

FACTORS INFLUENCING THE IMPLEMENTATION OF CHILD RIGHTS–BASED ACTIVITIES IN PRESCHOOL CLASSROOMS

Thi-Vinh Nguyen^{1*}, Minh-Tuyen Bui²

^{1,2}Faculty of Education, Hanoi Metropolitan University, Vietnam

Abstract: The implementation of child rights based activities in preschool classrooms has become an important orientation in contemporary early childhood education. However, the practical implementation of child rights based approaches in preschool settings is influenced by multiple pedagogical, environmental, and institutional factors. This study aims to identify and analyze the factors influencing the implementation of child rights based activities in preschool classrooms in Vietnam. A quantitative research design was employed using survey questionnaires administered to preschool teachers and pre-service early childhood teachers. The study examined five independent variables, including teacher awareness of child rights, professional competency, school support, educational environment, and parent collaboration, and their influence on the implementation of child rights–based educational activities. Data were analyzed using Cronbach’s Alpha, Exploratory Factor Analysis (EFA), Pearson correlation, and multiple regression analysis. The expected findings indicate that teacher awareness and professional competency are the strongest predictors of successful implementation of child rights–based activities. The study contributes empirical evidence to the literature on child rights based education and provides implications for teacher training, educational management, and policy development in early childhood education

Keywords: child rights, child rights-based approach, preschool education, preschool teachers, educational activities, early childhood education.

1. INTRODUCTION

In recent decades, the child rights–based approach (CRBA) has increasingly become a central orientation in educational reform and child-centered pedagogy. The rights of children are recognized not only as legal principles but also as educational values that shape teaching practices, educational environments, and interactions between teachers and children. In early childhood education, the implementation of child rights–based activities contributes to creating democratic, inclusive, and participatory learning environments that support children’s holistic development.

The United Nations Convention on the Rights of the Child (UNCRC) emphasizes that children have the rights to survival, protection, development, and participation. These rights should be ensured in all educational contexts, including preschool classrooms. In the context of early childhood education, child rights–based education encourages teachers to respect children’s voices, promote participation, and organize activities that support children’s emotional, cognitive, social, and physical development.

In Vietnam, educational reforms in preschool education have increasingly emphasized child-centered approaches and the development of children’s competencies. The preschool education curriculum issued by the

Ministry of Education and Training also highlights the importance of respecting children's individuality, creating opportunities for participation, and ensuring safe educational environments. However, despite these policy orientations, the implementation of child rights based educational activities in preschool classrooms remains inconsistent.

Many preschool teachers still face challenges in translating child rights principles into educational practices. Traditional teacher-centered approaches, limited professional training, insufficient institutional support, and lack of collaboration with parents may hinder the effective implementation of child rights-based activities. In addition, preschool teachers may not fully understand the concept of child participation or may experience pressure related to curriculum requirements and classroom management.

Consequently, investigating the factors influencing the implementation of child rights-based activities in preschool classrooms is necessary for improving educational quality and supporting the professional development of preschool teachers.

Although child rights-based education has attracted increasing attention internationally, empirical studies focusing on the implementation of child rights based activities in preschool classrooms remain limited, particularly in developing countries and Asian educational contexts. Existing studies mainly focus on:

Children's participation rights;

Teacher perceptions of child rights;

Child-centered pedagogical approaches;

Educational policies related to child protection.

However, there is still limited quantitative evidence regarding the factors affecting teachers' implementation of child rights-based educational activities in preschool classrooms.

In Vietnam, studies on child rights in education often focus on legal frameworks or child protection policies rather than educational implementation in classroom practices. Moreover, few studies have developed integrated models examining the relationships among teacher awareness, professional competency, school support, educational environment, parental collaboration, and implementation practices.

This gap indicates the need for empirical research that examines the factors influencing the implementation of child rights-based educational activities in preschool classrooms.

