

PROFESSIONAL DEVELOPMENT AMONG PRESCHOOL TEACHERS: TRENDS AND PRACTICES

ABSTRACT

Teacher professional development is a necessary component in enhancing quality education and fostering optimal development among young children. This paper aimed at exploring the current trends and practices of professional development for preschool teachers. The analysis involved papers published between 2005 and 2024. The main search engine used in this study were Google scholar, Taylor and Francis, Online Wiley, Emerald Insight data base and Sage. Data were analyzed thematically. After screening we got 49 articles that were considered for review. Dissertations and book chapters were excluded during review. Literature revealed several trends, which were classified into three main themes; technological change, curriculum change and Social-emotional development in young children. Furthermore, it was revealed that during their professional development preschool teachers have been involved in several practices which were categorized into two major themes; workshop and scaffolding and modelling and demonstration. Literature review revealed that, professional development for preschool teachers are widely studied in developing countries such as USA (18), Asian (16) and European (11). We found dearth of literature on professional development for preschool teachers in African countries (03). We therefore recommend exploration of prevalence of professional development for preschool teachers in African countries, especially in Tanzania. Trends and practices and way forward for professional development have been identified and reported in this study.

Keywords: Trends, practices, teacher education, professional development, preschool teacher

INTRODUCTION

Professional development refers to training opportunities that aim at enhancing the effectiveness of teaching by providing pre-service and in-service teachers with guidance and feedback (Buyse et al., 2009). Professional development for preschool teachers is essential for ensuring the quality of early childhood education and fostering the optimal development of young learners for successful lifelong learning (Markussen et al., 2017, Nawab et al., 2021, Sawangmek, 2019, Xiang & Zeng 2023). As the understanding of child development and needs is increasing, the need for trained and skilled educators in the early years is also increasing. EL Islam et al. (2022) state that professional development is important for all teachers to improve the quality of teaching and learning. Xiang and Zeng (2023) support that training of teachers is an important field of preschool education reform. The dynamic nature of early childhood education necessitates continuous growth and adaptation among educators since teachers are the implementers of the changing education policy and curriculum (Masnan et al. 2018). Professional development helps preschool teachers to enhance their skills and enable them to stay informed on the current trends and contribute to teachers' implementation of quality education in preschools (Masnan et al. 2018).

Professional development for preschool teachers is crucial for maintaining high-quality of early childhood education. Current development in teacher professional development in preschools encompass many preschools prioritizing play-based learning as a developmentally appropriate technique (See also Lindmeir et al. 2020). Teacher professional development programs frequently provide instruction on effectively integrating play-based learning into the curriculum which need competent professionals which can be achieved through continual professional development (Melnik et al. 2021).

Enhancing the skills and knowledge of preschool instructors is essential for maintaining good standards in early childhood education. Masnan, et al. (2018) state that preschool is the most critical period to prepare children with various skills, self-esteem and positive attitudes towards schools, thus, a need for qualified teachers. Furthermore, preschool teachers are essential in establishing the groundwork for a child's future academic and social achievements. Ongoing professional development is crucial to keep educators updated focusing on developmentally appropriate practices, instructional methods, and best practices in early childhood education

(Hamre et al. 2017; Markussen-Brown et al., 2017; Masnan et al., 2018; Sheridan et al., 2009). In addition, professional development involves grooming teachers to become innovative and more competent. Preschool teachers engage in several activities to improve their knowledge, abilities, and effectiveness in the classroom as part of their professional development (Dadi, 2015; Hamre et al. 2017; Markussen-Brown et al., 2017; Mwila et al. 2022); these activities may encompass workshops, seminars, conferences, online courses, and collaborative learning experiences (Desimone & Caret, 2015; Lau & Jong, 2022; Yang & Lao, 2020;). The main role of professional development is to equip instructors with the necessary strategies to establish engaging and developmentally suitable learning settings for young children (See also Masnan et al, 2018). Professional development for preschool instructors involves keeping up-to-date with research-based practices and teaching practice in early childhood education (Markussen et al. 2017; Snyder et al., 2018; Zeng, 2023)). Staying informed on these developments allow instructors to implement evidence-based strategies that are customized to the specific requirements of preschool-aged children. Professional development not only emphasizes academic knowledge but also concentrates on refining teaching methods that promote healthy social and emotional growth for children (Lau & Jong, 2022; Masnan et al. 2018; Snyder et al., 2018). Preschool teachers are advised to develop abilities that promote successful communication, conflict resolution, and the establishment of a nurturing classroom environment (Dadi, 2015; Hamre et al. 2017; Mwila et al. 2022). These factors are essential for establishing a supportive setting that promotes the best possible learning and development for young children.

