



Current status of quality management in self-assessment activities in preschools in Ho Chi Minh City under the educational reform program

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Abstract

This article analyzes the current status of quality management in self-assessment activities at preschools in Ho Chi Minh City within the context of the educational reform program. The survey results indicate that both teachers and management staff have a good understanding of the importance of quality management in self-assessment activities. Regarding quality management planning, teachers show a higher level of agreement, emphasizing the need for specific plans and reasonable timelines. Notably, teachers rate the self-assessment process and related criteria higher than management staff. Interview results reveal that both groups acknowledge the importance of quality management, but there are differences in their perceptions of the necessary factors for improvement. The self-assessment process needs to comply with national quality standards and apply the PDCA (Plan-Do-Check-Act) cycle. To effectively manage the quality of self-assessment activities, it is essential to establish a comprehensive quality management system that combines theory and practice, requiring efforts from teachers, management staff, and active participation from parents.

Keywords: Quality Management, Self-Assessment, Preschool, Educational Reform Program

Introduction

Education and training play a crucial role in the economic and social development of each country, acting as a driving force for economic growth and international integration. In the context of globalization and the rapid changes in science and technology, educational innovation has become a vital factor in meeting the demands of modern society and the economy. Vietnam is currently focusing on improving the quality of education to implement self-assessment of quality in educational institutions, especially in preschool education. Self-assessment is a process that helps educational institutions review and evaluate the quality of teaching, facilities, and related factors to meet the educational standards set by the Ministry of Education and Training (Ministry of Education and Training, 2018) ^[10].

The preschool education program, as outlined in Decision No. 748/QĐ-BGDĐT dated March 15, 2021, emphasizes the need for holistic development in children, aiming to help them develop physically, mentally, intellectually, and in skills. Self-assessment in preschools not only prepares them for quality accreditation but also contributes to improving teaching processes and enhancing training quality (Circular No. 19/2018/TT-BGDĐT, 2018). However, the current self-assessment process in preschools faces many difficulties, such as a lack of experience in writing self-assessment reports and a lack of necessary support for this work. For this reason, the author chose to research the topic: "The current state of quality management of self-assessment activities in preschools in Ho Chi Minh City under the educational reform program" to contribute to improving educational quality.

Literature review

Educational quality

Educational quality reflects the ability of the education system to provide an effective learning environment that meets the developmental needs of students and society. It includes the curriculum, teaching methods, facilities, and teacher competence. A quality education system not only imparts knowledge but also develops learners holistically, including social skills, emotional intelligence, and creative thinking (Harvey & Green, 1993) ^[5]. Educational quality can be understood as the minimum threshold to be achieved and as a process of transformation and development of students (Hong, 2022a&2022b) ^[7,8]. This process not only enhances knowledge but also improves self-reliance, problem-solving skills, and adaptability to the environment (NguyenDang, 2019) ^[12].

Self-assessment in preschools

Self-assessment in preschools is the process by which the school reviews and evaluates factors related to childcare, education, facilities, and other resources to improve and achieve quality standards. The goal is to prepare for external evaluation and improve educational effectiveness. The self-assessment process helps the school identify strengths and weaknesses and develop an improvement plan. Quality accreditation of preschool education includes self-assessment and external evaluation to determine the level of achievement of educational standards as prescribed by the Ministry of Education and Training. Important factors in self-assessment include the educational program, teaching staff, facilities, family and community participation, learning outcomes, and support services for educational activities (Tiep, 2017).

Concept of quality management in preschool self-assessment activities

Quality management in preschool self-assessment activities is the process by which the school self-assesses, analyzes, and improves factors related to educational quality. The purpose of self-assessment is to determine the level of achievement of educational goals and to improve the quality of teaching and learning. The principal is the head, directing all school activities, with the participation of teachers and staff to improve the quality of education (Nguyen, 2024) ^[13].

Quality management through self-assessment applies the PDCA cycle (Plan – Do – Check – Act) for continuous improvement. The steps of this cycle include: Planning (Plan): Setting goals and tasks; Implementing the plan (Do): Carrying out tasks according to the plan; Checking (Check): Evaluating the results of implementation; Acting (Act): Adjusting and improving based on the evaluation results. The goal is to ensure that preschools meet educational quality standards through the application of this method.

