



## MANAGEMENT OF PROFESSIONAL DEVELOPMENT ACTIVITIES FOR PRIMARY SCHOOL TEACHERS IN VINH LONG CITY, VINH LONG PROVINCE, VIETNAM

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### **Abstract:**

The study with the questionnaires investigated the present status of professional development management at three primary schools in Vinh Long City, Vinh Long Province, in the Mekong Delta region, South Vietnam including Chu Van An, Nguyen Hue, and Le Loi with 140 respondents, including 8 school managers and 132 teachers. This research aimed to survey the current situation of management of professional development (PD) training activities for teachers in primary schools in Vinh Long City, Vinh Long Province and to propose measures to manage professional training activities for teachers. The finding revealed that managing professional training activities for primary teachers needs in Vinh Long City, to ensure that the activities are both scientific and artistic. It needed to be carried out toward set plans and systems, ensuring proper implementation of principles, functions and timely and scientific inspection, evaluation and adjustment. It also requires skillful and flexible application of experience and accumulated knowledge in human-to-human relationships, which helps teachers have full knowledge and professional skills to perform well teaching and education work.

**Keywords:** professional development (PD), professional development management, primary school teachers, Vinh Long City

### **1. Introduction**

A knowledge economy is an economy in which knowledge plays a key role in human socio-economic development. The knowledge economy formed in a number of advanced

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countries has now become a general development trend of the world economy, chosen by many countries as a development strategy. Education is the core of the process of transitioning to a knowledge economy, so it is imperative for education to innovate the goals, content, and methods of education at all levels and reorganize the education system. suitable for the conditions of modern production and life.

Keeping up with world trends, Vietnamese Resolution 29 of the 8th Central Conference of the Intellectuals, training human resources, fostering talents, strongly shifting the educational process from mainly equipping knowledge to comprehensively developing learners' capacity and qualities. The resolution also outlines the task for the entire sector to implement: developing a team of teachers and administrators to meet the requirements of education and training innovation. Developed planning and training plans for teachers and educational administrators must be associated with the needs of socio-economic development, ensuring security, national defense and international integration. And, standardizing the teaching staff according to each educational level and training level shows that teachers' professional learning and development is a process that requires vision and strategy.

In 2018, the Vietnamese Ministry of Education and Training issued Circular 20/2018/TT-BGDĐT regulating professional standards for teachers at general education establishments with 5 standards and 15 criteria, including teacher qualities, professional and professional development, building an educational environment, developing relationships between school, family and society, using foreign languages or ethnic languages, applying information technology, exploiting and using technological equipment in teaching and education, circulating issued for teachers of general education institutions to self-assess their qualities and abilities, developing and implementing plans to train quality, fostering and improving professional capacity to meet the requirements of educational innovation. At the same time, it serves as a basis for general education establishments, state management agencies, and teacher training establishments to develop and implement training plans to develop the professional capacity of teachers to meet the educational goals of the school, locality and educational sector.

Currently, the Vietnamese education sector is implementing innovation in the general education program. The 2018 General Education Program (GEP) is built on the foundation of inheriting the old but with many clear innovations. Firstly, the viewpoint of the program is to build towards the development of students' capacity and qualities. These competencies and qualities are specified by the requirements to be met in each subject and level. The innovation takes place comprehensively and synchronously, including curriculum, textbooks, teaching methods and assessment. Second, textbook content serves as a learning material, not the only source of knowledge to organize teaching activities, teaching according to the content and requirements of the Program. Each subject has many textbooks.

Faced with the inevitable requirements of human society in all fields, professions must continuously study, update, and improve knowledge and professional capacity in their own professions to keep up with development trends. The education sector is no

exception. Especially in the current reform period, teachers are the force that determines the quality of educational innovation. The quality of the education sector depends on the quality of the teaching staff. Professional development is the tool and key to developing teachers' skills and knowledge to meet the needs of the times. The teacher's task is to help old people do completely new things. However, the quality of management of teachers' professional training activities in elementary schools in the city still has many shortcomings and is still formal.

