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The Current State of Preschool Management in Accordance with Quality Accreditation Requirements in Ho Chi Minh City, Vietnam

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Abstract---This article examines the current state of preschool management in Ho Chi Minh City according to quality accreditation requirements. Early childhood education is the first level in the national education system and plays a crucial role in the holistic development of children. This study surveys various aspects of preschool management, including organization, management, facilities, teaching staff, and the relationship between schools, families, and communities, in meeting national education quality accreditation standards. The research uses a quantitative approach, with a survey conducted among 550 participants, including educational managers, teachers, staff, and parents. The survey results indicate that preschools have made significant progress in areas such as developing strategic plans, optimizing resources, and improving educational quality. However, challenges remain, including issues of transparency in sharing development plans, limited parental and community involvement, and inconsistencies in implementing the preschool education program across schools.

Keywords---Educational Transparency, Preschool Management, Quality Accreditation, Stakeholder Involvement, Teacher Training.

Introduction

Early childhood education is the first level in the national education system and plays a crucial role in laying the foundation for the holistic development of children in terms of physical, intellectual, emotional, and social skills (Morais et al., 2005). In the context of an increasingly developing and integrating society, the demand for improving the quality of early childhood education is not only an urgent task but also a decisive factor in the sustainable development of each country. In Vietnam, the accreditation of early childhood education quality has been identified as one of the strategic solutions to ensure that preschool institutions meet national standards, thereby creating a safe, effective, and suitable learning environment for children (Ministry of Education and Training, 2018).

Ho Chi Minh City, as the largest economic, cultural, and educational center in the country, has always been at the forefront of implementing educational innovation policies, especially in early childhood education. In recent years, the city has issued numerous legal documents and implemented programs to develop a system of preschools that meet national standards, such as Resolution No. 12/2017/NQ-HĐND on "Education and Training Development by 2030" (Prime Minister of Vietnam, 2018). These efforts have yielded positive results, reflected in the increased number of accredited preschools and improvements in infrastructure as well as the quality of teaching staff. However, despite these achievements, challenges still persist in preschool management, including uneven facilities, management capacity, and the involvement of stakeholders such as parents and the community (Tran, 2018; 2021).

In this context, researching the current state of preschool management according to education quality accreditation requirements in Ho Chi Minh City is not only of theoretical significance but also of high practical value. This study aims to comprehensively assess various aspects, including organization, management, facilities, teaching staff, and the relationship between schools, families, and society (Ministry of Education and Training, 2020). From this, the study will identify strengths, weaknesses, and factors affecting the process of meeting quality accreditation standards. The research results will serve as a basis for proposing solutions to improve preschool management, thereby enhancing the quality of early childhood education in the city and contributing to the

achievement of sustainable education development goals in the current period (Ministry of Education and Training, 2019; Tran, 2021, 2021).

Methodology

The study was conducted using a quantitative research approach, employing a survey method with structured questionnaires to collect data. This design was selected to systematically gather insights from various stakeholders involved in preschool education in Ho Chi Minh City, ensuring a comprehensive evaluation of management practices regarding quality accreditation requirements. The use of standardized questionnaires facilitated consistent data collection, enabling the research team to quantify perceptions and assess the effectiveness of preschool management across multiple institutions. This approach provided a robust framework for analyzing the current state of preschool management and identifying areas for improvement (Teo et al., 2021).

The survey was administered to a diverse sample of 550 participants to capture a broad range of perspectives on preschool management. The participant pool included 20 managers from the Department and District Education Offices, who offered insights from a higher administrative level. Additionally, 90 school-level managers were surveyed to provide perspectives on operational leadership within preschools. The sample also encompassed 190 teachers and staff members, who are directly engaged in implementing educational programs and managing daily operations. Furthermore, 250 parents were included to reflect the viewpoints of families, whose involvement is integral to the success of preschool education. This diverse group ensured that the study captured a comprehensive picture of management practices, from policy implementation to classroom activities and parental engagement.

