

Original Research Article

The Current Situation of Managing the Environment for Educating Children Aged 5-6 in Terms of Mobilizing Community Participation

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Abstract: This scientific article focuses on researching and analyzing the current status of building community-involved early childhood education environments. Early childhood education environments play a crucial role in the holistic development of young children, and community involvement can have significant positive impacts. The article concentrates on evaluating how communities participate in the process of constructing early childhood education environments. Various research methods are utilized, including surveys, interviews, and direct observations at early childhood education facilities. The research findings demonstrate that community participation can play an essential role in improving early childhood education environments. By engaging in decision-making processes and implementing educational activities, the community can contribute to creating diverse and appropriate learning environments that meet the needs of young children.

Keywords: Preschool education; reality; educational environment; management.

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1. INTRODUCTION

In recent years, the socialization of education in general, and the involvement of social forces in building the environment for preschool education in particular, has achieved many positive results. Preschools have been able to mobilize investments from parents, businesses, for school construction, and the purchase of teaching equipment. However, there are still many educational administrators and, especially, a majority of the population, organizations, and associations who perceive their involvement in building the educational environment solely as a financial contribution to providing infrastructure for schools. They have yet to recognize their proper roles in participating in educational activities. Furthermore, there are still difficulties and limitations in coordinating efforts among families, schools, and society to mobilize broader community participation in the educational process.

Conducting a survey on the current situation of building the educational environment for children aged 5-6 in Vinh Tuong district, Vinh Phuc province, focusing on mobilizing community participation, will serve as a practical basis for proposing effective management measures for these activities.

2. LITERATURE REVIEW

2.1. Objectives of building an educational environment through community participation:

Enhancing the quality of care and education for children: Involving the entire community in the endeavor of building an educational environment, both in general education and preschool education specifically, will contribute to comprehensive educational development. It will help create a healthy educational environment and foster close coordination between education in schools, education in families, and education in the wider society.

Contributing to the modernization and standardization of preschool education: Mobilizing community participation and attracting investment from individuals and organizations outside the school environment aim to standardize and modernize the infrastructure and personnel of preschool education. This will enable students to benefit from the best educational conditions.

Promoting fairness and democracy in the responsibility for building the preschool educational environment: Current education regards students as the subjects of activities within schools. Therefore, one of the important requirements is to establish relationships between teachers and students, build the educational

environment within schools, openly assess and enhance the role of the community. It is crucial to clearly define the rights and responsibilities of each participating entity in the educational process, including the role of schools, local authorities, social organizations, and families.

2.2. Factors influencing the construction of an educational environment through community participation

Awareness and capacity of school administrators in building an educational environment through community participation in preschools. To construct an educational environment that involves community participation, school administrators need to closely monitor and set specific tasks and directions for building the educational environment through community participation for each school and academic year. The attention and guidance of educational administrators will serve as motivation for teachers to fulfill their duties effectively.

Efforts of teachers and children. Building an educational environment through community participation is about establishing relationships between individuals, particularly fostering a friendly atmosphere among teachers and students. Teachers play a decisive role in creating a joyful learning and play environment for children, engaging them in positive and exciting activities. Teachers continuously improve their professional knowledge, possess strong skills, and introduce innovative approaches in caregiving and teaching, enabling children to have the best educational environment in preschool.

The support and involvement of parents and the community are crucial factors in constructing an educational environment for children through community participation. If parents and individuals or social organizations within the community have trust and provide material and moral support, it encourages schools to have additional motivation to fulfill their mission. This support helps the school administration to progress and develop more strongly.

3. RESEARCH METHODS

Interview method: The author conducted direct interviews with school administrators, teachers, parents, and local officials to gather information about the current situation of community involvement in building the educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province.

Questionnaire survey method: A questionnaire was designed to gather opinions from survey participants through the following steps: (1) Consultation with survey participants and experts to develop the survey questionnaire; (2) Drafting and adjusting the questionnaire accordingly; (3) Administering the survey questionnaire and engaging in discussions with survey participants about the research topics; (4) Processing the information from the questionnaires using statistical methods.

After collecting data from the questionnaires, we utilized mathematical statistical methods and Microsoft Office Excel software to calculate percentages, average scores, and rankings for each content. Based on the analysis, conclusions were drawn regarding the current situation.