An overview of research and practice in managing professional training activities for teachers shows limitations in managing professional training activities for teachers. For the above reasons, the issue "Management of Professional Development Activities for Primary School Teachers in Vinh Long City, Vinh Long Province, Vietnam" was chosen as a research title.

## **2. Literature review**

### **2.1. Fundamental concepts**

#### **2.1.1. Training**

Training, an important condition is to do a good job of training the team of teachers and administrators of general education facilities because students are the main force in implementing the innovation of the general education program. Training content needs to focus on teaching methods, testing and assessment methods, and building lesson plans according to the orientation of developing student qualities and abilities. This is the basic and main orientation of the Vietnamese Ministry of Education and Training in the work of training teachers and educational facility managers now and in the future.

According to the Vietnamese dictionary, Hoang Phe (2003) defined it as increasing capacity or quality. Furthermore, from the provisions of Article 3 of the Regulations on training and fostering civil servants and public employees of the Vietnamese Ministry of Justice 2018, training is defined as an activity aimed at equipping, updating and improving working knowledge and skills.

In short, training is a term widely used and defined as making someone better and better, training or retraining. Training aims to supplement and enhance knowledge and skills. Training takes place in a short time, with a certificate.

#### **2.1.2. Professional development skills**

Professional development (PD) skills are the knowledge and skills that each person needs to develop in a specific profession. Each field has unique professional skills that people working in that industry need to foster and develop to become experts and achieve high performance at work.

Professional development skills include two basic groups: hard skills and soft skills. Hard skills are specific, measurable, and learnable skills. Hard skills are formed through the process of teaching, training or accumulating experience. These are often technical skills, specialized knowledge, or the ability to use special tools, software, and

equipment. Soft skills involve communication, leadership, teamwork, time management and problem-solving skills. These are skills that are not easy to measure and form through life and work experience, and they greatly affect the quality of each person's work and advancement opportunities (Phan Van Khang, 2018).

## **2.2. Managing professional development activities for teachers in primary schools**

Professional development training for primary teachers is a purposeful impact activity for teachers to improve teachers' skills in their professional fields. Managing and fostering professional capacity for preschool teachers is an organized and purposeful process of influencing managers on teachers and the process of organizing training activities to mobilize and maximize the use of resources. Resources inside and outside the school aim to develop professional competencies for teachers, adapting to the increasing requirements of educational innovation.

Managing professional training activities for teachers in elementary schools also aims to develop the capacity for self-study, self-training, and self-assessment of the work of teachers and administrators, organizational capacity, management of teacher training activities, and management of education facility managers. There is a need to identify training goals to meet the requirements of fundamental and comprehensive innovation in the country's education and deploy the General Education Program with a teaching approach oriented towards developing learner capacity and qualities (Le Thi Ngoc Diep, 2012).

## **3. Related studies**

The training and professional development of teachers is a global process, not just one country. The training and professional development of teachers has become a challenging task for the generation of teachers, especially young teachers. Teachers are not only expected and seen as imparters of knowledge but also shoulder the responsibility of molding and shaping a better next generation.

Beck & Kosnik (2006) stated that a social constructivist approach states that professional development for teachers is essential in efforts to improve schools. The authors provided an overview of effective professional development programs and their impact on teacher learning and then suggested some important directions and strategies for expanding knowledge and unexplored questions. Besides, Barber M. & Mourshed M. (2007) said that PD posed differences in the educational quality of schools when implementing reform. The study was conducted on 25 school systems around the world, including 10 top-performing schools. The experience of these leading school systems shows that the three most important things for quality education reform are, first, recruiting the right people to become teachers; second, developing them into effective instructors; and third, ensuring that the system can provide the best possible instruction to every student.

Hazri Jamil *et al.* (2011) pointed out that, entering the new millennium, many countries around the world are engaging in serious activities and educational reforms. promising education. The reform also took place in the field of education. Teachers are the most important actors in this reform. It is absolutely essential that teachers are well-prepared when they begin teaching and continue to improve their knowledge and skills throughout their careers. The article also introduces concepts about teacher professional development and the philosophy of teacher education in Malaysia. At the same time, the article affirms the importance of professional training for teachers because they are an important workforce in achieving Malaysia's educational goals of improving the quality of education and the development of the country's human resources. Teacher professional development is recognized as a means to improve teaching practice. The article also outlines the measures taken by the government to overcome problems in professional development, which include improving the teacher service program in terms of remuneration and promotion opportunities. The government provides teachers with subsidies, bonuses, facilities, and resources to create their own teaching materials and create promotion programs.