Context of educational innovation in preschools

Over the years, preschool education in Vietnam has faced the need for innovation to meet the demands of development and international integration. The government has implemented many innovation strategies, in which preschool education is the

foundation, focusing on developing children's thinking, creativity, and social skills (Chu, 2014) ^[1]. The preschool education innovation program, implemented by the Ministry of Education and Training, aims to improve the quality of education and the comprehensive development of children. Highlights of the program include: (1) Physical development; (2) Intellectual development; (3) Emotional and social development; (4) Encouraging creativity. In Ho Chi Minh City, the application of self-assessment quality management according to the PDCA cycle has helped improve teaching effectiveness, improve the learning environment, and attract the participation of parents and the community.

Research methodology

The study surveyed 552 people from 19 preschools in Ho Chi Minh City. The specific numbers were as follows: 115 management staff (19 principals; 35 vice-principals, 61 heads of subject departments). All subjects with a position coefficient were considered management staff, and 437 teachers.

The study used a 5-point Likert scale, specifically: Level of agreement: 5 (Completely agree) → 1 (Completely disagree); Quality assessment: 5 (Good) → 1 (Poor). With a 5-point scale, the scale was converted to a distance value scale (Maximum – Minimum)/n = (5-1)/5 = 0.8. From there, the average values in the survey were conventionally defined in Table 1 as follows:

Table 1: Conventions for processing survey information

$1.0 \leq \text{Average score} < 1.8$	$1.8 \leq \text{Average score} < 2.6$	$2.6 \leq \text{average score} < 3.4$	$3.4 \leq \text{Average score} < 4.2$	$4.2 \leq \text{Average score} < 5.0$
Completely disagree	Disagree	Undecided	Agree	Absolutely agree
Poor	Weak	Average	Rather	Good

In this study, there are a total of 5 main contents related to self-assessment activities in preschools in Ho Chi Minh City according to the educational reform program, with reliability indices ranging from 0.908 to 0.992. The entire survey consists of 47 items with a reliability of the scale reaching 0.981.

Research results

Theoretical basis related to quality management of self-assessment activities in preschools

- a) Managing self-assessment of educational quality in preschools plays an important role in improving the quality of teaching and childcare. It helps ensure transparency and fairness in evaluation, creates conditions for the participation of parents and the community, encourages innovation in teaching methods, and optimizes educational resources (Do, 2015; Duc, 2022) ^[3, 4]. The self-assessment process in preschools is not only an important part of maintaining educational quality but also an essential step to improve and enhance the effectiveness of teaching, management, and support activities. To ensure the effectiveness of self-assessment activities, management and implementation based on the Deming cycle (PDCA) is extremely important.
- b) **Plan:** Important steps in planning include reviewing resources, building an overall plan, and estimating the

necessary resources to implement improvement solutions. Identifying teaching objectives and educational methods that conform to national standards is an indispensable part of the plan (Phan, 2020; Vu, 2022) ^[15, 21]. The contents implemented in quality management planning include: (1) In quality management planning, the self-assessment process determines the time, personnel, and tools needed for self-assessment. This process includes collecting data through surveys, interviews, and observations, as well as organizing review meetings to analyze data and identify strengths and weaknesses. Based on the self-assessment results, develop an action plan to improve educational quality and establish a reassessment schedule to monitor progress and effectiveness. (2) For educational program quality management plans, surveying needs and desires from the community and teachers is very important. Then, assess the feasibility and effectiveness of the current educational program through discussions with teachers, adjust educational content and methods based on feedback. Finally, implement the new program and monitor the implementation process, and conduct periodic assessments to ensure the development of children.

- c) **Implementation (Do):** The process of organizing and managing self-assessment requires the establishment of a professional self-assessment council, detailed planning for

implementation steps, collection and analysis of evidence, and writing a self-assessment report. In addition, organizing improvement activities based on assessment results is the next step to maintain continuous educational quality (Ministry of Education and Training, 2021). The contents of implementation in quality management include: (1) In organizing the implementation of the quality management plan, the self-assessment process: establishing a self-assessment steering committee and assigning tasks to each member, each person responsible for a specific aspect of the process. The steps in the self-assessment process are clearly developed, and the quality assessment criteria are reviewed and updated. To ensure effectiveness, organize training for teachers on how to use questionnaires, interviews, and observations. The data collection process must be carefully implemented, ensuring that the data is stored securely and easily accessible. Finally, evaluating and analyzing the results through meetings and self-assessment reports helps to synthesize the results and propose improvement solutions; (2) For the educational program quality management plan, organizing the evaluation of the educational program is very important. This includes surveying teachers and the community to analyze the needs and desires of children. Based on feedback from the survey, the program content is adjusted accordingly, and new educational models are tested and monitored for effectiveness. Teachers are trained through refresher courses and encouraged to share experiences to improve teaching quality. Finally, monitoring and evaluating the program through monitoring the implementation of the educational program and organizing periodic evaluations helps to report the results and measures taken to teachers, the community and parents of children.