Table 1: Scoring criteria for answers

1 point	2 points	3 points
Not important	Normal	Important
Not good	Average	Good
No effect	Normal	Affect

3. RESEARCH RESULTLS

3.1. Current situation of planning the construction of an educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province, through community involvement

To assess the current situation of planning the construction of an educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province, through community involvement, the author conducted a survey with 30 school administrators, 60 teachers, 50 parents, and 20 local officials. The results are as follows:

Table 2: Current situation of planning the construction of an educational environment through community involvement in preschools

Content	Good		Average		Not good		GPA
	Amount	Percentage	Amount	Percentage	Amount	Percentage	
Determine the basis, the goal of planning	87	54,38	52	32,50	21	13,13	2,41
Assess the current situation of the school with specific contents.	89	55,63	48	30,00	23	14,38	2,41
To plan and perfect the mechanism for building an educational environment in the direction of mobilizing the participation of the community	84	52,50	55	34,38	21	13,13	2,39
Actively and flexibly adjust the plan to suit the conditions of the school and the local situation	85	53,13	59	36,88	16	10,00	2,43
GPA							2,41

From the survey results, it can be seen that the planning work is well evaluated by school administrators, teachers, parents, and local leaders, with a score of 2.41. Among them, the content "Proactively and flexibly adjusting plans to suit the conditions of the school and the local situation" is best implemented, with a score of 2.43. Tied for second place are the contents "Identifying the basis and objectives of the plan" and "Assessing the current situation of the school with specific contents," both with an average score of 2.41. Ranked last is the content "Planning and improving the mechanism for building an educational environment through community involvement" with a score of 2.39.

3.2. Current situation of organizing and directing the construction of an educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province, through community involvement

To assess the current situation of organizing and directing the construction of an educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province, through community involvement, the author conducted a survey with 30 school administrators, 60 teachers, 50 parents, and 20 local officials. The results are as follows:

Table 3: Current situation of organizing and directing the construction of an educational environment through community involvement in preschools

Content	Good		Average		Not good		GPA
	Amount	Percentage	Amount	Percentage	Amount	Percentage	
Organize the coordination of resources and efficient use of resources	71	44,38	62	38,75	27	16,88	2,28
Organize movements and activities to mobilize the community to build an educational environment for children	61	38,13	77	48,13	22	13,75	2,24
Directing expanding the capacity of social forces to contribute to early childhood education	66	41,25	69	43,13	25	15,63	2,26
Directing to adjust the work content compared to the plan when necessary	68	42,50	67	41,88	25	15,63	2,27
GPA							2,26

From the survey results, it can be seen that school administrators, teachers, parents, students, and local officials rate the work of directing and organizing the construction of an educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province, through community involvement as only being implemented at an average level with a score of 2.27. Specifically:

The content "Organizing the coordination of resources and effectively utilizing resources" is rated as average with a score of 2.28. Among the respondents, 44.38% rated it as well implemented, 38.75% rated it as average, and 16.88% rated it as not well implemented. The content "Directing the adjustment of job content compared to the plan when necessary" is rated as average with a score of 2.27. Among the respondents, 42.50% rated it as well implemented, 41.88% rated it as average, and 15.63% rated it as not well implemented. The content "Directing the expansion of contributions from social forces to early childhood education" is rated as average with a score of 2.26. Among the

respondents, 41.25% rated it as well implemented, 43.13% rated it as average, and 15.63% rated it as not well implemented. The content "Organizing movements and activities to mobilize the community in the construction of an educational environment for children" is rated as the weakest with a score of 2.24. Among the respondents, 38.13% rated it as well implemented, 48.13% rated it as average, and 16.88% rated it as not well implemented.

