



## SELF-EMOTIONAL MANAGEMENT SKILLS OF PRESCHOOL TEACHERS: A CASE STUDY IN PRESCHOOLS IN BINH XUYEN DISTRICT, VINH PHUC PROVINCE, VIETNAM

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### **Abstract:**

Self-emotional management skills for preschool teachers encompass self-recognition of emotions, emotional control, emotional regulation, and effective utilization of emotions. This study focuses on preschool teachers in Binh Xuyen District, Vinh Phuc Province, Vietnam, assessing their self-reported proficiency in these areas. The findings indicate that these teachers generally rate their self-emotional management skills as relatively strong. This serves as a valuable foundation for further skill development, enabling teachers to perform their roles more effectively. Enhancing these skills can contribute significantly to improving the quality of childcare, nurturing, and education in Vietnamese preschools, especially within the current context of educational reform.

**Keywords:** skills, self-emotional management, preschool teachers, preschools

### **1. Introduction**

The goal of preschool education is to support children's physical, emotional, intellectual, and aesthetic development, laying the initial foundations of personality and preparing them for entry into primary school. Preschool education aims to cultivate in children foundational psychological functions, abilities, and essential qualities, along with age-appropriate life skills. It seeks to inspire and fully develop their latent potential, establishing a foundation for learning at subsequent educational levels and lifelong learning [3]. To achieve this goal, preschool teachers are required to have the appropriate professional skills to fulfill their roles in childcare, nurturing, and educating children within the context of current preschool educational reforms.

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The profession of a preschool teacher is challenging and demanding. Preschool teachers must perform various tasks and engage in numerous diverse and complex interpersonal relationships: interactions between teachers and children, teachers and educational administrators, teachers and colleagues, teachers and parents, as well as teachers and social organizations and the community. Therefore, teachers need to recognize their own emotions and the emotions of others and empathize with others' feelings. Based on this understanding, they can control and regulate their own and others' emotions appropriately according to the circumstances and practical situations, thereby effectively fulfilling assigned tasks and meeting societal expectations. Thus, to perform well, preschool teachers must develop self-emotional management skills in addition to their professional qualifications. The stress and pressure that preschool teachers encounter can be alleviated if they are able to manage their emotions, adjusting them according to the context, which will enhance their success in the field of education.

With this in mind, we conducted a study on the current state of preschool teachers' self-emotional management skills in Binh Xuyen District, Vinh Phuc Province, Vietnam, to provide preschools with a foundation for teacher development and to improve their professional competencies.

## **2. Research Methodology**

We conducted a survey involving 315 administrators and teachers working in 21 preschools in Binh Xuyen District, Vinh Phuc Province.

The research methods used in this study included the questionnaire survey method and statistical data processing.

The researchers developed a questionnaire with five performance levels: Excellent, Good, Average, Poor, and Very Poor. Each level was assigned the following point values: Excellent - 5 points, Good - 4 points, Average - 3 points, Poor - 2 points, and Very Poor - 1 point. The rating scale was categorized as follows:

- Level 1 (Excellent): Average Score (AS) = 4.2 - 5.0,
- Level 2 (Good): AS = 3.4 - 4.19,
- Level 3 (Average): AS = 2.6 - 3.39,
- Level 4 (Poor): AS = 1.8 - 2.59,
- Level 5 (Very Poor): AS < 1.8.

## **3. Research Results**

### **3.1. Current State of Self-Emotional Recognition Skills of Preschool Teachers in Binh Xuyen District, Vinh Phuc Province**

**Table 1:** Current State of Self-Emotional Recognition Skills  
 of Preschool Teachers in Binh Xuyen District, Vinh Phuc Province

No.	Content	Performance Level					AS (Average Score)	Rank
		Excellent	Good	Average	Poor	Very Poor		
1	Recognizing physical and emotional states, identifying positive emotions (e.g., joy, happiness) or negative emotions (e.g., worry, sadness, fear, anger)	47	210	58	0	0	3,97	1
2	Identifying the level and intensity of emotions, immediately recognizing one's own emotions	43	193	79	0	0	3,89	2
3	Naming recognized emotions and describing their distinctive characteristics	49	182	84	0	0	3,89	2
4	Recognizing the importance of one's emotions in child care, education activities, and communication with colleagues and parents	42	190	83	0	0	3,87	4
5	Knowing one's strengths and weaknesses to improve and leverage them	47	175	93	0	0	3,85	5
<b>Overall Average Score:</b>							3,89	

Table 1 results show that the self-emotional recognition skills of preschool teachers in Binh Xuyen District, Vinh Phuc Province, are generally rated as good, with an average score of 3.89. Among these, the skill “Recognizing physical and emotional states, identifying positive emotions (e.g., joy, happiness) or negative emotions (e.g., worry, sadness, fear, anger)” was rated the highest, with an average score of 3.97.

