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Developing Competence to Prevent Children's Diseases for Preschool Teachers in Vietnam

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Abstract-- *Objective of the study:* to assess the current situation of preschool teachers' competence in preventing childhood diseases, from this situation, suggesting a direction to develop the competence of preschool teachers to cope with childhood diseases in Vietnam. *Method of the study:* We use consulting methods through telephone, email and through questionnaire designed by Google Form. The rating scale is divided into 5 levels (Good, Fair, Average, Weak, Poor). The survey was conducted directly and online with 25 administrators (officers of Education and Training, the Principal, the Vice Principal of Kindergarten) and 118 preschool teachers in Lao Cai city, Lao Cai province. Conducting period: From April 2021 to November 2021. *Result of the study:* The current situation of preschool teachers' ability to prevent childhood diseases in the area of the study has some limitations, such as: the competence of some members of the Board of Education, the management staff, who is directly the principal, still have some limitations; the awareness of a part of management staff and teachers is not very complete about the importance of fostering skills in preventing contagious diseases in children for teachers of Kindergarten; the organizing of training activities on preventing contagious diseases in children for teachers of kindergartens in Lao Cai city, Lao Cai province has not been done well. Schools still follow the experiential style without having done it systematically. From the research results, the research team makes suggestions for developing

the competence of preschool teachers in preventing childhood diseases.

Keywords--- disease prevention, children's diseases, coping skills.

Introduction

Children with weak health are very susceptible to contagious diseases with high risk of death. Currently, natural climate changes also affect children's health. Natural environment: Soil, water, light, climate, weather, etc. When the weather changes, the incidence rate of diseases also changes. There are diseases that are more common in the winter, while there are diseases that are more common in the summer. There are also diseases in this area that are severe, but when they move to another area, the situation is milder... All of these are related to the need to prevent diseases and protect children's health (Turtle, Jenny; van Staveren, Martin, 1992; Ernst, Gundula; Menrath, Ingo; Lange, Karin; Eisemann, Nora; Staab, Doris; Thyen, Ute; Szczepanski, Ruediger, 2017; C.D. Bethell, D. Read, S.J. Blumberg, P.W. Newacheck, 2008).

Due to age characteristics, living conditions, collective learning and lurking risks, preschool children are susceptible to contagious diseases such as: acute diarrhea, hepatitis A, chickenpox, measles, dengue fever, hands - feet - mouth... (Ernst, Gundula; Menrath, Ingo; Lange, Karin; Eisemann, Nora; Staab, Doris; Thyen, Ute; Szczepanski, Ruediger, 2017; A.B. Thuy, 2021; J. Guevara, F. Wolf, C. Grum, N. Clark, 2003) In addition, from 2019 to now, the world has had another extremely dangerous contagious disease for young children, especially at Kindergarten level, which is corona virus disease (COVID-19), transmitted in humans through direct, indirect, or close contact with an infected person through secretions from mouth and nose. Compared to other educational levels, preschool children are at high risk of infection in the community when there is an outbreak of the Covid-19 epidemic due to their young age, limited resistance, and self-prevention skills.

The prevention of epidemics for children in preschool is a very necessary job and must not be subjective at this time because the risk of disease outbreaks with children can happen at any time, if we do not actively make prevention action. By doing well in disease prevention, it will not be possible for children to have a healthy body so that they can actively participate in activities that contribute to the comprehensive development of their personality (M. Pinquart, Y. Shen, 2011; A.B. Thuy, 2021).

Teachers are the direct caregivers for the children at school, the teaching staff must always monitor and observe the children, preventing risks before affecting the children. In addition, it is necessary to master knowledge, skills, and measures to prevent epidemics for children and always cultivate knowledge and exchange experiences on ensuring child safety and disease prevention.

Pre-school teachers need to be equipped with basic knowledge and skills on disease prevention, ensuring the safety of preschool children, being able to detect early, having initial treatment and care when children are sick because most of

preschool children's activities are at school. Therefore, prevention of contagious diseases in children in preschool children is essential for teachers. Through the management of activities to foster children's contagious disease prevention skills, it will help teachers understand the common contagious diseases of preschool children, firmly grasp the knowledge about common school diseases and apply into reality (Khanh, M. Q., etc. 2021).