According to Darling-Hammond, McLaughlin, and Barnett (cited by Tran Thi Tuyet Mai, 2019), most educational reforms must rely on changes from teachers in teaching and positioning their position in class in a new way. Educational reforms also bring pressure to teachers, forcing them to change to adapt to new circumstances: they must teach towards a new curriculum or teach based on new support media.

In the book "Discussing human resources", Doan Van Khai (2005) clearly analyzed the important role of human resources, the current situation of human resources in Vietnam, and solutions to exploit and develop human resources. human force in the process of industrialization and modernization in Vietnam. According to the author, in the process of industrialization and modernization, people are considered the internal resource that determines the country's development.

In the Vietnamese context, Le Thi Hong Diep (2012) states that there is a need to meet the requirements of building a knowledge economy in Vietnam, in which the development trend has been pointed out. The main economy of today's era is the development of a knowledge economy. Knowledge and intelligence are the sources that determine the level of development of a country. Since then, the writer has researched theoretical issues and practical experiences in human resource development, the current situation of human resource development, perspectives and proposed solutions for human resource development.

Nguyen Ngoc Khuong (2016) posed the current status and management solutions to improve the quality of regular teacher training at all levels in Vinh Long Province, Vietnam, published in Education Magazine No. 397 researched and analyzed the urgency of regular training to improve the quality of regular training for teachers at all levels in Vinh Long Province. What's more, Hoang Thanh Tu & Ninh Thi Hanh (2017) researched developing teacher training and fostering programs to meet the requirements of reforming general education in Vietnam. In the study, the context of industrialization and

modernization poses two major tasks for teacher training institutions throughout the country, affecting the "destiny" of each training institution: first, how to train future generations of teachers qualified to teach the new general education program, second, how to train and retrain teachers who are directly teaching in school.

Pham Van Khang (2018) displayed some theoretical issues on professional training activities for secondary school teachers to meet school program development requirements, affirmed that professional training for teachers is a very important activity in educational institutions, which helps educational institutions complete assigned goals and tasks for each school year and develop according to long-term strategies. Professional training needs to be a continuous and regular activity and is the responsibility of the school principal and educational management level. Plus, Phan Thi Thanh Thao & Dinh Thi Thanh Huyen (2022) indicated the relationship between teachers' experience and capacity to participate in professional development activities to improve their understanding of the participation habits of teachers in their professional development process by investigating the role of their years of teaching experience and competencies. The results showed that a teacher's participation in professional training has a difference between the number of years of work and the teacher's English proficiency. From there, the results supported encouraging teachers to participate in activities as well as organizing effective professional development activities.

In general, much research has closely followed the trends of the times, national practices, and teacher professional standards to analyze the current situation and propose solutions to improve the quality and effectiveness of teacher training activities. However, up to now, there has been no work discussing measures to innovate the management of professional training activities for teachers in primary schools in Vinh Long City, Vinh Long Province, which would make this research a great foundation to get into a deep study.

### **3. Research methodology**

#### **3.1. Research aims and questions**

Research on professional development management activities for primary school teachers in Vinh Long City, in the Mekong Delta, South Vietnam, aims to contribute to improving the professional capacity of teachers in Vinh Long City primary schools and the quality of student education. And the study was carried out with three research questions as posed below:

- 1) To what extent is the current situation regarding the management of professional development activities for teachers in primary schools in Vinh Long City, Vinh Long Province?
- 2) What measures can be proposed to manage professional development activities for teachers in primary schools in Vinh Long City to make the management more effective?