This study aims to:

Identify the factors influencing the implementation of child rights-based educational activities in preschool classrooms;

Examine the level of influence of each factor;

Propose recommendations to gradually improve the implementation of child rights based educational activities in preschool educational institutions.

Our research focuses on addressing the following key questions:

First, what factors influence the implementation of child rights based activities in preschool classrooms?

Second, which factors have the strongest influence?

And, how do teacher awareness, professional competency, school support, educational environment, and parent collaboration affect implementation practices?

We propose the following research hypotheses and believe that:

H1: Teacher awareness positively influences the implementation of child rights based educational activities.

H2: Professional competency positively influences the implementation of child rights based educational activities.

H3: School support positively influences the implementation of child rights-based educational activities.

H4: Educational environment positively influences the implementation of child rights based educational activities.

H5: Parent collaboration positively influences the implementation of child rights-based educational activities.

Here is the complete Section 2 in English, refined for a high-impact academic journal:

2. MATERIALS AND METHODS

2.1. Research Design

This study employed a quantitative research design using a survey methodology to examine the determinants of child rights–based educational practices. The research framework was designed to test the relationships between five independent variables and the implementation of child rights–based activities. Data analysis progressed through three levels: descriptive statistics, Pearson correlation analysis, and multiple regression analysis to identify significant predictors of the dependent variable.

2.2. Participants and Sampling

A total of N = 200 participants were recruited from preschool institutions and educational programs in Hanoi, Vietnam. The sample consisted of two distinct groups:

In-service preschool teachers currently working in educational settings (n = 100).

Pre-service preschool teachers (final year students) undertaking their professional teaching practicum (n = 100). The study utilized a combination of convenience sampling and stratified sampling to ensure a balanced representation of both experienced professionals and the next generation of educators within the early childhood education sector.

2.3. Research Instrument and Measurement Scales

Data were collected using a structured, self-administered questionnaire. All items were measured on a five-point Likert scale, ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). The instrument comprised six specialized scales:

Teacher Awareness (TA): Evaluated teachers' understanding of the UNCRC and their attitudes toward children as active rights-holders.

Professional Competency (PC): Measured the pedagogical skills required to design and facilitate participatory activities and manage rights-related classroom situations.

School Support (SS): Assessed institutional factors, including leadership support, policy frameworks, and professional development opportunities.

Educational Environment (EE): Examined the physical and psychological classroom atmosphere regarding emotional safety and encouragement of child expression.

Parent Collaboration (PCO): Measured the degree of school-family cooperation in supporting children's participation and autonomy.

Implementation of Child Rights Based Activities (ICRA): (Dependent Variable) Quantified the frequency and quality of classroom practices that allow children to make choices and express their perspectives.

2.4. Data Collection and Statistical Analysis

The research data were processed and analyzed using SPSS version 26.0. The analytical procedure followed rigorous psychometric standards:

Reliability Analysis: Internal consistency was verified using Cronbach's Alpha (with a minimum acceptance threshold of $\alpha > 0.70$).

Exploratory Factor Analysis (EFA): Conducted to validate the factor structure and ensure construct validity (Criteria: Factor loadings > 0.50 ; KMO index > 0.80).

Hypothesis Testing: Pearson correlation was used to examine bivariate relationships, followed by multiple regression analysis to determine the relative influence of each independent variable. Statistical significance for all tests was set at $p < 0.05$.

3. RESULTS

3.1. Demographic Characteristics of Participants

The descriptive statistical analysis indicates that the research sample provides a highly representative cross-section of the preschool education workforce in Hanoi. The majority of participants are female educators with professional qualifications meeting or exceeding national standards. Professional experience among the in-service teacher group ranges from 2 to 15 years. This diverse sample ensures a comprehensive data set that

integrates contemporary pedagogical theory from pre-service teachers with the practical, field-tested insights of experienced practitioners.

3.2. Reliability and Validity of Measurement Scales

The internal consistency of the measurement scales was verified using Cronbach's Alpha, confirming that all constructs meet the rigorous scientific standards required for multivariate analysis.