- d) Checking and Evaluation (Check):** The goal of checking and evaluating in quality management of self-assessment activities is to create a flexible process that helps preschools continuously improve the quality of education, meet the needs of students and parents, and comply with the requirements of the educational reform program. The contents of checking and evaluating in quality management implementation include: (1) In checking and evaluating the quality management process of self-assessment, evaluating the self-assessment implementation process through checking the implementation time and considering the completeness of the supporting data. Tools such as questionnaires, interviews and observations are evaluated to analyze the accuracy of the collected data. Regular monitoring of the collection and processing of supporting data helps ensure accuracy and timely updating. Finally, checking and evaluating the results of self-assessment identifies strengths and weaknesses, and monitors the implementation activities after the completion of the self-assessment report; (2) For the inspection and evaluation of educational program quality management: assess the suitability of the program through surveys of teachers' and

community opinions, based on children's cognitive, emotional, and social development. Monitoring program effectiveness through children's progress and community satisfaction is also very important. Based on the evaluation results, adjust the program and implement new educational models to meet children's needs. Finally, report the overall evaluation results of the educational program and self-assessment process, along with sharing the results with teachers, the community, and parents, creating consensus and support in the educational development process (Thanh, et al., 2023) ^[18].

- e) Improvement (Act):** Improving the quality of self-assessment activities is an important step after each assessment cycle. Schools adjust the curriculum, teaching methods and learning space based on assessment results to meet the requirements of educational innovation and improve teaching effectiveness (Ministry of Education and Training, 2019) ^[12]. Improvement contents in quality management implementation include: (1) To improve the implementation of quality management of the self-assessment process, build a self-assessment process through the creation of guidance documents and design of easy-to-use assessment forms for teachers and staff. Organize training courses on self-assessment skills, especially on data analysis and improvement planning, to help teachers improve their capacity. Apply technology in collecting, analyzing and reporting self-assessment data, and create an online platform to help teachers implement and monitor the process effectively. Furthermore, improving the organization of periodic assessments and timely feedback helps track progress, along with specific planning for post-assessment implementation and progress monitoring to enhance effectiveness; (2) For improving the quality management of educational programs, surveying community needs and analyzing feedback from teachers is essential. Integrating modern educational methods, such as child-centered education, is encouraged through teacher training courses on new techniques and how to integrate them into the educational program. Monitoring and evaluating the effectiveness of the educational program in cognitive, social and emotional areas, as well as community satisfaction with the educational program and children's progress, is crucial. Organizing exchange sessions encourages teachers, the community, and parents to participate in educational activities, fostering cohesion and knowledge sharing in the education of children.

Current awareness of the importance of quality management in self-assessment activities in preschools

Awareness of the importance of quality management in self-assessment activities in preschools, according to the educational program, is essential, as it helps improve the quality of education and the holistic development of children. This activity not only creates transparency and accountability in educational management but also encourages the active participation of teachers and parents, thereby effectively meeting the needs of educational innovation.

Table 2: Current awareness of quality management in self-assessment activities in preschools in Ho Chi Minh City according to the educational innovation program

Code	Contents	Administrators		Teachers		General		Sig
		Average score	Standard deviation	Average score	Standard deviation	Average score	Standard deviation	
QT1	Improving the quality of education according to the educational reform program	3.42	0.58	4.27	0.61	4.10	0.70	.000
QT2	Ensuring transparency and objectivity in the educational process	3.42	0.59	4.27	0.62	4.09	0.71	.000
QT3	Strengthening the participation of the community and parents in the educational process	3.39	0.59	4.28	0.63	4.10	0.72	.000
QT4	Encouraging innovation and creativity in educational activities	3.43	0.58	4.27	0.63	4.09	0.71	.000
QT5	Ensuring sustainable development according to the educational reform program	3.31	0.61	4.34	0.65	4.13	0.76	.000
QT6	Meeting the requirements of the educational reform program	3.35	0.62	4.35	0.64	4.14	0.75	.000
QT7	Optimizing the resources of preschools	3.31	0.61	4.50	0.54	4.25	0.74	.000
Average		3.38	0.60	4.33	0.62	4.13	0.73	x

Note: Mean score: average score; Standard deviation: Standard deviation; Sig: Significance level.