### **3.2. Research sites**

Vinh Long City is one of 8 administrative units of Vinh Long Province, with an area of 4.781.49 hectares. As of early 2024, the city has a population of 200.120 people. From 2020, Vinh Long City will be a Class II urban area under Vinh Long Province. The city is located in the center of the Mekong Delta, on National Highway 1 and high-speed railway from Ho Chi Minh City - Can Tho City, center of South Vietnam. The city can also connect to international shipping routes through Cai Cui Seaport and Can Tho International Airport. With a favorable geographical location, the city has easy trade conditions with the entire Mekong Delta and some Southeast Asian countries.

In March 2024, the Chairman of the Provincial People's Committee issued a master plan to increase the training standards of preschool, primary and secondary school teachers in Vinh Long Province in 2024. The plan sets the target by the end of December 31, 2024, in which 90% of preschool teachers will be sent to training at the preschool pedagogical college level or higher; 90% of primary school teachers will be sent to receive Bachelor's degree training in primary school teacher training or a Bachelor's degree in a major suitable to their job position; and 90% of secondary school teachers are sent to receive Bachelor's degree training in a major suitable to their job position.

The city's development goal for the 2021 - 2025 period is to focus on developing high-quality human resources; improving skills and working skills for workers, training experts in technology and business management, and creating an environment to attract high-quality human resources to work locally.

### **3.3. Research participants**

The study investigated the present status of professional development management at 3 primary schools in Vinh Long City, Vinh Long Province, including Chu Van An, Nguyen Hue, and Le Loi, with 140 respondents, including 8 school managers, administrating staff or administrators (Principal, Vice Principal) and 132 teachers or teaching staff.

### **3.4. Research instruments**

The questionnaires were used to collect information about the current situation of professional development management at 3 primary or elementary schools in Vinh Long City, Vinh Long Province, to 140 respondents mentioned above.

### **3.5. Data analysis**

The questionnaires were done using SPSS based on the calculations using a 5-level Likert scale.

Level	Necessity	Implementation	Effectiveness	Impact	Feasibility
1.00 – 1.80	Completely unnecessary	Absolutely not done	Completely ineffective	Absolutely no impact	Absolutely not feasible
1.81 – 2.60	Unnecessary	Rarely done	Less effective	Little impact	Less feasible
2.61 – 3.40	Little needed	Do it occasionally	Relatively effective	Relatively impactful	Relatively feasible
3.41 – 4.20	Necessary	Do it regularly	Effective	Impactful	Feasibility
4.21 – 5.00	Very necessary	Very often done	Very effective	Very impactful	Very feasible

Source: Nguyen Dinh Tho, 2011.

## 4. Findings and discussion

### 4.1. Current situation of awareness of the importance of PD activities for teachers in primary schools in Vinh Long City, Vinh Long Province

To find out the awareness of school administrators (managers) and teachers (teaching staff) about the importance of PD activities for teachers, the study surveyed with the question, "Teachers, please give your opinion on the importance of these PD activities at primary schools in Vinh Long City, Vinh Long Province". The survey results are shown in the following table:

**Table 4.1:** Current prominence of awareness of the importance of PD activities for teachers in primary schools

No	Content	Mean	SD	Ranking
1	Consolidating, expanding and improving professional knowledge and skills for teachers	4.58	0.55	1
2	Building a team of teachers with sufficient quantity and high quality to meet the requirements of educational innovation	4.53	0.57	4
3	Meeting the needs of continuous professional development and improve teachers' self-study and self-training capacity	4.52	0.64	5
4	Improving the quality of student education	4.53	0.58	4
5	Contributing to the implementation of each school year's tasks and directions	4.55	0.63	3
6	Serving for the long-term development strategy of the school and the education sector	4.56	0.60	2
<b>Total</b>		<b>4.55</b>	<b>0.60</b>	

Table 4.1 shows that administrators and teachers at primary schools all evaluate the criteria for the importance of teaching and learning activities at the level of "Very necessary" with  $M = 4.55$  and  $SD = 0.60$ . The roles that demonstrate the importance of teaching and learning activities for teachers are evaluated quite equally, with  $M = 4.52$  to  $M = 4.58$ . Especially the PD activity with the role of helping "Consolidating, expanding and improving professional knowledge and skills for teachers" is rated as necessary at the highest level ( $M = 4.58$ ). Next are other roles such as "Serving for the long-term development strategy of the school and the education sector", "Contributing to



implementing the school years' tasks and directions"; "Improving the quality of student education"; "Building a team of teachers with sufficient quantity and high quality to meet the requirements of educational innovation." The role of "Meeting the needs of continuous professional development and improving teachers' self-study and self-training capacity" is ranked last (M = 4.52). Through the survey results, it can be seen that the management staff and teachers at primary schools all have a good and complete awareness of the importance of PD activities for teachers.