Data were collected using questionnaires designed with a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). This scale was chosen to measure the degree of agreement with statements related to key aspects of preschool management, such as strategic planning, program implementation, and the quality of care and education provided to children. The questionnaires were carefully developed to address these critical areas, allowing for nuanced responses that reflected varying levels of satisfaction and perception. To ensure accuracy and clarity, participants were provided with detailed instructions on completing the questionnaires, and the data collection process was conducted in person to enhance response quality and address any immediate questions or concerns (Giang et al., 2022).

The survey process was executed with precision to ensure data reliability. A total of 550 questionnaires were distributed to the participants, and all 550 were collected as valid responses, achieving a 100% response rate. This high return rate was made possible through direct engagement with respondents, who were guided through the process of completing the questionnaires. The in-person collection method allowed the research team to clarify any ambiguities and ensure that all responses were complete and accurate. This meticulous approach to data collection provided a solid foundation for the subsequent analysis.

Data processing was carried out by calculating the average score for each survey item, determined by dividing the total score of all responses by the number of valid questionnaires. These average scores were used to quantify the level of agreement for each aspect of preschool management and were ranked to highlight areas of strength and those requiring improvement. Descriptive statistics were applied to analyze the data, providing a clear and concise summary of the current state of preschool management and stakeholder satisfaction levels (Dobbs-Oates et al., 2011).

Results

School organization and management

A survey of 300 managers, teachers, and staff assessed the alignment of preschool organization and management with quality accreditation requirements in Ho Chi Minh City. The results highlight notable achievements, with average scores ranging from 3.87 to 4.00 across five items, though certain areas require improvement.

Table 1
Survey Results on School Development Strategies and Plans (N=300)

Survey Item	Strongly Disagree (%)	Disagree (%)	No Opinion (%)	Agree (%)	Strongly Agree (%)	Average Score	Rank
The school's development strategy aligns with educational goals, local socio-economic orientations, and available resources	1.67 (5)	5.00 (15)	16.7 (50)	50.0 (150)	26.7 (80)	3.95	3
The school's development plan is documented, approved, and publicized	2.67 (8)	5.67 (17)	18.3 (55)	46.7 (140)	26.7 (80)	3.89	4
The school has mechanisms for monitoring and adjusting its development strategy based on actual conditions	2.00 (6)	6.00 (18)	20.0 (60)	46.7 (140)	25.3 (76)	3.87	5
The development strategy is formulated with the participation of managers, teachers, staff, parents, and the community	2.33 (7)	4.67 (14)	15.0 (45)	51.7 (155)	26.3 (79)	3.95	2
The school's development strategy optimizes resources and enhances educational quality	1.67 (5)	4.33 (13)	13.3 (40)	53.3 (160)	27.3 (82)	4.00	1

The highest average score (4.00) was recorded for “the school’s development strategy optimizes resources and enhances educational quality,” with 80.66% of respondents (53.3% Agree, 27.3% Strongly Agree) acknowledging its positive impact. However, 6% disagreed (4.33% Disagree, 1.67% Strongly Disagree), indicating a need for more sustainable resource optimization strategies. The item “the development strategy is formulated with stakeholder participation” scored 3.95, with 78% agreement (51.7% Agree, 26.3% Strongly Agree), though 7% disagreed (4.67% Disagree, 2.33% Strongly Disagree), suggesting incomplete stakeholder involvement in some schools. Similarly, “the strategy aligns with educational goals and local conditions” also scored 3.95, with 76.67% agreement (50% Agree, 26.67% Strongly Agree), but 6.67% disagreed (5% Disagree, 1.67% Strongly Disagree), reflecting challenges in ensuring feasibility.

The item “the development plan is documented, approved and publicized” scored 3.89, with 73.34% agreement (46.7% Agree, 26.7% Strongly Agree), but 8.34% disagreed (5.67% Disagree, 2.67% Strongly Disagree), pointing to transparency issues in some schools. The lowest score (3.87) was for “mechanisms for monitoring and adjusting strategies,” with 72% agreement (46.7% Agree, 25.3% Strongly Agree), but 8% disagreed (6% Disagree, 2% Strongly Disagree) and 20% had no opinion, highlighting challenges in adapting strategies to changing conditions.

