in preschools is crucial for creating a positive learning environment and promoting the professional growth of educators. This highlights the importance of recognizing the principal’s role in fostering continuous improvement and enhancing the overall educational experience for both students and teachers (Geesa et al., 2022). The lower standard deviation suggests a more uniform perspective among participants, indicating a balanced understanding of the principal’s influence, albeit with minor variations.

These findings underscore the nuanced dynamics of subjective aspects within teacher training administration. It is crucial for educational institutions to take these findings into consideration when designing professional development programs for educators. By acknowledging the influence of principals in fostering continuous improvement, schools can create a supportive environment that promotes growth and enhances the overall educational experience (Ferreira et al., 2020; Mahoney et al., 2021). Additionally, understanding the subtle variations in perspectives among participants can help administrators tailor training programs to address specific needs and ensure a more uniform understanding of the principal’s role. They emphasize the need for tailored strategies that leverage these perceptions to drive effective professional development among preschool teachers.
6.2 Perceptions Regarding Objective Aspects of Teacher Training Administration

The examination of perceptions regarding objective aspects of teacher training administration illuminates the role of tangible factors in shaping the landscape of professional competency development. These tangible factors include the curriculum design, resources and facilities available, and the qualifications and experience of the trainers. Understanding how these objective aspects influence teacher training administration can help identify areas for improvement and ensure that teachers receive the necessary support to enhance their professional competency (Darling-Hammond, 2017). Additionally, it is important to consider how these tangible factors interact with subjective elements, such as individual motivations and attitudes towards learning, in order to create a comprehensive understanding of teacher training administration. These objective dimensions, influenced by contextual factors, policies, and systemic frameworks, provide a comprehensive framework for understanding the broader influences on teacher training practices.

One notable dimension is “Renovating Preschool Education”, which highlights a “Quite Strong Impact”. In their study, Smitsman et al. (2020) emphasized the importance of embracing innovation in order to adapt to evolving educational paradigms. They argued that the dimension of “Renovating Preschool Education” has a significant impact on teacher training practices, indicating the need for educators to stay updated with innovative approaches in early childhood education (Thao & Boyd, 2014). Furthermore, this dimension recognizes the changing needs and demands of preschool education and emphasizes the importance of equipping teachers with the necessary skills and knowledge to meet these challenges effectively (Heikka & Waniganayake, 2011). The relatively moderate standard deviation suggests a shared recognition of the transformative potential of educational renovation.

Additionally, the perception of “Diversity of Preschool Education Institutions” emphasizes the moderate impact of varied educational settings. This concurs with Mi et al. (2022) argument that diverse institutions contribute to a well-rounded teacher development. Furthermore, the emphasis on diversity in preschool education institutions aligns with the idea that exposure to different teaching environments can enhance teachers’ adaptability and creativity. This highlights the importance of providing teachers with opportunities to experience and learn from a range of educational settings, ultimately enhancing their overall effectiveness in meeting the challenges of educational renovation (Ferguson, 2008). The
relatively low standard deviation signifies a cohesive understanding among participants, underlining the acknowledged influence of diverse educational environments.

These objective aspect perceptions underscore the broader systemic influences on teacher training administration. Recognizing these dynamics allows for strategic planning and policy-making that harnesses the potential of these objective factors to shape impactful teacher development strategies. Incorporating these insights into educational policies and practices enables a holistic approach to enhancing professional competencies among preschool teachers (Macharia, 2022; Woodhead, 2006). This holistic approach includes providing ongoing professional development opportunities, creating supportive and collaborative work environments, and implementing evidence-based teaching practices. By addressing the objective aspects of diverse educational environments and understanding their systemic influences, policymakers can create effective strategies that support the growth and success of preschool teachers. Ultimately, this will lead to improved educational outcomes for young children and a stronger foundation for their future learning. By understanding and aligning with both subjective and objective aspects, stakeholders can foster a conducive environment for effective teacher training and ultimately elevate the quality of early childhood education (Iqbal & Ahmad, 2021).

Conclusion

This study comprehensively explored the multifaceted realm of factors influencing the management of professional competence development among preschool teachers in Vietnam's Southeastern Region. By dissecting subjective perceptions such as self-improvement and leadership roles, alongside objective elements like socio-economic conditions and educational innovation, a holistic understanding of teacher training administration was attained. These insights underscore the intricate interplay between personal perspectives and broader systemic influences. By leveraging these findings, educators, administrators, and policymakers can cultivate tailored strategies that empower preschool teachers, ultimately enhancing the quality of early childhood education and shaping a more promising future for young learners.

References


Submetido em: 30.09.2023

Aceito em: 01.11.2023