#### 4.2 Current position of implementing the goal of teacher PD training in primary schools in Vinh Long City, Vinh Long Province

To survey the present position of implementing the goal of PD for teachers in primary schools in Vinh Long City, Vinh Long Province, the study conducted a survey with the question, "Teachers, please give your opinion on the current standing. "Implementing the goals of PD activities at primary schools in Vinh Long City, Vinh Long Province". The survey results on the levels of implementation of PD goals at three primary schools are as follows.

**Table 4.2:** Present degree of implementing the goals of PD activities at primary schools in Vinh Long City, Vinh Long Province

No	Content	Mean	SD	Ranking
1	Fostering and improving moral qualities, political ideologies, and educational guidelines	4.40	0.59	1
2	Improving capacity to implement general education programs and local education programs	3.73	0.53	3
3	Implementing capacity building toward teacher professional title standards	3.32	0.59	4
4	Implementing capacity building toward professional standards for primary education teachers	4.17	0.56	2
5	Enhancing self-study capacity and professional self-improvement regularly and continuously	3.21	0.61	5
<b>Total</b>		<b>3.77</b>	<b>0.58</b>	

In Table 4.2, we can see that for the goals of PD activities for teachers, primary schools perform at a "Regular" level with  $M > 3.41$ . Primary schools ensure to full implementation of the goals of teaching and learning for teachers, including one goal that is rated as being implemented at a "Very regular" level, which is the goal of "Fostering and improving the moral qualities and political ideologies and guidelines" are implemented at the highest level (M = 4.40). This is clearly shown through the content of Party cell meeting plans, council meetings, school professional group meetings and training plans of the City and Provincial Department of Education and Training. The content of ideological and political activities is always placed first, and implemented at the "Regular" level is the goal of "Implementing capacity building toward professional standards for primary education teachers" (M = 4.17).

### 4.3. Current prestige of directing PD activities for teachers in primary schools in Vinh Long City, Vinh Long Province

To obtain the current position of directing PD activities for teachers, the study conducted a survey with the question, "Teachers, please give your opinion on the current standing of directing PD activities at primary schools." in Vinh Long City, Vinh Long Province". The survey results are shown in the following table:

**Table 4.3:** Current position of directing the implementation of professional training plans at primary schools

No	Content	Mean	SD	Ranking
1	Developing documents on professional training fixed to the set regulations	4.40	0.68	2
2	Providing guidance on developing PD training plans for grade groups and teachers	3.48	0.69	4
3	Guiding the organization and implementation of PD activities in schools and groups	3.09	0.72	5
4	Providing guidance on adjusting the implementation of PD activities to suit the practical situation	4.31	0.71	3
5	Guiding the inspection and evaluation of PD activities in schools and grade groups	4.43	0.75	1
<b>Total</b>		<b>3.94</b>	<b>0,71</b>	

In Table 4.3, it can be found out that that administrators and teachers at primary schools evaluate the direction of PD activities as being carried out at a "Regular" level ( $M = 3.94$ ). Specifically, the highest-ranked regularly performed activity is " Guiding the inspection and evaluation of PD activities in schools and grade groups" ( $M = 4.43$ ). Other activities related to direction work are also assessed as being carried out at the level of "Regularly" and "Very frequently" including: developing documents on PD to regulations; guidance on adjusting the implementation of PD activities in accordance with the practical situation; guidance on building PD plans for subject groups and teachers. The activity " Guiding the organization and implementation of PD activities in schools and groups " was rated at a low level of implementation ( $M= 3.09$ ).