Parent perspectives on school development plans and strategies

A survey of 250 parents evaluated their satisfaction with school development plans, revealing moderate satisfaction but significant room for improvement, particularly due to high neutral response rates.

Table 2
Parent Opinions on School Development Plans and Strategies (N=250)

Survey Item	Strongly Disagree (%)	Disagree (%)	No Opinion (%)	Agree (%)	Strongly Agree (%)	Average Score	Rank
The school has a development plan aligned with educational goals and local conditions	4.0 (10)	4.8 (12)	16.0 (40)	48.0 (120)	27.2 (68)	3.89	1
The school transparently publicizes its development plans and strategies	3.2 (8)	5.6 (14)	22.0 (55)	44.0 (110)	25.2 (63)	3.82	2
Parents are involved or consulted in the formulation of the school's development plan	4.8 (12)	4.0 (10)	24.0 (60)	40.0 (100)	27.2 (68)	3.80	3

The highest score (3.89) was for “the school has a development plan aligned with educational goals and local conditions,” with 75.2% agreement (48% Agree, 27.2% Strongly Agree), but 8.8% disagreed (4.8% Disagree, 4% Strongly Disagree) and 16% had no opinion, indicating limited parental engagement. The item “the school transparently publicizes its plans” scored 3.82, with 69.2% agreement (44% Agree, 25.2% Strongly Agree), but 22% had no opinion, suggesting insufficient access to information. The lowest score (3.80) was for “parent involvement in plan formulation,” with 67.2% agreement (40% Agree, 27.2% Strongly Agree), but 24% had no opinion and 8.8% disagreed (4% Disagree, 4.8% Strongly Disagree), highlighting inadequate mechanisms for parental participation.

The high neutral response rates (16% to 24%) underscore a critical issue: many parents lack information or opportunities to engage in school planning. Schools should enhance transparency and actively involve parents to improve management effectiveness.

Managing the implementation of the preschool education program

A survey of 300 managers, teachers, and staff assessed the management of the preschool education program, with average scores ranging from 3.89 to 3.99.

Table 3
Management of Preschool Education Program Implementation (N=300)

Survey Item	Strongly Disagree (%)	Disagree (%)	No Opinion (%)	Agree (%)	Strongly Agree (%)	Average Score	Rank
Schools prioritize teacher training to ensure consistency in program implementation	2.67 (8)	4.33 (13)	13.3 (40)	50.0 (150)	29.67 (89)	3.99	1
Schools fully implement the preschool education program per regulations and local conditions	3.33 (10)	5.0 (15)	15.0 (45)	46.67 (140)	30.0 (90)	3.95	2
Collaboration among stakeholders in program implementation	3.0 (9)	4.67 (14)	16.0 (48)	48.33 (145)	28.0 (84)	3.93	3
Monitoring, evaluation, and improvement of the program are conducted regularly	4.0 (12)	5.33 (16)	16.67 (50)	45.0 (135)	29.0 (87)	3.89	4

Survey Item	Strongly Disagree (%)	Disagree (%)	No Opinion (%)	Agree (%)	Strongly Agree (%)	Average Score	Rank
The program meets quality accreditation requirements	3.67 (11)	5.67 (17)	15.33 (46)	46.0 (138)	29.0 (87)	3.91	5

The highest score (3.99) was for “prioritizing teacher training,” with 79.67% agreement (50% Agree, 29.67% Strongly Agree), though 7% disagreed (4.33% Disagree, 2.67% Strongly Disagree). The item “full implementation of the program” scored 3.95, with 76.67% agreement (46.67% Agree, 30% Strongly Agree), but 8.33% disagreed (5% Disagree, 3.33% Strongly Disagree). “Stakeholder collaboration” scored 3.93, with 76.33% agreement (48.33% Agree, 28% Strongly Agree), but 7.67% disagreed (4.67% Disagree, 3% Strongly Disagree). “Monitoring and evaluation” scored 3.89, with 74% agreement (45% Agree, 29% Strongly Agree), but 9.33% disagreed (5.33% Disagree, 4% Strongly Disagree). The item “meeting accreditation requirements” scored 3.91, with 75% agreement (46% Agree, 29% Strongly Agree), but 9.34% disagreed (5.67% Disagree, 3.67% Strongly Disagree), reflecting challenges due to resource or infrastructure limitations.