Currently, the preschool teaching staff in Binh Xuyen District receives standard training from teacher training institutions. They have adequate knowledge of their profession and regularly engage in learning and professional development to meet the demands of childcare, nurturing, and education. They continually work on improving their professional skills, which is why this skill is rated the highest. Other skills, which are more dependent on the individual teacher's experience and personal development—such as “Identifying the level and intensity of emotions, immediately recognizing one's own emotions” and “Naming recognized emotions and describing their distinctive characteristics,” “Recognizing the importance of one's emotions in child care, education activities, and communication with colleagues and parents”—were all rated at a good level. The skill “Knowing one's strengths and weaknesses to improve and leverage them” received a slightly lower rating but still fell within the good range.

Self-emotional recognition skills are crucial for preschool teachers because in the practical work of childcare, nurturing, and educating preschool children, there is a great deal of pressure and numerous situations that may arise. If teachers lack this skill, they may be unaware of their own emotions, especially negative ones, and may not recognize their strengths and weaknesses. This could make it difficult to adjust their behavior and may hinder their success in their profession, potentially even diminishing their credibility with parents and colleagues. Therefore, this skill should be regularly developed and strengthened among preschool teachers.

### 3.2. Current State of Self-Emotional Control Skills

**Table 2:** Current State of Self-Emotional Control Skills  
 of Preschool Teachers in Binh Xuyen District, Vinh Phuc Province

No.	Content	Performance Level					AS (Average Score)	Rank
		Excellent	Good	Average	Poor	Very Poor		
1	Suppressing emotions when encountering corresponding stimuli (either positive or negative)	15	227	73	0	0	3,82	2
2	Controlling one's emotions in different situations, especially in those requiring calm and alert responses	17	226	72	0	0	3,83	1
3	When facing a situation or problem, refraining from reacting immediately and instead seeking the cause and assessing it objectively	25	100	190	0	0	3,16	4
4	Proposing multiple solutions to select the best one for each specific case, with a positive emotional orientation	23	208	84	0	0	3,81	3
<b>Overall Average Score:</b>							<b>3,66</b>	

Table 2 results show that the self-emotional control skills of preschool teachers in Binh Xuyen District, Vinh Phuc Province, are generally rated as good, with an average score of 3.66. Among these skills, "Controlling one's emotions in different situations, especially in those requiring calm and alert responses" received the highest rating, with an average score of 3.83. The skills "Suppressing emotions when encountering corresponding stimuli (either positive or negative)" and "Proposing multiple solutions to select the best one for each specific case, with a positive emotional orientation" were also rated as good. The skill "When facing a situation or problem, refraining from reacting immediately and instead seeking the cause and assessing it objectively" received a lower rating, but still within the good range, with an average score of 3.16.

Although the self-emotional control skills of preschool teachers in Binh Xuyen District, Vinh Phuc Province, are rated as generally good, some feedback from administrators and teachers indicates that a considerable number of responses were rated as average, particularly for the skill of refraining from immediate reaction to a situation or problem and instead identifying the cause and assessing it objectively, with 190 out of 315 responses rated at the average level. This suggests that the self-emotional control skills of preschool teachers in Binh Xuyen are still somewhat limited and lack flexibility. Preschool administrators should pay attention to this issue and implement measures to enhance training, helping teachers further develop this skill to better fulfill their roles in nurturing, caring for, and educating children.

