

## Developing the Preschool Teacher Workforce According to Professional Standards: Testing Proposed Measures in Thu Dau Mot City, Vietnam

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**ABSTRACT:** This study was conducted to examine the appropriateness of measures for developing preschool teachers according to professional standards in the context of preschool education in Thu Dau Mot City, Vietnam. Based on the system of measures that had been developed, the article surveyed the opinions of 78 participants, including 40 educational managers and 38 preschool teachers, on two aspects: the level of necessity and the possibility of practical implementation. The survey data were processed using descriptive statistics, including mean scores, standard deviations, ranking, and analysis of the relationship between the two evaluation criteria. The results show that all proposed measures received a high level of consensus from the survey participants. The overall mean score for the necessity criterion was 4.33, corresponding to the “very necessary” level; the overall mean score for the feasibility criterion was 4.29, corresponding to the “very feasible” level. In addition, the analysis indicates a positive relationship between the necessity and feasibility of the measures, reflecting consistency between the need to develop preschool teachers and the conditions for implementation in the local context. Based on the survey results, the study confirms that the proposed system of measures has reference value for the management, training, and development of preschool teachers according to professional standards. The findings contribute to supporting preschool education institutions and educational managers in selecting, prioritizing, and implementing teacher development measures in a standardized, practical, and sustainable manner.

**KEYWORDS:** Preschool teachers; professional standards; teacher workforce development; management measures; necessity; feasibility learning

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### I. INTRODUCTION

Preschool education is the first level of the national education system and plays a foundational role in shaping and developing children’s personalities comprehensively. The 2019 Law on Education defines the objective of preschool education as helping children develop physically, emotionally, intellectually, and aesthetically; form the first elements of personality; and prepare for grade one (National Assembly, 2019). From a socio-economic perspective, Heckman (2006) argues that investment in early childhood yields higher returns than many interventions at later stages, because this period is crucial for the formation of abilities and long-term development opportunities. UNESCO (2015) also emphasizes that education should be regarded as a global common good associated with human development, social equity, and sustainable development. In this context, the quality of preschool education depends greatly on the quality of preschool teachers, as they are the direct force organizing childcare, nurturing, and educational activities in schools. In the context of fundamental and comprehensive educational reform, developing preschool teachers according to professional standards has become an essential requirement for improving the quality of preschool education. Resolution No. 29-NQ/TW of the Central Committee of the Communist Party of Vietnam sets out the requirement to develop teachers and educational managers to meet the demands of educational reform (Communist Party of Vietnam, 2013). To concretize this requirement, the Ministry of Education and Training promulgated Circular No. 26/2018/TT-BGDDT regulating the professional standards for preschool teachers, consisting of 5 standards and 15 criteria. These standards serve as a basis for teachers’ self-assessment, institutional evaluation, and the planning of training, professional development, utilization, and development of teachers toward professionalism (Ministry of Education and Training, 2018). International studies also affirm that teacher professional development should be organized regularly, purposefully, and in alignment with competency standards, working conditions, and the practical needs of educational institutions (Darling-Hammond & Bransford, 2005; OECD, 2019).

In practice, developing preschool teachers according to professional standards still faces numerous difficulties. Although professional standards provide an important framework for teacher assessment, training, and development, gaps remain between the requirements of the standards and the actual competencies of preschool teachers. Several domestic studies show that preschool teachers still experience limitations in organizing educational activities, applying information technology, creating positive educational environments, and assessing children’s holistic development (Nguyen Thi Kim Anh, 2021; Tran Thi Thanh Huyen,

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2020). In addition, teacher workforce development is affected by administrators' and teachers' awareness, training content, organizational methods, facilities, assessment practices, and the working environment. Therefore, proposing and appraising measures for developing preschool teachers according to professional standards is necessary to ensure that the measures are both theoretically grounded and practically applicable. Thu Dau Mot City is the administrative, political, and socio-economic center of Binh Duong Province, Vietnam, and is characterized by rapid urbanization and increasing demand for preschool education. Mechanical population growth, especially among migrant workers, has created considerable pressure on preschool facilities, teachers, and the quality of childcare and education. According to local reports, the number of children of preschool age has increased rapidly, many schools face overcrowding, and preschool teachers continue to encounter difficulties related to quantity, quality, working conditions, and remuneration policies. As Binh Duong Province continues to orient its urban, industrial, and service development according to the provincial planning for 2021 - 2030, with a vision to 2050, the need to develop preschool education human resources in Thu Dau Mot has become increasingly urgent (Prime Minister, 2024; Thu Dau Mot City People's Committee, 2024). Based on these issues, this article focuses on appraising the necessity and feasibility of measures for developing preschool teachers according to professional standards in Thu Dau Mot City, Vietnam. The appraisal aims to determine the suitability of the proposed measures for the requirements of preschool education reform and the practical conditions of the locality. The research findings provide scientific and practical evidence for selecting, implementing, and improving management measures for developing preschool teachers, thereby contributing to improving the quality of preschool education in the current context.