Managing, nurturing, caring, and educational activities

The survey of 300 managers, teachers, and staff on managing, nurturing, caring, and educational activities showed high agreement, with scores ranging from 3.96 to 4.04.

Table 4
Management of Nurturing, Caring, and Educational Activities (N=300)

Survey Item	Strongly Disagree (%)	Disagree (%)	No Opinion (%)	Agree (%)	Strongly Agree (%)	Average Score	Rank
The school has a periodic plan to evaluate and improve the educational environment	2.33 (7)	2.67 (8)	12.7 (38)	53.3 (160)	29.0 (87)	4.04	1
The educational environment is safe, suitable and encourages creativity	5.0 (15)	3.33 (10)	10.0 (30)	50.0 (150)	31.67 (95)	3.99	3
The school applies the ‘learning through play’ approach	2.67 (8)	3.0 (9)	13.0 (39)	46.67 (140)	34.33 (103)	3.98	2
Children are encouraged to participate in experiential activities	3.33 (10)	4.0 (12)	11.67 (35)	51.67 (155)	29.33 (88)	3.97	4
Teachers provide timely support to ensure each child’s progress	4.0 (12)	5.0 (15)	9.7 (29)	48.3 (145)	33.0 (99)	3.96	5

The highest score (4.04) was for “periodic evaluation and improvement of the educational environment,” with 82.3% agreement (53.3% Agree, 29% Strongly Agree), but 5% disagreed (2.67% Disagree, 2.33% Strongly Disagree). The “learning through play” approach scored 3.98, with 81% agreement (46.67% Agree, 34.33% Strongly Agree), but 5.67% disagreed (3% Disagree, 2.67% Strongly Disagree). The “safe and creative environment” scored 3.99, with 81.67% agreement (50% Agree, 31.67% Strongly Agree), but 8.33% disagreed (3.33% Disagree, 5% Strongly Disagree). “Encouraging experiential activities” scored 3.97, with 81% agreement (51.67% Agree, 29.33% Strongly Agree), but 7.33% disagreed (4% Disagree, 3.33% Strongly Disagree). The lowest score (3.96) was for “timely teacher support,” with 81.3% agreement (48.3% Agree, 33% Strongly Agree), but 9% disagreed (5% Disagree, 4% Strongly Disagree).

Parent perspectives on nurturing, caring, and educating children

A survey of 250 parents showed high satisfaction with nurturing and educational activities, though areas for improvement remain.

Table 5
Parent Opinions on Nurturing, Caring, and Educating Children (N=250)

Survey Item	Strongly Disagree (%)	Disagree (%)	No Opinion (%)	Agree (%)	Strongly Agree (%)	Average Score	Rank
Children show clear progress while studying at the school	2.0 (5)	2.8 (7)	11.2 (28)	56.0 (140)	28.0 (70)	4.05	1
Satisfaction with the quality of nurturing and education	4.0 (10)	4.8 (12)	12.0 (30)	48.0 (120)	31.2 (78)	3.97	2
The school organizes educational activities suitable for children's age groups	3.2 (8)	4.0 (10)	14.0 (35)	52.0 (130)	26.8 (67)	3.96	3

The highest score (4.05) was for “children show clear progress,” with 84% agreement (56% Agree, 28% Strongly Agree) and only 4.8% disagreement (2.8% Disagree, 2% Strongly Disagree). “Satisfaction with nurturing and education quality” scored 3.97, with 79.2% agreement (48% Agree, 31.2% Strongly Agree), but 8.8% disagreed (4.8% Disagree, 4% Strongly Disagree). The lowest score (3.96) was for “age-appropriate educational activities,” with 78.8% agreement (52% Agree, 26.8% Strongly Agree), but 14% had no opinion, indicating limited parental awareness or information.