### 3.3. Current State of Self-Emotional Regulation Skills

**Table 3:** Current State of Self-Emotional Regulation Skills  
 of Preschool Teachers in Binh Xuyen District, Vinh Phuc Province

No.	Content	Performance Level					AS (Average Score)	Rank
		Excellent	Good	Average	Poor	Very Poor		
1	Maintaining emotions at a “balanced” level, avoiding excessive responses to stimuli from within or outside	13	244	58	0	0	3,86	3
2	Remaining calm in perception, attitude, and behavior when faced with high-intensity emotional stimuli	11	237	67	0	0	3,82	4
3	Knowing when to “express emotions” and “conceal actual emotions” in necessary situations to ensure the effectiveness of actions or behavior	17	250	48	0	0	3,90	1
4	Controlling real emotions as they arise	14	243	58	0	0	3,86	3
5	Using expressive means to reveal or conceal emotions in specific situations	18	230	67	0	0	3,84	5
6	Choosing an optimal method to redirect emotions in a positive direction	15	245	55	0	0	3,87	2
<b>Overall Average Score:</b>							<b>3,85</b>	

Table 3 results show that the self-emotional regulation skills of preschool teachers in Binh Xuyen District, Vinh Phuc Province, are rated as generally good, with an average score of 3.85. Among these skills, “Knowing when to 'express emotions' and 'conceal actual

emotions' in necessary situations to ensure the effectiveness of actions or behavior" received the highest rating, with an average score of 3.9. Each teacher possesses unique self-emotional regulation skills, which are developed through personal knowledge, skills, and practice to perform this skill most effectively. Skills such as "Choosing an optimal method to redirect emotions in a positive direction," "Controlling real emotions as they arise," "Maintaining emotions at a 'balanced' level, avoiding excessive responses to stimuli from within or outside," and "Using expressive means to reveal or conceal emotions in specific situations" were all rated as good.

The skill with the lowest performance level, though still rated as good, was "Remaining calm in perception, attitude, and behavior when faced with high-intensity emotional stimuli." From these results, we conclude that in the preschool profession, teachers need to be caring, calm, and composed in the face of various situations. However, the findings indicate that teachers require additional training and practice to consistently demonstrate positive perceptions, attitudes, and behaviors.

### 3.4. Current State of Self-Emotional Utilization Skills

**Table 4:** Current State of Self-Emotional Utilization Skills  
 of Preschool Teachers in Binh Xuyen District, Vinh Phuc Province

No.	Content	Performance Level					AS (Average Score)	Rank
		Excellent	Good	Average	Poor	Very Poor		
1	Recognizing, controlling, monitoring, and regulating ongoing emotions	15	245	55	0	0	3,87	1
2	Increasing or decreasing the intensity of emotions as necessary	15	229	71	0	0	3,82	4
3	Creating emotions and expressing them to achieve specific objectives	15	237	63	0	0	3,85	2
4	Using expressions corresponding to each type of emotion and displaying "one's emotions" so others can recognize them	15	239	61	0	0	3,85	2
<b>Overall Average Score:</b>							<b>3.85</b>	

Table 4 results show that the self-emotional utilization skills of preschool teachers in Binh Xuyen District, Vinh Phuc Province, are generally rated as good, with an average score of 3.85. The average scores for these skills range from 3.82 to 3.87, indicating that the teachers' skills in this area are relatively consistent but not yet at an excellent level. Among these, the skill "Recognizing, controlling, monitoring, and regulating ongoing emotions" received the highest rating, with an average score of 3.87. The skills "Using expressions corresponding to each type of emotion and displaying 'one's emotions' so

others can recognize them” and “Creating emotions and expressing them to achieve specific objectives” both scored an average of 3.85. The skill with the lowest rating was “Increasing or decreasing the intensity of emotions as necessary,” with an average score of 3.82.

Although all skills were rated consistently at a good level, due to the nature of the job and the increasing demands from families and society, teachers need continuous training and development to further enhance these skills to better fulfill the preschool education program.

#### 4. Conclusion

The self-emotional management skills of preschool teachers in Binh Xuyen District, Vinh Phuc Province, Vietnam, are generally rated as good. The average scores across the component skills are relatively consistent, with little variation. However, the skill of self-emotional control was rated lower, placing it last among the four components of self-emotional management skills for teachers. Given the unique demands of the preschool teaching profession, preschool teachers face many challenging and stressful situations that may trigger negative emotions, which can be detrimental to their health and work performance. Therefore, to equip teachers with the knowledge and skills needed to better regulate their emotions in the process of caring for, nurturing, and educating children, this skill must be continuously practiced and developed to enhance their effectiveness in their roles.

#### Conflict of Interest Statement

We declare no conflicts of interest.

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