3.2. Current situation of monitoring and evaluating the construction of an educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province, through community involvement

To assess the current situation of monitoring and evaluating the construction of an educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province, through community involvement, the author conducted a survey with 30 school administrators, 60 teachers, 50 parents, and 20 local officials. The results are as follows:

Table 4: Current situation of monitoring and evaluating the construction of an educational environment through community involvement in preschools

Content	Good		Average		Not good		GPA
	Amount	Percentage	Amount	Percentage	Amount	Percentage	
The school examines and evaluates the cooperative activities of teachers	77	48,13	58	36,25	25	15,63	2,33

with students' families in building an educational environment for children							
The school evaluates the coordination and homogeneity between the three educational environments at school, home and society	71	44,38	60	37,50	29	18,13	2,26
The school evaluates the results of implementing the goal of building an educational environment in the direction of mobilizing the participation of the community	72	45,00	60	37,50	28	17,50	2,28
The school responds to the test and evaluation results to the assessed subjects	80	50,00	54	33,75	26	16,25	2,34
GPA							2,30

From the survey results, it can be seen that the monitoring and evaluation of the construction of an educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province, through community involvement is rated as being implemented at an average level with a score of 3.30. Specifically:

The content "School evaluates the coordination between teachers and families in building an educational environment for children" is rated as average with a score of 2.33. Among the respondents, 48.13% rated it as well implemented, 36.25% rated it as average, and 15.63% rated it as not well implemented. The content "School evaluates the coordination and consistency among the three educational environments: school, family, and community" is rated as average with a score of 2.26. Among the respondents, 44.38% rated it as well implemented, 37.50% rated it as average, and

18.13% rated it as not well implemented. The content "School evaluates the results of implementing the goal of building an educational environment through community involvement" is rated as average with a score of 2.28. Among the respondents, 45.00% rated it as well implemented, 37.50% rated it as average, and 17.50% rated it as not well implemented. The content "School provides feedback on the results of the monitoring and evaluation to the evaluated subjects" is rated as average with a score of 2.34. Among the respondents, 50.00% rated it as well implemented, 33.75% rated it as average, and 16.25% rated it as not well implemented.

3.4. Current situation of factors influencing the activities of building an educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province, through community involvement

Table 5: Factors influencing the activities of building an educational environment for children through community involvement

Factors	Very influential		Normal		Not affected		GPA
	Amount	Percentage	Amount	Percentage	Amount	Percentage	
Management ability of preschool principals	85	53,13	70	43,75	5	3,13	2,50
ability of preschool teachers	89	55,63	68	42,50	3	1,88	2,54
preschool students	82	51,25	78	48,75	0	0,00	2,51
Parents' concern	86	53,75	73	45,63	1	0,63	2,53
Community's support	78	48,75	80	50,00	2	1,25	2,48
GPA							2,51

From the survey results, it can be seen that all the listed factors are evaluated as having a significant impact on the activities of building an educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province, through community involvement. Among them, the factor evaluated as having the greatest impact is "Teacher competence" with a score of 2.54. The second most influential factor is "Parental enthusiasm" with a score of 2.53. The factors "Child-related factors" and "Principal's management competence" rank third and fourth, respectively, with scores of 2.51 and 2.50.

"Community support" is ranked last with a score of 2.48.

DISCUSSION

The majority of managers, teachers, local officials, and parents have recognized the importance and goals of building an educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province, through community involvement. The coordination between the school and various social organizations in the construction of an educational environment for 5-6-year-old children in

preschools in Vinh Tuong district, Vinh Phuc province, through community involvement is well implemented. However, some parents still do not fully understand the importance and goals of building an educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province, through community involvement. The coordination between the family and the school in the construction of an educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province, through community involvement is only implemented at an average level.

The guidance for implementing the plans, monitoring, and evaluating the implementation of the plans for building an educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province, through community involvement is also only implemented at an average level. The coordination between various forces within and outside the school has not been clearly demonstrated, and a common unity has not been achieved.

CONCLUSION

The survey results show that the majority of managers, teachers, parents, and local officials have recognized the importance and identified the goals of building an educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province, through community involvement. Some collaborative efforts have been implemented successfully, and the planning and management of building an educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province, through community involvement have been evaluated as well-implemented. However, there are still some areas of collaboration in building an educational environment for children through community involvement that have not been implemented effectively. Management aspects such as guidance, organizing the implementation of plans, and monitoring the execution of plans for building an educational environment for 5-6-year-old children in preschools in Vinh Tuong district, Vinh Phuc province,

through community involvement have only been implemented at an average level.

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