### 4.4. Effective management of inspection and evaluation of PD activities at primary schools

To evaluate the effectiveness of PD activities for teachers, the study conducted a survey with the question, "Teachers, please give your opinion on the effectiveness of management and evaluation of PD activities at primary schools in Vinh Long City, Vinh Long Province". The survey results are shown in the following table:

**Table 4.4:** Effective management of inspection  
 and evaluation of PD activities at primary schools

No	Content	Mean	SD	Ranking
1	Developing principles and criteria for evaluating PD activities	4.43	0.73	1
2	Making plans to evaluate training content, programs, plans, progress, and results	3.21	0.69	5
3	Choosing appropriate evaluation forms and methods to properly evaluate the true nature of PD activities	4.28	0.80	4
4	Checking the implementation of the PD plan	4.33	0.74	3
5	Evaluating and adjusting plans for PD activities to suit and achieve goals	4.37	0.74	2
<b>Total</b>		<b>4.12</b>	<b>0.74</b>	

Table 4.4 shows that administrators and teachers at primary schools all evaluate the effectiveness of inspection management and professional training activities at the "Effective" level ( $M = 4.12$ ). Specifically, the activity rated as effective at the highest rank is "Developing principles and criteria for evaluating PD activities". The remaining activities are all rated as "Very effective" ( $M > 4.21$ ). Particularly, the activity "Making plans to evaluate training content, programs, plans, progress, and results" was evaluated as having the lowest effectiveness compared to other activities ( $M = 3.21$ ). Through this, it can be seen that the assessment of the current status of inspection management and evaluation of PD activities has greatly affected management efficiency. The criteria for management status and effectiveness of inspection and evaluation of PD activities are assessed by primary schools to be quite similar to each other.

## 4.5. General assessments

### 4.5.1. Strengths

The study shows that PD activities and managing PD activities for teachers have some outstanding advantages as follows:

Regarding teaching and learning activities for teachers at primary schools,

First, the management staff and teachers all have a good awareness of the importance of PD activities. The majority of managers and teachers clearly understand the necessity and role of PD activities as well as managing PD activities for teachers.

Second, the goals of PD are set clearly and have a basis based on the characteristics of the education and training program, the standards of teacher professional title standards, and professional standards for teachers at educational education facilities.

Third, primary schools have fully implemented the contents of the PD and especially focused on contents related to the innovation of the 2018 General Education Program, such as the perspective of developing curriculum, using development-oriented teaching and education methods, developing teaching and educational plans in the direction of developing student qualities and abilities, content of subjects, educational activities, etc.

And finally, during the PD process, primary schools' teachers combine many methods and forms of training, with IT applications to promote the positivity of teachers, such as face-to-face, online, on-site and so on, in which the activities of checking and evaluating teaching and learning activities for teachers in primary schools are carried out very frequently, using many forms, focusing on assessing the quality of student education.

For managing teaching and learning activities for teachers at primary schools, the school management staff and teachers must be aware of the importance of managing PD activities. The management staff and teachers clearly understand the functions and roles of management in PD activities as well.

Secondly, most primary schools fully and regularly carry out all stages of managing PD activities, such as developing PD plans, organizing PD activities, directing PD activities, and inspecting and evaluating PD activities.

#### **4.5.2. Limitations**

Besides the strengths, PD activities and management of PD activities for teachers also have some of the following disadvantages:

As for teaching and learning activities for teachers at primary schools,

First of all, in the PD goals, the goal of fostering self-study capacity and regular and continuous professional self-improvement has not received much attention. And regarding the content of PD, specialized content such as the content of fostering inclusive education for students with disabilities, has not been focused on implementation.

Also, new content such as fostering the use of teaching media and equipment; teaching training in the direction of STEM/STEAM (Science, Technology, Engineering and Math/ Science, Technology, Engineering, Art and Mathematics) education is also not ranked high.

Besides, among teaching methods, teachers' self-study methods have not received much attention, while the forms of PD through participation in conferences, seminars, training courses, etc., are less organized than other forms, checking and evaluating the results of teaching and learning still focus on the results, not on the teaching process of teachers.