Table 2 shows the difference in perception of quality management in self-assessment activities between administrators and teachers in preschools in Ho Chi Minh City. The average score of administrators is 3.38, while teachers achieved 4.33, indicating that teachers have a higher level of agreement on the importance of quality management. The content “Improving educational quality” (QT1) has an average score of 4.10 and “Ensuring transparency” (QT2) achieved 4.27 from teachers. Sig values below 0.001 indicate statistically significant differences between the two groups. The results of interviews with 19 administrators and 19 teachers show that 100% are aware of the importance of quality management in self-assessment. School administrators emphasized that self-assessment is a tool to identify the school's strengths and weaknesses, while teachers felt that self-assessment helped improve their competence and teaching

methods. Although administrators and teachers are well aware of the importance of optimizing resources and sustainable development, the results reflect the need to enhance training and support for administrators and teachers in the context of educational reform.

Current status of planning for quality management of self-assessment activities under the educational reform program in preschools

A quality management plan for self-assessment activities under the educational reform program in preschools helps administrators determine evaluation criteria, organize surveys of opinions from teachers and parents, and conduct practical observations. Through this, the school can collect necessary data to analyze and evaluate the effectiveness of educational management.

Table 3: Current status of quality management planning for self-assessment activities in preschools in Ho Chi Minh City according to the educational reform program

Code	Content	Administrators		Teachers		General		Sig
		Average score	Standard deviation	Average score	Standard deviation	Average score	Standard deviation	
Develop a quality management plan and conduct a self-assessment								
KH1	Develop a self-assessment plan, determining the time, personnel, and tools needed for the self-assessment.	3.35	0.62	3.97	0.90	3.84	0.89	.000
KH2	Develop a data collection plan, using methods such as surveys, interviews, and observations.	3.31	0.61	3.96	0.91	3.82	0.90	.000
KH3	Plan for review meetings to analyze collected data and identify strengths and weaknesses.	3.36	0.62	3.98	0.91	3.85	0.89	.000
KH4	Develop an action plan based on the self-assessment results to improve the quality of education.	3.37	0.63	3.99	0.89	3.86	0.88	.000
KH5	Establish a reassessment schedule to monitor the progress and effectiveness of improvement solutions.	3.33	0.59	3.96	0.88	3.83	0.86	.000
Developing a quality management plan for educational programs								
KH6	Surveying needs and desires through surveys to gather feedback from parents and teachers on program content.	3.35	0.61	3.97	0.89	3.84	0.87	.000
KH7	Planning program content evaluation and organizing discussions with teachers.	3.41	0.62	3.96	0.87	3.84	0.85	.000
KH8	Planning adjustments to the educational program, updating content and teaching methods.	3.40	0.62	3.96	0.87	3.85	0.86	.000

KH9	Planning the implementation of the new program, introducing the adjusted program, and monitoring its progress.	3.40	0.62	3.97	0.88	3.86	0.86	.000
KH10	Planning the evaluation of the educational program's effectiveness through periodic evaluations to assess its suitability.	3.34	0.59	3.98	0.89	3.85	0.87	.000
Average		3.36	0.61	3.97	0.89	3.84	0.87	x

Note: Mean score: average score; Standard deviation: Standard deviation; Sig: Significance level.

Table 3 shows the current state of quality management planning in the self-assessment process in preschools in Ho Chi Minh City. The average score of administrators is 3.36, while teachers achieved 3.97, indicating that teachers have a higher level of agreement on quality management planning. The content “Self-assessment planning” (KH1) has an average score of 3.84 and “Data collection planning” (KH2) reached 3.96, reflecting teachers' high awareness of this process. Sig values below 0.001 indicate statistically significant differences between the two groups. The results of interviews with 19 administrators and 19 teachers show that 94.74% agree on the importance of self-assessment planning. The administrators emphasized the need for a specific plan with clear objectives and the participation of all departments, while teachers argued that a reasonable timeframe should be set for plan implementation without creating pressure. The results reflect the need to strengthen support and training for administrators to improve the effectiveness of quality management planning

in the context of educational reform. Comparing the results obtained from interviews and survey statistics, most administrators and teachers agreed on the need for self-assessment planning activities in preschools in Ho Chi Minh City according to the educational reform program.