Preventing children's diseases contribute to the certainty of children's comprehensive physical and intellectual development, is an issue that needs attention and effective implementation. This is because the child's body is a growing body (increasing in size and quantity) and maturing (increasing in function, changing in quality). Those are the two basic biological processes of the child. The basic requirement for children's health is to grow and mature to an optimal level. However, if the child is sick (the growth and maturation of the child's body is disturbed, the biological process of the child is not normal) will not only affect the life, the physical and mental development but also brings many negative consequences to the family, school and society (Turtle, Jenny; van Staveren, Martin, 1992; A.B. Thuy, 2021).

The competence to prevent childhood diseases is one of the important competencies for preschool teachers. Preschool teacher has an important role in preventing diseases for children at preschool institutions, therefore, with good children's disease prevention competence, they will effectively organize the implementation of children's disease prevention (prevention of diseases in children and prevention of contagious diseases in children), contributed to the certainty of children's comprehensive development, minimizing/eliminating unwanted effects on children, to family, school and society. Requirements on professional competence in general and competence to prevent childhood diseases in particular of preschool teachers are specified in legal documents such as: Education Law 2019; Regulations on professional standards of preschool teachers (Circular No. 26/2018/TT-BGDĐT on October 8th, 2018), Charter of Kindergarten.

The competence of preschool teachers to prevent childhood diseases is currently not good, and the work of developing teachers' competence to prevent children's diseases has not been paid much attention. In the course of professional activities at preschool institutions, the competence of preschool teachers to prevent childhood diseases has yet to met the requirements of preventing children's diseases and to build the trust of the school, parents and the social community. Facing the above situation, the Ministry of Education and Training has issued Circular No. 12/2019/TT-BGDĐT on August 26th, 2019 identifying regular training programs for preschool teachers, which refers to the implementation of the training program "First aid skills - preventing and handling some of the dangerous situations and common diseases in children". However, in order to effectively organize and implement the competence development in preventing childhood diseases for preschool teachers, it is necessary to have in-depth researches in terms of theory, reality and solutions.

Up to now, there have been many researches on children's diseases and prevention of children's diseases by scientists both domestic and abroad.

Developing the competence to prevent childhood diseases for preschool teachers is a research direction that has not been receiving attentions.

Theoretical framework

Psychological and physiological characteristics of preschool children

Children from 1 to 6 years old are called the baby teeth period. According to (P.T.T. Nhuan, 2016), during this period, children have psycho-physiological characteristics as highlighted:

Physiological characteristics

- In this period, children grow steadily, each year average 2,000g of increase. The function of body parts begins to perfect and the brain organization matures 100% at the age of 6;
- Children control some movements more skillfully and live in groups, have more interest in friends. When entering kindergarten, children can speak, sing, recite poems, learn to count, learn to draw;
- This is the age of baby teeth, children begin to chew hard foods of adults and are very tired of eating soft liquids of infancy. Therefore, it is easy for children to lose their appetite if the mother maintains a diet of milk and powder. At this age the immune system starts to work better.
- Respiratory system: The child's respiratory system is still weak, not being strong enough to fight pathogens such as viruses and bacteria from the environment, the nervous system is sensitive to weather stimuli, making the secretion increased. Therefore, children are very susceptible to respiratory diseases, respiratory diseases are easy to become epidemics and spread quickly in kindergartens.
- Digestive system: The stomach muscles of young children are still weakly developed, prone to intestinal infections, children are easy to vomit after eating, easily get digestive diseases such as diarrhea, vomiting ... When infected with diseases related to the gastrointestinal tract, it might take a long time to heal and easily get aggravated.
- Resistance: The immune system of children is not yet complete, so the resistance is very poor, they get sick easily, often with respiratory diseases. At this time, the environment in kindergarten is crowded, complicated and difficult to isolate, making it easy for children to get sick. Especially in the season of epidemics such as flu, hand-foot-mouth disease... a sick child will spread to other children along.