## **II. THEORETICAL BASIS FOR DEVELOPING PRESCHOOL TEACHERS ACCORDING TO PROFESSIONAL STANDARDS**

### **Basic concepts**

**Preschool teachers:** Preschool teachers are those who perform the tasks of nurturing, caring for, and educating children in preschool education institutions; possess healthy moral qualities and lifestyles; meet the prescribed qualification standards; and fully perform the duties of teachers (Ministry of Education and Training, 2009). Indeed Group (2020) states that a preschool teacher prepares lesson plans and supports children aged three to five who have not yet entered kindergarten. Language, social skills, and motor skills are core learning domains. A preschool teacher may create crafts, teach numbers and colors, and encourage social development. Designing a curriculum focused on key learning domains is also an important part of this profession. The main goal of preschool teachers is to prepare their students for grade one.

**Preschool teacher workforce:** According to Nguyen Duc Chinh (2009), a teacher workforce is a collective of educators working in an educational institution or within a particular educational system, linked and mutually supportive in carrying out educational and teaching tasks. This conception emphasizes collectivity, coordinated collaboration, and unity in action. According to Le Khanh Bang (2009), preschool teachers have distinctive characteristics compared with teachers at other levels of education. Preschool teachers not only transmit knowledge but also undertake nurturing, caring, health protection, and the comprehensive education of children's initial personality formation.

**Professional standards for preschool teachers:** Professional teacher standards are a set of criteria that express the basic requirements regarding professional qualifications, occupational skills, ethical qualities, and practical competencies that each teacher needs in order to perform educational tasks effectively (Nguyen Thi My Loc, 2010). Professional standards for preschool teachers constitute a framework that defines what teachers need to know and be able to do, serving as guidance for training, practice, and professional development (UNESCO, 2005). Professional standards for preschool teachers are a system of basic requirements regarding qualities and competencies that preschool teachers need to achieve and strive for throughout their careers; they serve as a basis for teacher evaluation, teacher professional development, and the management of preschool education activities (Ministry of Education and Training, 2021).

**Developing preschool teachers according to professional standards:** Development is a lawful and successive process of transformation in the human body and psyche from birth to maturity, encompassing physical, intellectual, emotional, social, and moral aspects (Nguyen Anh Tuyet, 2014). Teacher workforce development is a central task of educational management to ensure that teachers continually meet the requirements of educational innovation. The advantage of this approach is that it highlights dynamism and regards workforce development as a long-term and continuous process (Tran Ba Hoanh, 2003). According to Le Khanh Bang (2009), developing preschool teachers according to professional standards is the process of planning, recruiting, training, utilizing, and providing incentives for preschool teachers in order to improve professional competence and meet the requirements of childcare and education in accordance with professional standards.

### **Contents of developing preschool teachers according to professional standards**

**Improving administrators' and teachers' awareness of professional development according to professional standards:** This is a foundational content area, because correct awareness guides appropriate management actions and teachers' self-development.

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Administrators need to recognize that professional standards for preschool teachers are not only tools for teacher evaluation and classification but also an important basis for developing plans for training, professional development, utilization, and workforce development. For teachers, professional standards help them reflect on their own qualities and competencies, thereby identifying strengths to promote and limitations to overcome in professional practice. When administrators and teachers fully understand the role of professional standards, workforce development no longer remains formalistic or compliance-oriented but becomes an intrinsic need and regular task in every preschool education institution. According to the Ministry of Education and Training (2018), professional standards for preschool teachers serve as a basis for teacher self-assessment, institutional evaluation, and the development and implementation of plans for teacher training and professional competency development.

**Developing preschool teachers' professional and pedagogical competencies:** This is the core content of workforce development, because the quality of childcare, nurturing, and education directly depends on teachers' professional qualities and competencies. Training and professional development activities should focus on essential competencies such as caring for and ensuring children's safety; organizing educational activities; creating child-centered educational environments; observing, monitoring, and assessing children's development; collaborating with parents, families, and the community; and applying information technology in childcare and educational activities. In addition, preschool teachers should be trained in pedagogical communication, handling educational situations, emotion management, adaptability, and professional ethics. Darling-Hammond and Bransford (2005) argue that teacher development should aim to form comprehensive professional competence, enabling teachers to understand learners, understand educational content, organize appropriate teaching activities, and reflect on professional practice.