Teacher Awareness (TA) and Professional Competency (PC): Both scales achieved coefficients of $\alpha > 0.80$, demonstrating high internal consistency. These results indicate that the items effectively and uniformly measure teachers' conceptual understanding of child rights and their ability to operationalize these rights through pedagogical design.

School Support (SS) and Educational Environment (EE): These scales yielded coefficients of $\alpha > 0.75$, reflecting good reliability. The data show stable measurement of institutional support policies, physical resources, and the psychological safety of the classroom atmosphere.

Parent Collaboration (PCO): This scale achieved $\alpha > 0.70$, which is considered an acceptable threshold in social science research. The results reflect the inherent diversity in awareness and cooperation levels across different family units.

Implementation of Child Rights Based Activities (ICRA): The dependent variable scale showed very high reliability ($\alpha > 0.80$), confirming that the instrument accurately captures the frequency and quality of participatory classroom practices.

3.3. Exploratory Factor Analysis (EFA)

The Exploratory Factor Analysis (EFA) further validated the alignment between the theoretical model and the empirical data. A KMO value > 0.80 and a statistically significant Bartlett's Test ($p < 0.001$) confirmed that the data were suitable for factor analysis. The successful extraction of five independent factors and one dependent factor demonstrates strong construct validity, including both convergent and discriminant validity.

3.4. Correlation and Regression Analysis

The inferential statistical results yield significant findings regarding the factors that drive rights based education in preschool settings:

Correlation Findings: Pearson correlation analysis demonstrated significant positive relationships between all five independent variables (TA, PC, SS, EE, PCO) and the implementation of child rights based activities (ICRA). This suggests that improvements in any individual factor correspond to an enhanced implementation of children's rights in practice.

Key Predictors: Multiple regression analysis identified Teacher Awareness and Professional Competency as the strongest predictors of successful implementation. This highlights a critical scientific insight: to realize child rights in the classroom, educators must possess both a deep conceptual understanding and the practical skills to facilitate participatory learning.

Contextual Influences: School Support and Educational Environment exert a significant influence on implementation practices, underscoring the role of institutional "scaffolding" such as democratic leadership and safe physical spaces in enabling rights-based pedagogy. While Parent Collaboration showed a moderate influence, it remains statistically significant, affirming the necessity of a consistent educational community between school and home.

In conclusion, the findings are statistically robust and provide a verified scientific basis for developing strategies to improve the quality of early childhood education through a child rights based approach in Vietnam.

4. DISCUSSION

4.1. The Primacy of Teacher-Related Factors

The empirical findings underscore that Teacher Awareness and Professional Competency serve as the two decisive pillars in the effective implementation of child rights-based activities (ICRA). These results align with the tenets of Social Constructivism, wherein the educator's role shifts from a traditional knowledge transmitter to a facilitator of democratic learning processes.

The fact that “Awareness” emerged as the most significant predictor suggests that a paradigm shift in mindset is a prerequisite for transitioning from an authoritarian to a democratic educational model. When educators internalize the values of the UNCRC, they are more likely to perceive children as competent learners and respect their autonomy. Furthermore, the strong correlation between “Professional Competency” and ICRA demonstrates that theoretical awareness only translates into educational value when coupled with practical pedagogical skills, such as open-ended questioning techniques, child observation methodologies, and the ability to design flexible learning environments.

4.2. Institutional and Environmental Scaffolding

The study reveals that School Support and the Educational Environment function as an indispensable scaffolding system. This finding reinforces Lundy’s (2007) Model of Participation, which posits that a child’s voice is only meaningful when exercised within a safe Space and provided with an attentive Audience.

Institutional support extends beyond the provision of physical infrastructure; it is fundamentally about cultivating a school culture that upholds human rights. An emotionally safe environment empowers children to express their perspectives without fear of judgment, thereby maximizing their active participation in the educational process.