In terms of managing teaching and learning activities for teachers at primary schools,

When developing the PD plan, the organization of gathering members' opinions on the plan was rated low in effectiveness. And for the organization of professional training activities in school, the subject departments still lack attention and guidance from the school leaders. Plus, the activities of planning, testing, and evaluating the content, programs, plans, progress, and training results have not been popularized with teachers, either.

#### **4.5. Some suggestions on managing PD activities for primary school teachers in Vinh Long City, Vinh Long Province**

From the findings of the research related to research question 3 about the suggestions for PD activities for primary school teachers in Vinh Long City, Vinh Long Province. Below will be six measures.

**Measure 1:** Raising awareness for administrators and teachers about professional training at primary schools in Vinh Long City, Vinh Long Province.

The awareness of PD for managers and teachers needs to be conducted right from the time of planning and implementing the school's professional implementation plan and done regularly and continuously throughout the implementation process of the school year's tasks. And management staff integrate awareness training content for teachers into work content plans in Party cell meetings, school council meetings, training sessions, specialized professional activities at schools, grade groups, and annual conferences of teachers and civil servants. Awareness training content for teachers can also be deployed on other means, such as bulletin boards and school websites.

Management staff promote the role of professional group leaders in propagating and fostering awareness for teachers because this is the core force of the school that directly manages all activities of teachers in the group. The professional leader needs to help teachers clearly understand the task of fostering professional development to meet the requirements of the new program. In addition, the principal needs to coordinate well with socio-political organizations in the school, such as the Teachers' Union, Youth Union, to propagate and launch the movement to emulate learning and cultivate expertise through activities such as the contest for good teachers, contest for making teaching aids, designing lessons and so on. Also, management staff sets an example and commends individuals and groups for good achievements in training and self-training to motivate, encourage, and improve the learning spirit of teachers.

**Measure 2:** Strengthening the organization of PD activities at primary schools in Vinh Long City, Vinh Long Province.

Management staff should well organise the operating apparatus of teachers in the school. Reasonable division of tasks for individuals in school activities as well as in professional training activities will help administrators reduce the burden of school management work, and promote the autonomy of each individual and each subject department. At the same time, it helps the school operate smoothly and effectively.

Management staff learn about the actual situation at the unit, plan to increase the organization of professional training activities, disseminate the plan to all teachers, collect feedback from the collective, and adjust and publish official plans to create maximum consensus and readiness to strengthen PD within the school community. And the organization and implementation of plans to enhance PD activities with the following activities:

In addition to planned training sessions, schools need to increase the organization of consulting and support sessions, experience sharing forums, and seminars related to innovating educational programs, such as how to implement educational programs, build teaching and education plans, innovating teaching methods, testing and evaluating students in the direction of developing students' capacity and qualities, advising and supporting students, using modern teaching equipment, etc. to help teachers have the opportunity to share useful experiences and solve problems and difficulties in the teaching and education process.

For professional activities, elementary schools are conducting activities in the direction of lesson research. Each year, the school normally organizes two school thematic activities and two group thematic activities each month. The subject departments and teachers participating in teaching the topic will choose the lessons and teaching periods. This activity needs to be able to increase the correct quantity and quality, spread evenly among specialized groups. The school also needs to arrange evenly for teachers to participate in specialized lessons and observe lessons so as to avoid situations where only a few teachers teach many times and other teachers do not have the opportunity to participate.

**Measure 3:** Improving the content, methods, and forms of PD training activities at primary schools in Vinh Long City, Vinh Long Province

Based on guiding documents from school leaders, training programs toward regulations, and the quality situation of teachers and administrators, determine the content, methods, and forms of implementation in the school's PD activity plan and subject departments.

Regarding training content, each educational facility implements educational programs according to the regulations of the sector, department, and division of education. However, managers, based on the practical situation, determine the key contents that require a lot of time to participate in training activities, in what form they need to be conducted to ensure the quality of PD activities, and the following contents: whatever content can be spent a little time, teachers conduct their own research. From this activity, there is a specific plan and implementation is carried out.