**Innovating methods and forms of preschool teacher professional development:** Teacher workforce development cannot rely solely on short-term training courses or one-way transmission-based training. In the current context, professional development activities need to be flexible, diverse, and connected to teachers' practical needs. Forms of professional development may include centralized training, school-based training, professional learning activities in teams or groups, lesson observation and reflection, lesson study, guided self-study, peer learning, workplace learning, online training, and the application of information technology in professional development. Diversifying methods and forms of professional development gives teachers more learning opportunities and enables them to apply knowledge to practical childcare and education. OECD (2019) emphasizes that the quality of the early childhood education workforce should be improved through initial training, continuous professional development, workplace support, and better conditions for professional practice.

**Strengthening assessment and post-assessment feedback for preschool teachers:** Assessing teachers according to professional standards is meaningful only when assessment results are used to support teacher development rather than merely for classification. Therefore, assessment needs to be objective, fair, democratic, and based on concrete evidence of teachers' qualities, competencies, and work processes. After assessment, administrators should provide timely feedback, identify what teachers have done well, point out areas for improvement, and guide appropriate professional development plans. Post-assessment feedback helps teachers better understand their professional competencies, adjust self-study and professional development plans, and improve the quality of professional practice. Thus, assessment should not be viewed as a purely administrative activity but as a management tool that promotes teachers' progress and continuous professional development.

**Ensuring necessary conditions for developing the preschool teacher workforce:** Requiring teachers to meet professional standards must go hand in hand with creating favorable conditions for them to develop their competencies. These conditions include facilities, teaching equipment, learning materials, professional documents, time allocated for professional development, support policies, learning opportunities, the working environment, and school culture. A positive, democratic, cooperative, and respectful working environment motivates teachers to feel secure in their work, learn proactively, and improve professional competence. Conversely, without supportive conditions, teachers may find it difficult to meet professional standards even when they are aware of the need for professional development. Therefore, developing preschool teachers according to professional standards should be associated with improving working conditions, enhancing professional life, increasing resources, and building a learning culture in schools.

### **III. SYSTEM OF MEASURES FOR DEVELOPING PRESCHOOL TEACHERS ACCORDING TO PROFESSIONAL STANDARDS**

#### **Principles for developing the measures**

**Principle of purposefulness:** The measures must derive from the research objectives and aim to address the key issues identified in the current situation. Each measure should have a clear objective and be consistent with the requirements for developing preschool teachers according to professional standards in the current context.

**Principle of feasibility:** The measures should fit the actual conditions of the locality, schools, administrators, and teachers. Each proposed measure must be implementable under specific conditions regarding human resources, time, funding, and facilities, avoiding formalism or impracticality.

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Principle of inheritance and development: The measures should inherit previous results, experiences, and strengths of teacher workforce development activities. At the same time, they should be adjusted, supplemented, and innovated to suit the current requirements of preschool education development.

Principle of scientific and practical grounding: The measures must be developed on the basis of scientific theory, educational policies and regulations, and the results of situational analysis. They should also be closely linked to the actual conditions of Thu Dau Mot City, the characteristics of the preschool teacher workforce, and the local educational environment.

Principle of systematicity: The measures must be closely interconnected, mutually supportive, and directed toward the common goal of developing preschool teachers according to professional standards. Their interconnection helps create coherence, avoid overlap, and enhance practical effectiveness.

**Table 1. Proposed measures**

| No.       | Proposed measure                                                                                                                         | Main focus                                                                                                              |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Measure 1 | Improving administrators' and teachers' awareness of the importance of developing preschool teachers according to professional standards | Creating consistency in awareness and action among administrators and teachers                                          |
| Measure 2 | Innovating the content and quality of professional and pedagogical training for preschool teachers according to professional standards   | Improving qualities, competencies, and professional skills according to standards                                       |
| Measure 3 | Diversifying methods and forms of organizing preschool teacher development activities according to professional standards                | Combining centralized training, self-study, professional meetings, peer support, and information technology application |
| Measure 4 | Improving assessment and post-assessment feedback in the development of preschool teachers according to professional standards           | Linking assessment with support, adjustment, and teacher competency development                                         |
| Measure 5 | Increasing investment in facilities to meet the requirements of developing preschool teachers according to professional standards        | Ensuring conditions for training, practice, and professional innovation                                                 |
| Measure 6 | Building a positive working environment to motivate the development of preschool teachers according to professional standards            | Creating a democratic, cooperative, respectful environment that encourages teacher development                          |

### IV. APPRAISAL METHOD

Purpose of appraisal: The appraisal aimed to determine the necessity and feasibility of the proposed measures for developing preschool teachers according to professional standards in the current context.