Psychological characteristics

At this age, activities with objects are the main activities of children, children can learn the function of surrounding objects, so that their psychology develops strongly and also, they will be able to learn the rules of behavior in the environment. society; From those activities, children arise the need to use language to communicate with adults. Until preschool age, games are the main activities of children to help them form imagination, personality and thinking ability.

Distinctive personality characteristics

Besides the physical changes, at the age from 01 to 06, children would have obvious changes in personality that parents need to pay attention to understand their child's psychology and help them grow up day by day:

- If children under the age of 1 are completely dependent on the care of adults, from the age of 1 to 6 years old (the milk teeth period), children begin to have more learning and cognitive needs. This is the time when parents can guide their children to take care of themselves. Parents should focus on motivating the ability to understand cause - effect. Besides, it is necessary to find out the cause of the baby's crying (children cry because of health problems, hunger, thirst, panic, missing their mother, nagging, ...) and handle them skillfully, avoiding creating bad habits "revenge and blame" for the baby;
- In preschool age, children are always self-centered and often do not know how to put themselves in the position of others. Children will show signs of not wanting to share anything that is theirs with others (holding a toy or taking a toy from someone else's hand). At this time, adults would need to teach children to care and share with those around them rather than scolding children;
- Also, at this age, the child's ability to accept anger will increase and he can wait until he gets something he likes. Therefore, adults should have a soft way of protecting and teaching but must be very tough to achieve high educational effectiveness. An experiment was conducted on 600 children from 4-6 years old called "Marshmallow candy". A marshmallow is placed in front of the child and the adult will turn away, coming back 15 minutes later. If the child does not eat, there will be 1 more. Observing children's development and maturity show that children who are patient and wait for one more candy tend to be more successful than other children;
- In addition, at this age, children are often sensitive to making mistakes. Adults should not give children that feeling, otherwise children will not be curious to learn or discover new things.

At the age of preschool, the stage of forming and completing physical development, the child's physical strength is still weak, the child is susceptible to diseases and difficult to recover from the disease; Diseases will spread quickly if a child is infected and the disease can get worse easily.

Therefore, in the field of physical development of preschool children, the Preschool Childhood Education Program of the Ministry of Education and Training has identified two main aspects in the field of physical development for preschool children, namely active development, nutrition and health education for children.

Regarding active development: it is necessary to pay attention to develop muscle and breathing movements; basic movement skills and the development of movement qualities; hand and finger movements and the use of some utensils and tools.

Regarding nutrition and health: make sure your child is aware of some dishes, common food and their effects on health; do some self-service in daily life; be sensible of maintaining health and ensuring safety.

Common contagious diseases in preschool children

(1) Chickenpox

Chickenpox is an acute infection caused by the varicella virus called Varicella Zoster.

Mechanism of infection: The disease is very contagious and can break out into an epidemic. The transmission routes of chickenpox include: Respiratory transmission: children breathe in droplets when talking, coughing, sneezing, ... Spread by contact: secretions from blisters, sharing clothes, beds, blankets, living utensils, etc.

How to prevent: Minimize contact with infected people, if do, wearing masks is a must. Ensure personal hygiene, have nose and eyes dropped with 0.9% physiological saline daily. Isolation of infected people: Isolation time from the time of detection of the disease (rash) until the blisters are completely dry and scaly. Vaccinate against chickenpox.

(2) Hand-foot-mouth disease

Hand-foot-mouth disease is a contagious disease that can occur all year round, but is more common in summer and autumn. The disease mainly affects children under 10 years of age.

Mechanism of transmission: The disease is transmitted from person to person by direct contact with the nose, saliva, acne, feces of an infected person. The first week of the sick person is highly contagious.

How to prevent: Make sure your child is fully vaccinated against the disease.

(3) Measles

Measles in children is an acute contagious disease caused by an RNA virus of the type Paramyxoviridae. The disease is common in infants, spreads quickly and can easily break out into an epidemic.

Mechanism of transmission: Measles virus is spread by ENT secretions in an infected person through the air when the infected person coughs, sneezes or spits indiscriminately.

How to prevent: Get vaccinated against measles according to the National Expanded Immunization Program.