Discussion

The results of the surveys conducted with managers, teachers, staff, and parents provide valuable insights into the organization, management, and educational quality of preschools in Ho Chi Minh City. Overall, the findings suggest that while the preschool strategies generally align with quality accreditation requirements, there are still areas that need improvement.

In terms of school organization and management, the survey results reflect a positive view of the management and development strategies implemented by the schools. The focus on optimizing resources and enhancing educational quality was particularly praised, indicating that schools have made significant progress in effectively utilizing available resources to improve educational outcomes. However, some responses pointed out ongoing challenges in resource allocation and management, suggesting that further adjustments are needed to ensure fair and sustainable resource distribution. Specifically, the development strategies involving stakeholders, including teachers, parents, and the community, were positively regarded, but a small portion of respondents expressed the need for more inclusive participation, highlighting the necessity for broader and more effective engagement to ensure all voices are heard and considered in the strategic planning process.

Transparency in the sharing of development plans was also noted as a key issue, with some survey participants indicating that information dissemination could be clearer. This suggests that schools need to focus more on making their development plans accessible and transparent to build trust and encourage broader community involvement.

Regarding parents' perspectives on the school's development plans and strategies, they expressed moderate satisfaction, particularly with the alignment of these plans with educational goals and local conditions. While the majority of parents agreed that the plans were in line with broader educational objectives, a significant portion either disagreed or remained neutral, indicating a communication gap between schools and parents. This points to a need for better communication and involvement, particularly in ensuring that parents are well-informed and actively consulted during the development planning process. Transparency once again emerged as a concern, with some parents expressing uncertainty about their ability to access the school's development plans. Therefore, schools need to make additional efforts to provide clearer, more accessible information to parents, thus increasing their trust in the school's direction.

In terms of managing the implementation of the preschool education program, the survey results were generally positive, with particular praise for prioritizing teacher training. Ensuring that educators are equipped with the necessary skills and knowledge to effectively deliver the curriculum was emphasized as crucial. However, a small percentage of respondents suggested that there is room for improvement in the consistency and quality of teacher training, indicating that this area still requires attention. The overall assessment of schools' adherence to the program's guidelines and local conditions was also positive, but there were areas where full implementation was not achieved as intended, likely due to resource constraints or external factors.

In managing, nurturing, caring, and educational activities, schools received high scores across all areas, especially for periodic evaluations and improvements to the learning environment. This indicates a strong commitment to continually enhancing the educational environment to support children's development. Other aspects, such as safety, creativity, and the encouragement of experiential activities, were also highly rated, reflecting schools' success in creating a positive and stimulating environment for children's growth. However, some areas still need improvement. Despite the emphasis on "learning through play" and encouraging experiential activities, slightly lower agreement rates suggest challenges in fully implementing these approaches consistently across classrooms. Ensuring that all educators apply these methods uniformly is essential to maintaining high educational standards.

Finally, parents expressed high satisfaction with their children's progress at school, particularly in terms of clear developmental progress. The relatively high satisfaction with nurturing and educational activities further supports the view that schools are meeting parents' expectations in these areas. However, some parents indicated uncertainty about whether the educational activities were age-appropriate for their children. This suggests that schools could improve communication with parents to ensure they are better informed about the curriculum and the specific learning experiences provided to their children.

Conclusion

Although preschools in Ho Chi Minh City have made considerable progress in management and quality education, some areas require further improvement. Notably, there is a need to enhance parental and community involvement in the development and implementation of school strategies. Additionally, transparency in communicating development plans needs to be improved to foster greater trust and engagement. There is also a need to strengthen monitoring and evaluation mechanisms to ensure that the preschool education program is implemented consistently and effectively. Moreover, schools should focus on enhancing teacher training to ensure uniformity and high-quality education delivery across all institutions.

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