**Measure 4:** Strengthening inspection and evaluation of PD activities at primary schools in Vinh Long City, Vinh Long Province

Management staff and professional teams determine the correct purpose, develop criteria and methods to inspect and evaluate the implementation of PD, make inspection plans, and evaluate the results of PD activities. And the development of a set of evaluation criteria needs to rely on a team of teachers with extensive experience in each subject. Experienced teachers propose questions based on the content of PD topics, which the Board of School Directors evaluates and selects as a basis for evaluating teachers' PD results.

**Measure 5:** Improving self-study and PD self-improvement activities of teachers at primary schools in Vinh Long City, Vinh Long Province

Teachers build their own self-study and self-training plans right from the beginning of the school year on the basis of teachers' self-assessment of their professional capacity according to the standards and criteria in determined documents. In this plan, it is necessary to clearly define the goals, content, form, methods, and time of self-study and self-training. Teachers choose quantitative criteria and refer to the scale to determine their own progress at different times during the school year. Also, teachers research related documents such as Circular 26/2012/TT/BGDDT issued on July 10, 2012, on Regulations on regular training for preschool, primary school, high school or continuing education teachers; Circular 32/2011/TT/BGDDT issued on August 8, 2011, on regular training for primary school teachers. From these aspects, teachers can select and list the parts of work that need to be done, the specific requirements that need to be achieved, the timeline and level of completion appropriate to their own conditions and abilities.

**Measure 6:** Investing in facilities, developing policies and mobilizing resources for PD activities at primary schools in Vinh Long City, Vinh Long Province

The school, based on the documents and practical situation of the unit, develops an investment plan for facilities and equipment to serve teaching and learning activities for teachers and coordinates with mass organizations in the school to develop policies to support PD activities for teachers. Moreover, it is to determine the necessary resources for implementing the plan. The conditions needed to achieve effectiveness and the conditions that the school currently has, the teaching staff can meet. Search for external support resources for teachers' PD work. Besides, it is also expected that the advantages and difficulties will be encountered when implementing the contents of the plan and coordinating between educational forces inside and outside the school to create a combined impact and improve the effectiveness of PD management activities for teachers more effectively.

## 5. Conclusion and suggestions

### 5.1. Conclusions

Professional development for the team of primary teachers in the phase of entering the educational program innovation journey is a very important activity. This is work of urgent and strategic significance for the teachers themselves, the implementation of the school's education plan and the entire sector. To carry out this activity well, there needs to be consensus and coordinated action from all levels of educational management, school administrators and teachers themselves, as well as the support of other forces throughout society. It is also to strive in all aspects to achieve the final result: a team of managers and teachers with all the capabilities and qualities to effectively implement school and industry program requirements in the direction of fundamental and comprehensive innovation.

## **5.2. Suggestions to Vietnamese related agencies**

### **5.2.1. For Vinh Long City Department of Education and Training, Vinh Long Provincial Department of Education and Training**

First, faced with practical requirements, the two organizations need to continue to review, amend, and supplement documents and plans providing specific guidance on the management of education and PD training for primary schools to ensure compliance with the Vietnamese 2018 Education and Development Program, consistent with local and unit practices.

And second, there is a need to apply flexible and effective methods and forms of PD, ensuring the quality of the team of reporters and PD documents.

### **5.2.2. For administrators of primary schools**

First and foremost, they are to carry out well the work of building short-term and long-term PD plans on the basis of practical human resources and school facilities.

Secondly, it should direct and organise the successful implementation of the school's proposed development plans.

Thirdly, it is important to apply positive methods and forms of teaching so that teachers can create trust in the teaching staff and help teachers develop their full potential in teaching.

Fourthly, there is a must to regularly inspect and evaluate PD work to support and promptly adjust shortcomings in the PD process as well.

Fifthly, they have to pay attention, share, and motivate the teaching staff to contribute to the good implementation of teaching and learning.

And finally, it should invest in and make good use of school facilities and equipment to support PD activities more effectively.

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### Conflict of Interest Statement

The author declares no conflicts of interest.

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