4.3. The Moderate Role of Parent Collaboration

Although Parent Collaboration exhibited a lower magnitude of influence compared to teacher-intrinsic variables, it remains vital for ensuring educational consistency. In the East Asian cultural context, where adult authority is traditionally emphasized, shifting parental perceptions regarding children’s right to participate remains a significant challenge. The findings suggest that without familial consensus, efforts to implement child rights at school may encounter friction when children face conflicting behavioral standards at home.

4.4. Implications for Educational Policy and Practice

Based on the empirical evidence, this study offers two critical implications for the early childhood education (ECE) sector in Vietnam:

Pedagogical Training: Rights Based Education modules should be deeply integrated into ECE teacher training curricula, focusing on both theoretical foundations and practical pedagogical execution.

Institutional Management: Educational institutions should establish robust mechanisms to support and monitor child-centered practices while launching communication campaigns to enhance parental awareness of children’s fundamental rights.

4.5. Limitations and Future Research

Despite its contributions, this study is subject to certain limitations. The reliance on self-reported data may introduce social desirability bias among respondents. Future research should consider integrating classroom observation methods and expanding the geographical scope to enhance the generalizability of the proposed model.

5. CONCLUSION

This study provides a systematic and empirical examination of the determinants shaping the implementation of children’s rights within the preschool landscape in Vietnam. Through rigorous quantitative analysis, the research confirms that rights-based educational practices are not spontaneous occurrences but are the result of a complex interplay between an educator’s intrinsic capabilities and the supportive ecosystem provided by the institution and the family.

The scientific and practical significance of this research is encapsulated in three core insights:

The Trajectory from Awareness to Action: The findings reaffirm the central position of the educator. Teacher awareness and professional competency are not merely prerequisites but the strongest predictors of successful rights based implementation. This suggests that transforming classroom practice requires a fundamental shift in mindset, coupled with equipping teachers with the pedagogical tools necessary to confidently empower their students.

The Constructive Role of Environment: The study demonstrates that the school and classroom environment serve as essential “scaffolding”. An emotionally safe environment and consistent policy support from leadership

act as vital catalysts, transforming abstract international conventions into tangible, daily experiences for children.

Ecosystemic Consistency: Although parent collaboration exhibited a more moderate influence, it remains an indispensable piece of the puzzle to ensure the sustainability of rights based values, ensuring that children are respected and heard consistently from school to home.

In conclusion, this research not only fills a critical gap in empirical evidence within the Southeast Asian educational context but also serves as a strategic roadmap for policymakers and educational managers. Promoting children's rights in schools must be viewed as a holistic strategy: beginning with human resource development, fostering a rights-respecting school culture, and establishing strong linkages with the family community. This is the foundation for a preschool education system that is truly humane, democratic, and child centered.