Participants: The participants included 40 administrators, namely leaders and specialists of the Department of Education and Training and principals and vice principals of preschools, and 38 teachers working in public preschools in Thu Dau Mot City. The total number of participants was 78.

Appraisal instrument: The instrument was a questionnaire designed to evaluate six measures based on two criteria: necessity and feasibility. Each criterion was assessed using a five-point scale: 1 = Not necessary/not feasible; 2 = Less necessary/less feasible; 3 = Average; 4 = Necessary/feasible; and 5 = Very necessary/very feasible.

Data analysis: The data were processed using descriptive statistics, including mean scores, standard deviations, and rankings. In addition, correlation analysis was used to examine the relationship between the necessity and feasibility of the proposed measures. The study also includes summary tables of necessity and feasibility and a correlation table for the two criteria.

### V. APPRAISAL RESULTS AND DISCUSSION

#### Results of the Assessment of the Necessity and Feasibility of the Measures

Assessment of the Necessity and Feasibility of Measure 1: Raising Awareness among Managers and Teachers of the Importance of Developing Preschool Teachers According to Professional Standards

**Table 2. Descriptive statistics on the necessity and feasibility of Measure 1**

| No. | Content                                                                                                                                                                | N  | Mean | SD   | N  | Mean | SD   |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------|------|----|------|------|
| 1   | Organizing communication activities to help administrators and preschool teachers clearly understand the requirements of professional standards for preschool teachers | 78 | 4.27 | 0.75 | 78 | 4.24 | 0.79 |
| 2   | Raising administrators' awareness of their responsibility                                                                                                              | 78 | 4.45 | 0.68 | 78 | 4.13 | 0.78 |

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|                     |                                                                                                                                                |           |             |             |           |             |             |
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|                     | for managing the development of preschool teachers according to professional standards                                                         |           |             |             |           |             |             |
| 3                   | Raising preschool teachers' awareness of their role in the process of professional development                                                 | 78        | 4.10        | 0.75        | 78        | 4.06        | 0.83        |
| 4                   | Raising parents' and the community's awareness of the significance of building a preschool teacher workforce that meets professional standards | 78        | 4.08        | 0.73        | 78        | 3.97        | 0.76        |
| <b>Overall mean</b> |                                                                                                                                                | <b>78</b> | <b>4.22</b> | <b>0.73</b> | <b>78</b> | <b>4.10</b> | <b>0.79</b> |

The appraisal results show that Measure 1, "Improving administrators' and teachers' awareness of the importance of developing preschool teachers according to professional standards," was positively evaluated, with an overall mean score of 4.22 for necessity and 4.10 for feasibility. This indicates high agreement and practical implementability in preschool education institutions in Thu Dau Mot City. Among the assessed contents, raising administrators' awareness of their responsibility for managing teacher workforce development was rated highest in terms of necessity (mean = 4.45), confirming the key role of administrators in orienting, organizing, and promoting the development process. Meanwhile, organizing communication activities to help administrators and teachers understand the standards had the highest feasibility score (mean = 4.24), suggesting that this content is relatively easy to implement and directly affects workforce awareness. The remaining contents were also positively evaluated, although the content related to parents and the community had a slightly lower feasibility score, indicating that implementation may depend on cooperation outside the school.

Assessment of the Necessity and Feasibility of Measure 2: Innovating the Content and Quality of Professional Training and Development for Preschool Teachers According to Professional Standards

**Table 3. Descriptive statistics on the necessity and feasibility of Measure 2**

| No.                 | Content                                                                                            | N         | Mean        | SD          | N         | Mean        | SD          |
|---------------------|----------------------------------------------------------------------------------------------------|-----------|-------------|-------------|-----------|-------------|-------------|
| 1                   | Strengthening specialized training in modern preschool education methods (STEM, Montessori, etc.)  | 78        | 4.65        | 0.58        | 78        | 4.47        | 0.72        |
| 2                   | Focusing on training teachers' competence in applying information technology and foreign languages | 78        | 4.29        | 0.72        | 78        | 4.21        | 0.81        |
| 3                   | Improving teachers' competence in designing positive educational environments                      | 78        | 4.27        | 0.80        | 78        | 4.29        | 0.84        |
| 4                   | Diversifying forms of training and encouraging self-study                                          | 78        | 4.35        | 0.79        | 78        | 4.24        | 0.78        |
| <b>Overall mean</b> |                                                                                                    | <b>78</b> | <b>4.39</b> | <b>0.72</b> | <b>78</b> | <b>4.30</b> | <b>0.79</b> |

Measure 2, "Innovating the content and quality of professional and pedagogical training," was rated very highly, with an overall mean score of 4.39 for necessity and 4.30 for feasibility. This demonstrates strong agreement among administrators and teachers and indicates that the measure can be implemented in practice. Among the contents, strengthening specialized training in modern educational methods such as STEM and Montessori received the highest ratings, with a necessity mean of 4.65 and a feasibility mean of 4.47. This reflects a clear need to update modern educational methods for preschool teachers. Other contents, such as diversifying training forms, encouraging self-study, improving competence in information technology and foreign languages, and designing positive educational environments, were also positively evaluated, showing their relevance to current educational reform.