Collaboration and networking are crucial elements of professional growth for preschool teachers. Interacting with coworkers, taking part in peer evaluations, and exchanging experiences help to foster a culture of ongoing professional development (Desimone & Caret, 2015; EL Islam et al. 2022). Collaboration among educators creates a communal atmosphere and allows for the sharing of ideas and tactics, which benefits the entire educational community (El Islam et al. 2022). Literature confirm that professional development improves teacher professionally, academically and technically for the purpose of improving quality of education especially in preprimary schools (Jie-Qi & Charles, 2006). Wilinski et al. (2016) state that currently, many preprimary school teachers did not specialize in early childhood education which call for professional development for the teachers. Darling-Hammond et al. (2005) support that quality of teachers especially in preschools is not innate but is linked to a well-planned preparation.

Self-determination is a motivational theory that guide personality and development of the person (See also Prickett& Hayes, 2023). This theory guided this study. During professional development teachers feel motivated because they feel that workshop or training will improve their performance in terms of skills, competency and will gain an autonomy to perform confidently, things which make teachers feel happy in their teaching professional (Prickett& Hayes, 2023).

In summary Professional development beyond their initial development helps teachers on the followings:

1. Nurture the talent of the teachers which makes teachers innovative
2. To become better educators and become competent administrators in education matters.
3. Update individuals' knowledge, skills, attitudes, approaches and perceptions.
4. Toget time to exchange and share information.
5. To cope with technological changes.
6. It improves teacher professionally, academically and technically.
7. Equip teachers with current knowledge and skills which are relevant for the changing knowledge to teach our students.

CURRENT TRENDS IN EARLY CHILDHOOD THAT REQUIRE PROFESSIONAL DEVELOPMENT

There are different current trends in the area of early childhood that require professional development for preschool teachers. Sheridan et al. (2009) state that the field of early childhood education is growing rapidly, thus, a need for new attention and discoveries from the teachers. This confirms that education is an endless process since it does not stop after earning a degree or starting a career; after career an individual is required constantly to improve skills which help teachers to become proficient especially in the area of early childhood due to emerging issues in this area Darling-Hammond et al. (2005). Several current trends require a design of professional development programs for preschools teachers.

Technological change and integration.

The field of early childhood is growing very fast in many aspects including the area of technology and integration. Technology has been reported to grow fast which has an implication

of demanding qualified and up to date teachers to teach young learners in preschools. For example, Sawangmel(2019) argues that trends of STEM and STEAM raised global interest especially for young learners which increases scientific literacy. Hung and yelland (2019) report that in Hong Kong technological competence for preschoolers is very important especially for digital resources which call for professional development for these teachers. Qayyum et al (2024) support that digital in early childhood education need qualified teachers and report that teachers in Pakistan public schools lack training on digital issue. Boudier et al (2024) argue teacher professional development are needed to develop apps such as mobile application for early childhood development. Makazi et al (2023) comment that the best practice for preschool teachers is to use mobile devices in early childhood education. For example, important material for preschool children are found in internet, such as simulation this requires a teacher with skills on information technology. The emergent of these material need to train teachers on digital, e-learning using video as tool of learning and teaching in early childhood education. In addition, teachers are participating on online teaching due to technological change. For example, introduction of information technology has been reported as an important aspect due to unexpected events such as Corona Virus Pandemic 19 (COVID 19) which impacted different curricula in many countries (Shavega, 2024), which required teachers to teach online. Hu et al. (2021) state that during COVID 19 teachers adapted technology integration where teachers applied online learning resources. In this case, every teacher was required to have skills in ICT so as to cope with the teaching and learning modality. As part of professional development, a teacher is supposed to have skills in WhatsApp, email, searching materials on different websites, and teaching using online technologies. Tandika and Nudjuye (2019) state that teachers are aware about information and technology by the use of ICT such as television, mobile phones, computer and radio. Therefore, professional development has been useful during COVID-19 and thereafter and teachers became efficient in their adoption of new teaching methods and preparing relevant learning and teaching materials (Hu et al, 2021, Tandika&Ndiyuje, 2019). In this case professional development has been noted as an important aspect to the preschool teachers for different reasons. Professional development equips teachers with current knowledge and skills which are relevant for the changing technology to teach students of today. Ertmer and Ottenbreit-Leftwich (2010) propose that teaching is not effective without effective use of technology to facilitate learning and they insist that teacher's mind should change to include issue of

information, communication and technology. Furthermore, Al-Albdullatif (2022) comment on the importance of story telling using digital application.