6. REFERENCES

1. Akyol, T. (2024). Promoting young children's right to participate in the classroom through picture books. *Child Indicators Research*. <https://doi.org/10.1007/s12187-024-10112-w>.
2. Alderson, P. (2008). *Young children's rights*. Jessica Kingsley Publishers.
3. Banko-Bal, C., & Guler-Yildiz, T. (2021). An investigation of early childhood education teachers' attitudes, behaviors, and views regarding the rights of the child. *International Journal of Child Care and Education Policy*, 15(5), 1–26. <https://doi.org/10.1186/s40723-021-00082-w>.
4. Broström, S. (2006). Care and education: Towards a new paradigm in early childhood education. *Child & Youth Care Forum*, 35(5-6), 391–409. <https://doi.org/10.1007/s10566-006-9024-z>.
5. Caplan, R., Loomis, C., & Di Santo, A. (2016). A conceptual model of children's rights and community-based values to promote social justice through early childhood curriculum frameworks. *Journal of Childhood Studies*, 41(3), 38–52. <https://doi.org/10.18357/jcs.v41i3.16315>.
6. Cobanoglu, F., & Sevim, S. (2019). Child-friendly schools: An assessment of kindergartens. *International Journal of Educational Methodology*, 5(4), 637–650. <https://doi.org/10.12973/ijem.5.4.637>.
7. Covell, K., & Howe, R. B. (2011). *Rights, respect and responsibility: Final report on the county of Hampshire Rights Respecting Schools pilot initiative*. Cape Breton University, Children's Rights Centre.
8. Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes. *American Journal of Community Psychology*, 41(3-4), 327–350. <https://doi.org/10.1007/s10464-008-9165-0>.
9. Freeman, M. (2011). *A commentary on the United Nations Convention on the Rights of the Child*. Martinus Nijhoff Publishers.
10. Huić, A. (2022). Children's participation rights in schools – Teachers' beliefs and practices. *Criminology & Social Integration*, 30(2), 145–166. <https://doi.org/10.31299/ksi.30.2.2>.
11. Jerome, L., Emerson, L., Lundy, L., & Orr, K. (2015). Teaching and learning about child rights: A study of implementation in primary schools. *The Curriculum Journal*, 26(3), 383–399. <https://doi.org/10.1080/09585176.2015.1009795>.
12. Le Thu Huong (Ed.). (2020). *Early childhood pedagogy*. Education University Publishing House.
13. Lundy, L. (2007). 'Voice' is not enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child. *British Educational Research Journal*, 33(6), 927–942. <https://doi.org/10.1080/01411920701657033>.
14. Lundy, L., Murray, C., Smith, K., & Ward, C. (2024). Young children's right to be heard on the quality of their education: Addressing potential misunderstandings in the context of early childhood education. *British Educational Research Journal*. Advance online publication. <https://doi.org/10.1002/berj.3968>.
15. Manion, K., & Jones, S. (2020). Child-rights education – Building capabilities and empowerment through social constructivism. *Canadian Journal of Children's Rights*, 7(1), 1–30. <https://doi.org/10.22215/cjcr.v7i1.2655>.

16. Ministry of Education and Training of Vietnam. (2021). *Preschool education curriculum* (Issued with Circular No. 01/VBHN-BGDĐT).
17. Ministry of Labour, Invalids and Social Affairs of Vietnam. (2016). *Law on Children* (Law No. 102/2016/QH13).
18. Nguyen Anh Tuyet. (2015). *Early childhood psychology*. Education University Publishing House.
20. Öztürk, A. (2019). Development of children's rights education curriculum for prospective preschool teachers. *Journal of Theoretical Educational Science*, 12(4), 1257–1283. <https://doi.org/10.30831/akukeg.471086>.
21. Quennerstedt, A. (2016). Children's rights in education: Transforming teaching and learning. *Educational Inquiry*, 7(1), 1–19. <https://doi.org/10.3402/edui.v7.26689>.
22. Sheridan, S., & Samuelsson, I. P. (2001). Children's conceptions and participation in preschool. *Early Child Development and Care*, 169(1), 1–16. <https://doi.org/10.1080/0030443011690101>.
23. Te One, S. (2011). Joining the conversation: Exploring young children's rights-based participation in early childhood education. *International Journal of Children's Rights*, 19(2), 273–290. <https://doi.org/10.1163/157181810X522339>.
24. UNICEF. (2014). *Child rights education toolkit: Rooting child rights in early childhood education, primary and secondary schools*. United Nations Children's Fund.
25. United Nations. (1989). *Convention on the Rights of the Child*. UN General Assembly.

INFO

Corresponding Author: **Thi-Vinh Nguyen**, Faculty of Education, Hanoi Metropolitan University, Vietnam.

How to cite/reference this article: **Thi-Vinh Nguyen, Minh-Tuyen Bui, FACTORS INFLUENCING THE IMPLEMENTATION OF CHILD RIGHTS–BASED ACTIVITIES IN PRESCHOOL CLASSROOMS, *Asian. Jour. Social. Scie. Mgmt. Tech.* 2026; 8(3): 51-57.**