(4) Some other common diseases: Typhus, Respiratory tract infections in children, Acute diarrhea, Flu, Dengue fever, Pink eye, Hepatitis A, Japanese Encephalitis B, Whooping cough, Conjunctivitis, Rubella.

(5) COVID-19

In addition to the common diseases in preschool children as mentioned above, currently the whole world is joining hands to prevent the COVID-19 epidemic, which is a virus (more specifically, Corona virus) that has been identified as the cause of respiratory failure, discovered in Wuhan city, China. COVID-19 is a disease caused by a new strain of corona virus. The COVID-19 virus is a new virus that is related to the same family of other viruses as Severe Acute Respiratory Syndrome (SARS) and some common colds. The outbreak of coronavirus disease (COVID-19) has been declared a public health emergency of international concern, spreading to many countries and territories. While much is still unknown about the virus that

causes COVID-19, we do know that the virus is spread through direct contact with respiratory droplets of an infected person (produced when coughing or sneezing). Individuals can also get the virus from touching surfaces contaminated with the virus and then touch their faces (e.g., touching their eyes, nose, or mouth). While COVID-19 continues to spread, it is important for communities to take action to prevent the spread of the virus, while reducing the impact of the outbreak and supporting controlling measures (Avianto Amri, Yusra Tebe, Ayu Siantoro, Mega Indrawati, Cahyo Prihadi, 2021).

Skills to prevent contagious diseases in children need to be developed for teachers in Kindergarten

Identifying children's disease prevention skills that need to be fostered and developed for preschool teachers is based on the following main bases: Based on the requirements of professional competence for teachers preschool is specified in the professional standards for preschool teachers promulgated by the Ministry of Education and Training of Vietnam; Based on the goals and contents of the program on life skills education for children; Based on the educational requirements of the school in the context of disease prevention in general and prevention of infection in children.

The skills to prevent contagious diseases in children need to be fostered and developed for preschool teachers, including the following basic skills:

- Skills to identify contagious diseases in preschool children.
- Skills to communicate with children's parents or guardians about contagious diseases in children and how to prevent them.
- Skills in organizing and managing immunizations for preschool children in their class every year.
- Skills to monitor, react after vaccination and handle situations that occur in children in preschool.
- Coordinating skills with colleagues, local health stations and families in vaccination organization and post-vaccination monitoring for preschool children.
- Skills in organizing care, nurturing and educational activities to meet the requirements of preventing contagious diseases in children at kindergartens.
- Skills to evaluate and draw experience from activities to prevent contagious diseases in children every year.

Method of the study

Objective of the study

Assessing the current competence of preschool teachers in preventing childhood diseases, from this situation, proposing measures to develop the competence of preschool teachers to cope with childhood diseases in Vietnam.

Content of the study

Study the current situation of children's contagious disease prevention skills of kindergarten teachers in Lao Cai city, Lao Cai province. Find out the current

situation of fostering skills to prevent contagious diseases in children for teachers of kindergartens in Lao Cai city, Lao Cai province. From the analysis of research results on the current situation, propose measures to develop the competence to prevent diseases in children for preschool teachers in the locality.

Subject surveyed

The current situation study was carried out through a survey of 25 administrators (officers of Education and Training, Principal, Vice Principals of Kindergarten) and 118 preschool teachers in Lao Cai city, Lao Cai province. Implementation period: from April 2021 to November 2021.

Research tools

We use telephone, email and Google Form-designed questionnaire methods. The rating scale is divided into 5 levels (Good, Fair, Average, Weak, Poor). The survey was conducted directly and online with 25 administrators (officers of Education and Training, Principal, Vice Principal of Kindergarten) and 118 preschool teachers in Lao Cai city, Lao Cai province. Implementation period: From April 2021 to November 2021.

In specific:

Questionnaire survey: Collecting information on the current situation of fostering skills in preventing contagious diseases in children for teachers of kindergartens in Lao Cai city, Lao Cai province.

Implementation: Build contents of the survey form; Send questionnaires to Kindergarten teachers; Collect and analyze survey results.

Observation method: Observe teachers organizing activities to prevent contagious diseases in children for children in kindergartens in Lao Cai city, Lao Cai province.