Assessment of the Necessity and Feasibility of Measure 3: Diversifying Methods and Forms of Organizing Activities for Developing Preschool Teachers According to Professional Standards

**Table 4. Descriptive statistics on the necessity and feasibility of Measure 3**

| No. | Content                                                                                                                                                                                           | N  | Mean | SD   | N  | Mean | SD   |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------|------|----|------|------|
| 1   | Using centralized thematic training to update teachers on new requirements of professional standards, core issues of the preschool education program, innovation in methods, and child assessment | 78 | 4.28 | 0.80 | 78 | 4.37 | 0.79 |
| 2   | Strengthening on-site guidance, mentoring, and direct support through lesson observation, post-lesson consultation, guidance in teacher planning, and support in handling pedagogical situations  | 78 | 4.27 | 0.86 | 78 | 4.31 | 0.81 |
| 3   | Focusing on professional meetings based on lesson study and the sharing of practical experience                                                                                                   | 78 | 4.44 | 0.75 | 78 | 4.37 | 0.81 |

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|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|-------------|-----------|-------------|-------------|
| 4                   | Promoting teachers' self-study and self-training; guiding teachers to conduct self-assessment according to professional standards, develop self-study plans, select suitable materials, and monitor their progress | 78        | 4.22        | 0.80        | 78        | 4.38        | 0.81        |
| <b>Overall mean</b> |                                                                                                                                                                                                                    | <b>78</b> | <b>4.30</b> | <b>0.80</b> | <b>78</b> | <b>4.36</b> | <b>0.80</b> |

Measure 3, "Diversifying methods and forms of organizing teacher development activities," was highly rated on both criteria, with an overall mean score of 4.30 for necessity and 4.36 for feasibility. The results indicate that the measure is consistent with practical needs and can be implemented effectively in preschool institutions. Professional meetings based on lesson study and practical experience sharing received the highest necessity score (mean = 4.44), suggesting that practice-based professional development is an important direction. Promoting teachers' self-study and self-training had the highest feasibility score (mean = 4.38), reflecting the importance of teachers' proactive role in professional development.

Assessment of the Necessity and Feasibility of Measure 4: Improving Inspection and Post-Evaluation Feedback Activities in the Development of Preschool Teachers According to Professional Standards

**Table 5. Descriptive statistics on the necessity and feasibility of Measure 4**

| No.                 | Content                                                                                                                                                                                              | N         | Mean        | SD          | N         | Mean        | SD          |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|-------------|-----------|-------------|-------------|
| 1                   | Renewing awareness of the assessment of preschool teachers according to professional standards                                                                                                       | 78        | 4.35        | 0.83        | 78        | 4.32        | 0.81        |
| 2                   | Improving assessment contents and criteria to align with professional standards for preschool teachers and with the practical requirements of each school                                            | 78        | 4.37        | 0.76        | 78        | 4.33        | 0.82        |
| 3                   | Innovating assessment methods by diversifying information sources and forms of assessment: teacher self-assessment, administrator assessment, professional team assessment, lesson observation, etc. | 78        | 4.42        | 0.80        | 78        | 4.46        | 0.70        |
| 4                   | Improving the quality of post-assessment feedback; after each assessment, administrators should communicate directly with teachers in a specific, frank, and constructive manner                     | 78        | 4.35        | 0.85        | 78        | 4.33        | 0.82        |
| <b>Overall mean</b> |                                                                                                                                                                                                      | <b>78</b> | <b>4.37</b> | <b>0.81</b> | <b>78</b> | <b>4.36</b> | <b>0.79</b> |

Measure 4, "Improving assessment and post-assessment feedback in the development of preschool teachers according to professional standards," was rated very highly in terms of both necessity and feasibility. The overall mean score was 4.37 for necessity and 4.36 for feasibility. Among the contents, innovating assessment methods by diversifying information sources and assessment forms received the highest scores, with a necessity mean of 4.42 and a feasibility mean of 4.46. This indicates that combining teacher self-assessment, administrator assessment, professional team assessment, and lesson observation is an appropriate approach to assessing preschool teachers according to professional standards. Other contents, such as improving standards-based criteria, renewing awareness of assessment, and strengthening post-assessment feedback, were also positively and consistently evaluated.