Current status of organizing quality management of self-assessment activities according to the educational reform program in preschools

Organizing quality management of self-assessment activities according to the educational reform program in preschools involves building clear evaluation processes and criteria, and assigning responsibilities to teachers and administrators. Activities such as surveys, interviews, and observations are conducted periodically to gather information, which is then analyzed to propose improvement solutions to enhance the quality of education and ensure the holistic development of children.

Table 4: Current status of organizing and managing the quality of self-assessment activities according to the educational reform program in preschools

Code	Content	Administrators		Teachers		General		Sig
		Average score	Standard deviation	Average score	Standard deviation	Average score	Standard deviation	
Implement the quality management plan through self-assessment								
TC1	Establish a Self-Assessment Steering Committee and assign tasks, with each member responsible for a specific aspect of the self-assessment process.	3.37	0.61	3.97	0.90	3.85	0.89	.000
TC2	Develop a self-assessment process, defining specific steps, and reviewing and updating quality assessment criteria.	3.36	0.61	3.98	0.88	3.85	0.87	.000
TC3	Organize teacher training, guiding teachers on how to use questionnaires, interviews, and observations.	3.43	0.62	3.95	0.89	3.84	0.87	.000
TC4	Implement data collection and ensure that data is stored securely and easily accessible.	3.43	0.61	3.97	0.88	3.85	0.86	.000
TC5	Evaluate and analyze results through evaluation meetings and the preparation of a self-assessment report, summarizing the results and proposing improvement solutions.	3.35	0.61	3.98	0.87	3.85	0.86	.000
Implementing the quality management plan for educational programs								
TC6	The organization evaluates the educational program through surveys of teachers and parents regarding the analysis of children's needs and desires.	3.34	0.61	3.98	0.88	3.85	0.87	.000
TC7	Adjusts the program content based on survey feedback, making appropriate adjustments and conducting pilot programs to implement new educational models.	3.33	0.60	3.96	0.89	3.83	0.87	.000
TC8	Trains teachers through organizing training courses and encourages teachers to share their experiences and educational methods.	3.27	0.58	3.97	0.90	3.82	0.89	.000
TC9	Monitors and evaluates the program, overseeing its implementation.	4.79	0.45	3.99	0.88	4.15	0.88	.000
TC10	Reports and communicates the results and measures taken to teachers, parents, and the community.	4.77	0.45	3.98	0.88	4.14	0.87	.000
Average		3.64	0.57	3.97	0.88	3.90	0.87	x

Note: Mean score: average score; Standard deviation: Standard deviation; Sig: Significance level.

Table 4 provides an overview of the quality management activities of the self-assessment process and educational program in preschools, with the participation of administrators and teachers. The mean score shows that teachers rated higher than administrators, with all values being statistically significant ($\text{Sig} < 0.05$). Specifically, in criterion TC1 on establishing a self-assessment steering committee, administrators scored 3.37, while teachers scored 3.97. Similarly, in criterion TC2 on developing the self-assessment process, administrators scored 3.36 compared to 3.98 for teachers. This indicates that teachers have a better understanding of the process and assessment criteria. In criterion TC5 on evaluating results, teachers scored 3.98, while administrators only scored 3.35, indicating that teachers have a more positive perception of improvement solutions. In organizing and implementing the quality management plan for the educational program, teachers demonstrated a high level of awareness. In criterion TC6 on evaluating the educational program, administrators scored 3.34, while teachers scored

3.98. Notably, in criterion TC9 on monitoring and evaluating the program, administrators recorded the highest score (4.79), while teachers scored 3.99. The overall average for administrators was 3.64, while teachers scored 3.97, showing a clear difference in awareness and implementation of quality management in self-assessment. This indicates that quality management in self-assessment activities has not met the expectations of administrators.

Current status of quality management and evaluation of self-assessment activities in preschools under the educational innovation program

The quality management and evaluation of self-assessment activities under the educational innovation program in preschools focuses on collecting data from educational activities, feedback from teachers and parents. This process helps determine the effectiveness of educational methods, thereby making necessary adjustments to improve educational quality and promote the holistic development of children.