Implementation: Make an appointment with the teacher at the survey class; Pay attention to observe and record activities; Synthesize, analyze and draw observational conclusions.

Interview method: Interviewing administrators, teachers and children to find out more information about the current situation of managing activities of fostering skills in preventing contagious diseases in children for teachers of kindergartens in Lao Cai city, Lao Cai province, the causes that lead to the situation.

Implementation: Build a system of interview questions suitable for each subject; Organize interviews with administrators, teachers, children and take notes; Analyze and synthesize collected information.

Data processing and scale

Qualitative information is analyzed and synthesized to present common characteristics. Quantitative information is processed according to mathematical statistical formulas. Use calculating percentage value formula and calculating average value formula to process the data obtained from the current state of the research problem:

Calculating percentage value formula $\frac{m \times 100}{n}$

In which m is the number of respondents, n is the total number of the surveyed.

Calculating average value formula:

$$\bar{X}_i = \frac{a_1x_1 + a_2x_2 + a_3x_3 + a_4x_4 + a_5x_5}{N}$$

In which: x_i : the score in the scale; a_i : the number of subjects that score corresponding to x_i ;

N : is the total number of respondents to the survey.

Result of the study

The status of preschool teachers' level of skills in preventing contagious diseases in children. The results obtained from the study are shown in Table 1.

Table 1

Assessment of the current state of preschool administrators and teachers about the status of preschool teachers' ability to prevent contagious diseases in children.

Skills	Administrators, teachers (n=143)					\bar{X}	Rank
	Evaluation scale						
	Good	Fair	Average	Weak	Poor		
Skills to identify contagious diseases in preschool children	19	23	67	34	0	3.19	1
Skills to communicate with children's parents or guardians about contagious diseases in children and how to prevent them.	5	27	69	42	0	2.97	7
Skills in organizing and managing immunizations for preschool children in their class every year.	9	16	85	33	0	3.01	6
Skills to monitor, react after vaccination and handle situations that occur in children in preschool.	8	22	99	14	0	3.17	2
Coordinating skills with colleagues, local health stations and families in vaccination organization and post-vaccination monitoring for preschool children.	6	18	104	15	0	3.10	3
Skills in organizing care, nurturing and educational activities to meet the requirements of preventing contagious diseases in children at kindergartens.	7	21	94	21	0	3.10	4

Skills to evaluate and draw experience from activities to prevent contagious diseases in children every year.	5	12	108	18	0	3.03	5
General \bar{X}							3.08

It can be seen from the result of Table 1 that the research subjects assessed the status of the level of contagious disease prevention skills in children for teachers of Kindergarten in the area of Lao Cai city, Lao Cai province, mainly at the average level, with the general \bar{X} for the five given levels of 3.08.

The obtained research results also show that, although there is a difference in the levels of infection prevention skills in children for teachers of Kindergarten in Lao Cai city, Lao Cai province (Skills to learn and master the psycho-physiological characteristics of preschool children" was best performed, ranked 1st with an average score of 3.19; while the skill "Skills to develop content to prevent contagious diseases in children" performed the worst with an average score of 2.97), however, this difference was not significant. This is demonstrated by the difference in average score between the highest and lowest rated skill of only 0.21.

The above research results require that Kindergarten principals need to continue to research and implement measures to improve skills training in preventing contagious diseases in children for teachers of Kindergarten.

Actual state of implementing the content of fostering skills in preventing contagious diseases in children for preschool teachers. The results obtained from the study are shown in Table 2.