Assessment of the Necessity and Feasibility of Measure 5: Increasing Investment in Facilities to Meet the Requirements for Developing Preschool Teachers According to Professional Standards

**Table 6. Descriptive statistics on the necessity and feasibility of Measure 5**

| No. | Content                                                                                                                                                                           | N  | Mean | SD   | N  | Mean | SD   |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------|------|----|------|------|
| 1   | Reviewing and evaluating current facilities to identify missing items that do not yet meet the requirements for developing preschool teachers according to professional standards | 78 | 4.38 | 0.76 | 78 | 4.29 | 0.81 |
| 2   | Investing in essential facility items directly linked to developing preschool teachers' professional competencies according to professional standards                             | 78 | 4.32 | 0.73 | 78 | 4.35 | 0.82 |
| 3   | Supplementing and modernizing teaching equipment, learning materials, and resources in diverse and age-appropriate ways to support innovation in educational methods              | 78 | 4.42 | 0.69 | 78 | 4.27 | 0.78 |
| 4   | Investing in conditions that support the application of information technology in developing preschool teachers                                                                   | 78 | 4.33 | 0.83 | 78 | 4.31 | 0.86 |

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|                     |                                     |           |             |             |           |             |             |
|---------------------|-------------------------------------|-----------|-------------|-------------|-----------|-------------|-------------|
|                     | according to professional standards |           |             |             |           |             |             |
| <b>Overall mean</b> |                                     | <b>78</b> | <b>4.37</b> | <b>0.75</b> | <b>78</b> | <b>4.30</b> | <b>0.82</b> |

Measure 5, “Increasing investment in facilities to meet the requirements of developing preschool teachers according to professional standards,” was also rated highly, with an overall mean score of 4.37 for necessity and 4.30 for feasibility. Supplementing and modernizing teaching equipment, teaching aids, and learning materials suitable for different age groups and supportive of method innovation received the highest necessity score (mean = 4.42), indicating that educational equipment and learning materials are important conditions for improving teachers’ professional competencies. Investing in essential facilities linked to competency development had the highest feasibility score (mean = 4.35). Reviewing current facilities and strengthening conditions for information technology application were also positively evaluated.

Assessment of the Necessity and Feasibility of Measure 6: Building a Positive Working Environment to Motivate the Development of Preschool Teachers According to Professional Standards

**Table 7. Descriptive statistics on the necessity and feasibility of Measure 6**

| No.                 | Content                                                                                                                                                                      | N         | Mean        | SD          | N         | Mean        | SD          |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|-------------|-----------|-------------|-------------|
| 1                   | Building a democratic, respectful, and cooperative working environment within the pedagogical collective                                                                     | 78        | 4.28        | 0.82        | 78        | 4.36        | 0.77        |
| 2                   | Creating conditions for teachers to develop their competencies and strengths and participate proactively in school activities                                                | 78        | 4.29        | 0.77        | 78        | 4.24        | 0.86        |
| 3                   | Building a positive school culture that encourages learning, sharing, and mutual support among teachers                                                                      | 78        | 4.37        | 0.72        | 78        | 4.37        | 0.77        |
| 4                   | Paying attention to encouragement and motivation; implementing fair and timely emulation and reward policies; improving working conditions and reducing unnecessary pressure | 78        | 4.38        | 0.79        | 78        | 4.29        | 0.81        |
| <b>Overall mean</b> |                                                                                                                                                                              | <b>78</b> | <b>4.33</b> | <b>0.78</b> | <b>78</b> | <b>4.32</b> | <b>0.80</b> |

Measure 6, “Building a positive working environment to motivate the development of preschool teachers according to professional standards,” was rated highly in both necessity and feasibility, with overall mean scores of 4.33 and 4.32, respectively. Among the contents, encouragement, timely and fair rewards, improved working conditions, and reduced unnecessary pressure received the highest necessity score (mean = 4.38). This shows the important role of recognition and motivation in supporting teachers’ professional development. Building a positive school culture that encourages learning, sharing, and mutual support was also highly rated, with both necessity and feasibility means of 4.37, confirming the role of school culture in teacher workforce development.