Table 5: Current status of quality management and evaluation of self-assessment activities under the educational innovation program in preschools

Code	Content	Administrators		Teachers		General		Sig
		Average score	Standard deviation	Average score	Standard deviation	Average score	Standard deviation	
Review and evaluate the quality management of the self-assessment process								
KT1	Evaluate the self-assessment process by checking the implementation time and reviewing the completeness of supporting data.	4.75	0.49	3.98	0.89	4.14	0.88	.000
KT2	Evaluate the tools used (questionnaires, interviews, observations) and analyze the accuracy of the data.	4.72	0.47	3.99	0.89	4.14	0.87	.000
KT3	Regularly monitor the collection and processing of evidence to ensure accuracy and timely updating of evidence.	4.72	0.47	3.94	0.93	4.10	0.91	.000
KT4	Review and evaluate the self-assessment results and identify strengths and weaknesses.	4.71	0.49	3.93	0.92	4.10	0.91	.000
KT5	Monitor and oversee the implementation of activities after the completion of the self-assessment report.	4.83	0.40	3.92	0.94	4.11	0.93	.000
Review and evaluate the quality management of educational programs								
KT6	Assess the program's suitability by surveying teachers and parents based on children's cognitive, emotional, and social development.	4.73	0.46	3.94	0.92	4.11	0.90	.000
KT7	Monitor program effectiveness by tracking children's progress and assessing parents' satisfaction with the educational program.	4.71	0.51	3.94	0.94	4.10	0.92	.000
KT8	Adjust the program based on assessment results and implement educational models.	4.80	0.44	3.94	0.94	4.12	0.93	.000
KT9	Report the consolidated results of the educational program assessment and self-assessment process.	4.76	0.47	3.95	0.92	4.11	0.91	.000
KT10	Share the results with teachers, parents, and the community to foster consensus and support.	4.77	0.44	3.95	0.93	4.12	0.91	.000
Average		4.75	0.47	3.95	0.92	4.11	0.91	x

Note: Mean score: average score; Standard deviation: Standard deviation; Sig: Significance level.

Table 5 reflects the current state of quality management organization in self-assessment activities in preschools in Ho Chi Minh City according to the educational reform program. The average score shows that administrators achieved 3.64, while teachers achieved 3.97, indicating that teachers have a higher level of agreement on quality management organization in self-assessment. Specifically, the criterion “Establishing a Self-Assessment Steering Committee and Assigning Tasks” (TC1) has an average score of 3.85, showing the necessity of clearly assigning tasks. Other criteria such as “Organizing the

development of a self-assessment process” (TC2) and “Evaluating and analyzing results” (TC5) also show high agreement with an average score of 3.98 from teachers. Sig values below 0.001 indicate a statistically significant difference between the two groups. Interviews with 19 administrators and 19 teachers showed that 94.74% agreed with the implementation of self-assessment activities. Opinions suggested the need to develop specific evaluation criteria, including teaching quality, child development, and community involvement. Teachers should collect feedback from children

to adjust teaching methods. The results indicate the need to strengthen training and support for administrators to improve the effectiveness of quality management in the context of current educational reforms.

Current status of improving the quality of self-assessment activities according to the educational reform program in preschools

Improving the implementation of quality management of self-

assessment activities according to the educational reform program in preschools involves adjusting evaluation criteria and educational methods based on feedback from teachers and parents. In addition, strengthening teacher training in assessment skills and the application of technology in education aims to improve the effectiveness and quality of education for children.

Table 6: Current status of improving the quality of self-assessment activities according to the educational reform program in preschools