Table 2

Evaluation of administrators and teachers on the actual state of implementing the content of fostering skills in preventing contagious diseases in children for preschool teachers

Criteria	Evaluation scale									
	Good		Fair		Average		Weak		Poor	
	Q	%	Q	%	Q	%	Q	%	Q	%
Knowledge of contagious diseases in children	20	13.99	68	47.55	55	38.46	0	0,0	0	0,0
Knowledge of prevention of contagious diseases in children	22	15.38	74	51.75	47	32.87	0	0,0	0	0,0
Specific skills in preventing contagious diseases in	15	10.49	57	39.86	71	49.65	0	0,0	0	0,0

 children

It can be seen from the results of Table 2 that the assessment of the management staff and teachers on the actual situation of implementing the content of fostering skills in preventing contagious diseases in children for preschool teachers is relatively good. The best training content is "Knowledge to prevent contagious diseases in children" with the rate of assessment of administrators and teachers at a good level or higher at 67.15%, of which very good level is 15.38%. However, there are still up to 32.87% of the evaluation opinions achieved only at an average level. The most important content but implemented with the lowest efficiency is "Specific skills in preventing contagious diseases in children", with 49.65% of administrators and teachers saying that this content's effectiveness is at only average level. Thus, in the upcoming period, schools need to further improve the quality of implementation of the contents by taking appropriate measures to gradually increase the level of fair and good performance, thereby contributing to well performing the task of taking care of and raising children across the city.

Actual situation of implementing ways to foster skills in preventing contagious diseases in children for preschool teachers. The results obtained from the study are shown in Table 3.

Table 3
Assessment of administrators and teachers on the actual situation of implementing the ways of fostering skills in preventing contagious diseases in children for preschool teachers

Measures	Evaluation scale									
	Good		Fair		Average		Weak		Poor	
	Q	%	Q	%	Q	%	Q	%	Q	%
Organizing training courses on skills to prevent contagious diseases in children for teachers	29	20.28	61	42.66	53	37.06	0	0,0	0	0,0
Participating in activities to prevent contagious diseases in children in specialized groups, at school and outside of school	25	17.48	58	40.56	60	41.96	0	0,0	0	0,0
Providing self-improvement materials on skills to prevent contagious diseases in	36	25.17	68	47.55	39	27.27	0	0,0	0	0,0

children for
teachers

Through the results of Table 3, compared with the implementation of the assessment content of the management staff and teachers, the actual situation of implementing the ways of fostering skills in preventing contagious diseases in children for preschool teachers is better, but the difference is not great between ways; For all three methods surveyed, the implementation still has many opinions that it can only be achieved at an average level such as " Providing self-improvement materials on skills to prevent contagious diseases in children for teachers " with 27.27%; "Organizing training courses on skills to prevent contagious diseases in children for teachers" with 37.06; "Participating in activities to prevent contagious diseases in children in specialized groups, at school and outside of school" was up to 41.96%. Although schools have tried their best in implementing fostering paths, the quality is still not as expectation. Therefore, there is a need for improvement in the near future.

The current state of preschool teachers participating in activities to foster skills in preventing contagious diseases in children. The results obtained from the study are shown in Table 4.

Table 4
Assessment of administrators and teachers about the status of preschool teachers participating in activities to foster skills in preventing contagious diseases in children

Rating scale	Q	%
Highly active, actively participating in organized training activities	10	6.99
Fairly active, actively participating in organized training activities	67	46.86
Actively participate in organized training activities	66	46.15
Not actively participating in organized training activities	0	0.0
Not participate in organized training activities	0	0.0
Total	143	100.00

The results of Table 4 show that:

In general, preschool teachers in Lao Cai city are quite interested in fostering skills in preventing contagious diseases in children. This is evidenced by the assessment of the administrators and teachers who participated in the survey when there was no opinion that the teachers "have not actively participated in the organized fostering activities" or "Do not participate in organized training activities " .

The above research results are an important practical basis for Kindergarten Principals and educational administrators at all levels, along with health workers to clearly realize the need to participate and the level of activeness in participating activities to foster skills in preventing contagious diseases in children. Therefore,

education administrators at all levels need to coordinate with leaders of health facilities and related parties need to increase the organization of training courses on prevention of contagious diseases in children for teachers of different preschool.

Actual state of the results of fostering skills in preventing contagious diseases in children for preschool teachers. The results obtained from the study are shown in Table 5.