### General Assessment of the Necessity and Feasibility of the Measures

**Table 8. Summary of evaluations of the necessity and feasibility of the measures**

| Measure             | N         | Necessity Mean | SD                    | N         | Feasibility Mean | SD                   |
|---------------------|-----------|----------------|-----------------------|-----------|------------------|----------------------|
| Measure 1           | 78        | 4.22           | 0.73                  | 78        | 4.10             | 0.79                 |
| Measure 2           | 78        | 4.39           | 0.72                  | 78        | 4.30             | 0.79                 |
| Measure 3           | 78        | 4.30           | 0.80                  | 78        | 4.36             | 0.80                 |
| Measure 4           | 78        | 4.37           | 0.81                  | 78        | 4.36             | 0.79                 |
| Measure 5           | 78        | 4.37           | 0.75                  | 78        | 4.30             | 0.82                 |
| Measure 6           | 78        | 4.33           | 0.78                  | 78        | 4.32             | 0.80                 |
| <b>Overall mean</b> | <b>78</b> | <b>4.33</b>    | <b>Very necessary</b> | <b>78</b> | <b>4.29</b>      | <b>Very feasible</b> |

Overall, all six measures for developing preschool teachers according to professional standards in Thu Dau Mot City were positively evaluated by administrators and teachers. The overall mean score for necessity was 4.33 and for feasibility was 4.29, both at high levels. The standard deviations ranged from 0.72 to 0.81, showing relatively concentrated evaluations and a fairly high level of consensus among respondents. Measure 2, which focuses on innovating the content and quality of professional and pedagogical training, had the highest necessity score (mean = 4.39), demonstrating the clear need to innovate teacher training. In terms of feasibility, Measure 3 and Measure 4 had the highest scores, both with a mean of 4.36, indicating strong potential for implementation in school practice. The other measures, including investment in facilities, building a positive working

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environment, and improving awareness, were also rated highly. Although Measure 1 had lower mean scores than the other measures, it remains foundational in orienting administrators' and teachers' awareness and actions

### Correlation Between the Necessity and Feasibility of the Proposed Measures

To determine whether a measure rated as highly necessary is also rated as highly feasible, the author conducted a correlation test between the two variables: the necessity and feasibility of each measure. The results regarding the necessity and feasibility of the measures are presented as follows:

**Table 9. Correlation between the necessity and feasibility of the proposed measures**

| No. | Measure                                                                                                                                  | Evaluation level | Mean | SD   | Correlation coefficient Rp | Sig. (2-tailed) | Significance level $\alpha$ |
|-----|------------------------------------------------------------------------------------------------------------------------------------------|------------------|------|------|----------------------------|-----------------|-----------------------------|
| 1   | Improving administrators' and teachers' awareness of the importance of developing preschool teachers according to professional standards | Very necessary   | 4.22 | 0.79 | 0.733                      | 0.000           | 0.01                        |
|     |                                                                                                                                          | Feasible         | 4.10 | 0.79 |                            |                 |                             |
| 2   | Innovating the content and quality of professional and pedagogical training for preschool teachers according to professional standards   | Very necessary   | 4.39 | 0.72 | 0.203                      | 0.007           | 0.01                        |
|     |                                                                                                                                          | Very feasible    | 4.30 | 0.79 |                            |                 |                             |
| 3   | Diversifying methods and forms of organizing preschool teacher development activities according to professional standards                | Very necessary   | 4.30 | 0.80 | 0.698                      | 0.004           | 0.01                        |
|     |                                                                                                                                          | Very feasible    | 4.36 | 0.80 |                            |                 |                             |
| 4   | Improving assessment and post-assessment feedback in the development of preschool teachers according to professional standards           | Very necessary   | 4.37 | 0.81 | 0.586                      | 0.045           | 0.05                        |
|     |                                                                                                                                          | Very feasible    | 4.36 | 0.79 |                            |                 |                             |
| 5   | Increasing investment in facilities to meet the requirements of developing preschool teachers according to professional standards        | Very necessary   | 4.37 | 0.75 | 0.666                      | 0.006           | 0.01                        |
|     |                                                                                                                                          | Very feasible    | 4.30 | 0.82 |                            |                 |                             |
| 6   | Building a positive working environment to motivate the development of preschool teachers according to professional standards            | Very necessary   | 4.33 | 0.78 | 0.444                      | 0.007           | 0.01                        |
|     |                                                                                                                                          | Very feasible    | 4.32 | 0.80 |                            |                 |                             |

The results in Table 9 show that all six proposed measures had positive correlations between necessity and feasibility, and all correlations were statistically significant. Measure 1 had the highest correlation coefficient ( $R_p = 0.733$ ), followed by Measure 3 ( $R_p = 0.698$ ) and Measure 5 ( $R_p = 0.666$ ), indicating a relatively strong association between perceived necessity and implementability. Measure 2 had a lower correlation coefficient ( $R_p = 0.203$ ) but remained statistically significant, reflecting a positive relationship between the two evaluation criteria. Overall, the results indicate that measures perceived as more necessary were also viewed as more feasible in practice. This affirms that the proposed system of measures is not only aligned with the requirements of developing preschool teachers according to professional standards but also applicable under the conditions of preschool education institutions in Thu Dau Mot City.