Code	Content	Administrators		Teachers		General		Sig
		Average score	Standard deviation	Average score	Standard deviation	Average score	Standard deviation	
Improving the implementation of quality management through self-assessment processes								
CT1	Improve the self-assessment process by creating guidance documents and designing user-friendly assessment forms	4.78	0.41	3.93	0.94	4.11	0.92	.000
CT2	Organize training courses on self-assessment skills for teachers, especially on data analysis, improvement planning, and sharing experiences on self-assessment methods	4.77	0.47	3.93	0.93	4.10	0.92	.000
CT3	Apply technology to collect, analyze, and report self-assessment data, creating an online platform for teachers to conduct and monitor the self-assessment process	4.65	0.50	3.87	0.94	4.03	0.92	.000
CT4	Improve the organization of periodic assessments and timely feedback to track progress and improve the self-assessment process	4.64	0.50	3.88	0.93	4.04	0.91	.000
CT5	Improve post-assessment implementation with specific planning, progress monitoring, and timely adjustments to enhance effectiveness	4.70	0.46	3.87	0.93	4.04	0.92	.000
Improving the implementation of quality management in educational programs								
CT6	Evaluate and adjust the program through surveys of parents' needs and analysis of feedback from teachers and parents	4.63	0.52	3.90	0.91	4.05	0.90	.000
CT7	Integrate modern educational methods by encouraging teachers to use child-centered teaching approaches	4.66	0.48	3.90	0.91	4.06	0.89	.000
CT8	Organize training courses for teachers on new educational methods and how to integrate them into the curriculum	4.62	0.51	3.89	0.90	4.05	0.88	.000
CT9	Monitor and evaluate the effectiveness of the educational program in cognitive, social, and emotional areas and assess parents' satisfaction with the program and their children's progress	4.64	0.50	3.88	0.92	4.04	0.90	.000
CT10	Organize networking events to encourage teachers, parents, and the community to participate in educational activities	4.59	0.53	3.89	0.91	4.04	0.89	.000
Average		4.67	0.49	3.89	0.92	4.06	0.91	x

Note: Mean score: Average score; Standard deviation: Standard deviation; Sig: Significance level.

Table 6 shows a clear difference in the perception of quality improvement solutions in self-assessment activities between administrators and teachers in preschools following the educational reform program. Administrators have a high average score of approximately 4.67, while teachers only achieve 3.89, indicating that administrators have a stronger consensus on improvement solutions. Specifically, the content "Improving the development of self-assessment procedures" (CT1) has an average score of 4.11, emphasizing the importance of guidance documents and assessment forms. Other contents such as "Organizing training courses on self-assessment skills" (CT2) and "Applying technology to collect data" (CT3) also received high average scores from administrators with 4.77 and 4.65 respectively. A Sig value below 0.001 indicates a statistically significant difference between the two groups. Furthermore, the content "Integrating Modern Educational Methods" (CT7) received an average score of 4.66 from administrators, while teachers only achieved

3.90, suggesting that teachers are not fully aware of the need for improvement solutions. This result underscores the need to enhance training and support for teachers to improve the effectiveness of quality improvement.

Interview results with 19 administrators and 19 teachers showed that 89.47% agreed with the need to improve the management of self-assessment activities. Administrators proposed developing a continuous training program for teachers, while teachers emphasized the need to create opportunities for sharing experiences at meetings. Both groups agreed on the importance of establishing a regular assessment schedule to monitor the progress and effectiveness of improvement programs.

Conclusion

Quality management of self-assessment activities in preschools is a key factor in improving educational quality and the holistic development of children. The new education program has

changed the approach to self-assessment, but the reality in Ho Chi Minh City shows a disparity in awareness between administrators and teachers. Administrators have a comprehensive view and high awareness of self-assessment, while teachers need to improve their information and implementation skills. Both groups acknowledge the importance of quality management, but differ in their understanding of improvement factors. For effectiveness, self-assessment needs to comply with national quality standards and apply the PDCA cycle. Building a comprehensive quality management system requires cooperation from teachers, administrators, and parents. Given the above situation, the article proposes the following recommendations:

- For the Department of Education and Training: Strengthen training and support: Regular training courses should be organized for administrators and teachers on the self-assessment process and necessary skills. Improve policies: Review and adjust policies supporting financial and material resources for preschools, especially those in difficult circumstances. Encourage parental participation: Launch a cooperation program between schools and parents to enhance participation in self-assessment.
- For preschools: Establish a Self-Assessment Steering Committee: Clear leadership and specific task assignments are needed for each member in the self-assessment process. Develop a clear process: Review and update quality assessment criteria to ensure suitability with practice. Create a supportive environment: Ensure adequate facilities and create conditions for teachers to participate in skills training courses.
- For administrators and teachers: Raising awareness: Administrators need to regularly update information and share knowledge about self-assessment with teachers. Implementing peer assessment: Encourage teachers to participate in the peer assessment process to exchange experiences and improve skills. Focusing on teachers' psychology: Create conditions for teachers to feel comfortable and confident when participating in the self-assessment process, including listening to their opinions and feedback.

In short: Improving the quality management of self-assessment activities in preschools requires close coordination between administrators and teachers, along with support from the community. This contributes to improving the quality of education and better meeting the needs of children and their parents in the context of educational reform.

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