Table 5
Evaluation of administrators and teachers on the results of fostering skills in preventing contagious diseases in children for preschool teachers

Rating scale	Administrators, teachers	
	Q	%
Good	19	8.32
Fair	23	16.08
Average	101	75.60
Weak	0	0.0
Poor	0	0.0
Total	143	100.00

The results of Table 5 show that most of the respondents in the survey assessed the results of fostering skills in preventing contagious diseases in children for preschool teachers in Lao Cai city, Lao Cai province at an average level. (101/143 administrators, teachers account for 75.60%); next is the evaluation of good and good performance. There was no rate on the level of "weak" and "poor".

The results obtained from the interview method gave us more practical information to confirm the research results on this issue. Specifically:

- Ms. Nguyen Th P assumed that: "The activity of fostering skills in preventing contagious diseases in children for teachers of Kindergarten in Lao Cai city currently has not really achieved good results. This situation stems from many difficulties faced by schools and educational administrators at all levels when organizing training activities, such as: teachers do not have much time to participate in intensive training courses during a long period. The level of interest and activeness of teachers in fostering activities is also uneven, and teachers have not cooperated effectively in fostering activities.
- Ms. N T O stated: "The current activities of fostering early childhood contagious disease prevention skills for preschool teachers only help teachers strengthen their knowledge system about contagious diseases in children; infection mechanism and prevention theory, but not yet formed and developed in teachers a system of skills to help teachers actively carry out activities to prevent contagious diseases in children. In general, due to the limited time, the result of the training activities was only at an average level."

Exchange and discussion

From the research, we found that: The work of developing and directing the management plan for fostering skills in preventing contagious diseases in children for teachers of kindergartens in Lao Cai city, Lao Cai province has been taken seriously. Most of the teachers and staff in the preschools have been properly aware of the role, educational goals and management of the activities of fostering skills in preventing contagious diseases in children for preschool teachers in Lao Cai city, Lao Cai province.

However, educating and managing activities of fostering skills in preventing contagious diseases in children for teachers of kindergartens in Lao Cai city, Lao Cai province still have certain limitations. Most of the current state of researching on managing activities to foster skills in preventing contagious diseases in children for teachers of kindergartens in Lao Cai city, Lao Cai province is only at an average level, despite being above average.

The perception and attitude of a part of administrators and teachers about managing activities of fostering skills in preventing contagious diseases in children for teachers of kindergartens in Lao Cai city, Lao Cai province has not been appropriate in terms of time, influenced the synergy in education and management of fostering skills in preventing contagious diseases in children for teachers of kindergartens in Lao Cai city, Lao Cai province.

The research team found that the cause of the restriction focused on the following points:

- The competence of some members of the Board of Directors and management staff, who is directly the principal, is still limited.
- The awareness of a part of management staff and teachers was not enough about the significance and importance of fostering skills in preventing contagious diseases in children for teachers of kindergartens in Lao Cai city, Lao Cai province.
- Directive documents of superiors that are directly from Department of Education and Training; lack of research data; the organization of training activities on prevention of contagious diseases in children for teachers of kindergartens in Lao Cai city, Lao Cai province has not been done well. Schools still follow the main empirical method but yet to do it systematically and methodically.

Conclusion

The research results are partly similar to the studies of (A.B. Thuy 2021; D.U. Phuong 2021; T.T.M Hue 2020), the authors all identified, developing competence to prevent disease in Children for preschool teachers is the right and necessary orientation in health education for preschool students.

The research team made suggestions for preschool teachers to develop the competence to prevent diseases in children, including: (1) Organizing propaganda and raising awareness for preschool teachers about contagious diseases in children and prevention of contagious diseases in children; (2) Directing the diversification and flexibility in forms of organizing training in children's

contagious disease prevention skills for teachers of preschools; (3) Directing the use of core teachers in kindergarten to develop teachers' skills in organizing activities to prevent contagious diseases in children; (4) Strengthening the mobilization of resources for fostering skills in preventing contagious diseases in children; (5) Carry out regular and effective inspection, monitoring and evaluation of preschool teachers in fostering skills in preventing contagious diseases in children in association with emulation and commendation.

Limitations of the study:

Due to the COVID pandemic, the authors were unable to conduct in-depth interviews and surveys with a larger sample and wider area. In the study, the authors only interviewed and surveyed 25 administrators and 118 preschool teachers in Lao Cai city, Vietnam.

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