### GENERAL DISCUSSION

The appraisal results indicate that the system of measures for developing preschool teachers according to professional standards in Thu Dau Mot City is highly appropriate. All six measures were positively evaluated by administrators and teachers, with the overall mean score for necessity reaching 4.33 and that for feasibility reaching 4.29, both at high levels. The standard deviations were not large, indicating a relatively concentrated level of consensus among respondents. Moreover, the positive correlations between necessity and feasibility confirm that the measures are not only theoretically appropriate but also implementable in local preschool education practice. Among the measures, innovating the content and quality of professional and pedagogical training received the highest score for necessity, with a mean of 4.39. This shows that improving the quality of preschool teacher training is a prominent need at present. This result is consistent with the view that professional standards should not merely function as assessment tools but should also serve as a basis for orienting training, professional development, and teacher workforce development. In particular, training in modern educational approaches such as STEM and Montessori was highly rated, reflecting the need to update knowledge, skills, and educational methods for preschool teachers.

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The appraisal results also show that the measures should be implemented in a coordinated, interconnected, and mutually supportive manner rather than separately. Within this system, awareness improvement serves as the foundation, helping administrators and teachers properly understand the role of professional standards and form consistency in awareness and action. Innovation in professional and pedagogical training is the core measure because it directly affects teachers' professional quality. Diversifying methods and forms of teacher development is the mode of implementation, making professional development more flexible, responsive to practical needs, and supportive of teachers' self-study and self-training. Assessment and post-assessment feedback serve as an adjustment tool, ensuring that evaluation does not stop at classification but becomes a supportive activity for competency development. Investment in facilities provides essential conditions for training, practice, pedagogical innovation, and information technology application. Finally, building a positive working environment is a sustainable motivational driver, helping teachers feel secure in their work, be recognized and supported, and have opportunities to develop their professional competencies. Therefore, to improve the effectiveness of developing preschool teachers according to professional standards in Thu Dau Mot City, preschool education institutions need to implement these measures flexibly but systematically, ensuring coordination among administrators, teachers, schools, families, and the community.

### **VI. CONCLUSION**

This study appraised the necessity and feasibility of six measures for developing preschool teachers according to professional standards in Thu Dau Mot City, Vietnam. The appraisal results from 78 respondents, including 40 administrators and 38 preschool teachers, show that all proposed measures were positively evaluated. The overall mean score for necessity was 4.33, corresponding to a very necessary level, while the overall mean score for feasibility was 4.29, corresponding to a very feasible level. These findings confirm that the system of measures has scientific grounding, is consistent with practical requirements, and can be implemented in preschool education institutions in Thu Dau Mot City.

Among the appraised measures, innovating the content and quality of professional and pedagogical training for preschool teachers according to professional standards had the highest necessity score, with a mean of 4.39. This indicates that training and professional development remain central to the development of the preschool teacher workforce, especially in the context of increasing requirements for professional competence, occupational skills, information technology application, and access to modern educational approaches such as STEM and Montessori. In addition, the measures of diversifying methods and forms of organizing teacher development activities and improving assessment and post-assessment feedback had the highest feasibility scores, both reaching a mean of 4.36. This suggests that contents closely associated with professional activities in schools can be implemented effectively if they are organized flexibly and in accordance with actual conditions.

The correlation analysis also shows that the necessity and feasibility of all measures were positively and significantly correlated. In other words, measures rated as necessary were also regarded as implementable in practice. This provides an important basis for affirming that the proposed measures have not only theoretical value but also practical applicability in the management and development of preschool teachers at the local level. In particular, measures such as raising awareness, diversifying methods of organizing teacher development, and increasing investment in facilities showed relatively high correlations, reflecting a clear connection between implementation needs and practical feasibility in preschool education.

The research findings suggest that developing preschool teachers according to professional standards should be carried out through a coordinated system of measures. Awareness improvement serves as the foundation; innovation in professional and pedagogical training is the core; diversification of methods and forms of organization is the implementation pathway; assessment and post-assessment feedback are adjustment tools; investment in facilities ensures implementation conditions; and building a positive working environment provides motivation for sustainable teacher development. Because these measures are mutually supportive, they should not be implemented separately, but rather in a planned, flexible, and context-sensitive manner in each preschool education institution.

Overall, the proposed system of measures has practical significance for the management, training, and development of preschool teachers according to professional standards in Thu Dau Mot City. If implemented synchronously with the participation of administrators, teachers, schools, families, and the community, these measures will contribute to improving the quality of preschool teachers and meeting the requirements of preschool education reform in the current context. However, this study was limited to appraising the necessity and feasibility of the measures. Future studies may expand the survey scope to other localities or experimentally implement selected measures to further assess their impacts on preschool teachers' professional competence and task performance.

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