Curriculum change

Since curriculum are constantly changing, early childhood education is not exceptional. Teachers face a challenge of keeping with the best practices for teaching children. El Islam et al. (2022) state that, collaborative learning through exchange and sharing information which are important for learning new skills and methods require professional development through training or workshop for the teachers. For example, there is a change of curriculum from content to competence based which aims to make young children skilled. Maskit and Firstater, (2016) argue that teachers have positive attitude toward pedagogical change. Curriculum change create a gap that makes teachers less competent to cope with the emerging changes if they are not trained. It also makes teachers inefficient in their subject presentations and courses evaluations, new delivery methods and evaluation modes. This calls for professional development for the teachers to master the emerging changes in curriculum. The Education system should provide teachers with opportunities for in-service professional development which will retain high quality of the teacher workforce especially in the new emerging curriculum implementation (Yang & Rao, 2020). Furthermore, Richter et al. (2019) argue that the increasing current trends increase the need of professional teachers who are competent to teach children in preschools. There is a need to enhance professional development and competency for teachers to cope with changes in curriculum such as competence based (Lieber et al. 2009). Professional development for teachers is highly needed to cope with new requirement especially pedagogy which is constantly changing which has a reflection on the change of teaching methodology which are necessary in promoting children's engagement on critical thinking, and problem solving. In addition, curriculum and educational policies are changing that need qualified teachers for implementation the new emerged curriculum and policy (see also Masnan et al. 2018). Lindmeir et al. (2020) observe that the issue of teaching young children through play-based is increasing in preschool which also need qualified teachers.

Social-emotional development in children

The trend of children behavior especially social emotional are also constantly changing. Young children are at developmental stage including their social emotional. As they develop children learn and copy everything which has impact in their relationship with teachers in preschools, peer and parents at home however, these social-emotion development need to be managed (see also Dadi, 2015; Hamre et al. 2017). Sometimes these emotional are not friendly so they need to be guided by the teachers. In addition, young children are given tablets, mobile phones which expose them to social emotional which might be unfriendly through internet. If they are not guided they get exposed to unfriendly social-emotional aspects. Issues of social-emotional starts at early years, such as isolation, hyperactive, prosocial, aggressive, forming friendly or unfriendly relationship which have implication in forming their relationships with other people (see also Jensen et al. 2017). Teachers need skills on developmentally appropriate strategies and appropriate behavioral and emotional management for enhancing positive social emotional growth in children (Lau & Jong, 2022; Masnan et al. 2018; Snyder et al., 2018). In this aspects therefore, skilled teachers are need to buffer effects of social-emotional problems in young children (Sandilos et al. 2018) and thereafter, fostering positive social emotional skills in children (Masnan, et al. (2018)

PRACTICES IN PROFESSIONAL DEVELOPMENT

Workshop and scaffolding

Teachers are the implementers of the policy, curriculum and goals in all schools (Masnan et al. 2018). Preschool is the most critical period to prepare children with various skills and promotion of self-attitude towards children. In this case workshop and scaffolding are perceived to be very influential implementers through training teachers. Melnyk et al. (2021) observe that teachers need to be competent through training on competence-based which require continual professional development for the teachers. Melnyk et al. (2022) points out that teachers need to be trained on pedagogical knowledge and pedagogical content through active participation which is necessary for developing expertise. Training for professional development is done to preschool teachers who are already working in schools. Studies report that teachers are trained on early literacy, language, teaching practices and social emotional development that are done through workshops, short courses, seminars and intervention. These training are essential to cope with the technological changes in early childhood curriculum (Dadi, 2015; Hamre, et al. 2017; Pianta et

al. 2017). According to literature, teachers have been engaging in different practices as part of their professional development; examples include: awareness of implementation of quality pedagogy enhance professional competence for teachers through interventions, developmental skills, Language and literacy skills through workshop and coaching (Fonsén, E., & Ukkonen-Mikkola, 2019; Landry et al, 2009; Mendive, 2016; Sheridan et al. 2009; Snyder et al. 2018; Yang & Rao).

Modelling and demonstration

Other common practices reported in literature for preschool teachers proved to enhance quality professional development are: modelling, demonstration by instructors and classroom-based interventions (Yang & Yao, 2012). Zeng (2023) states that common practices for developing professional competency for preschool teachers are teaching skills and subject knowledge improve students' learning outcome. For example, several practices have been provided to teachers to manage classroom. A study by Yamauchi et al. (2017) reports that teachers are trained on the workshops on strategies to promote complex thinking in children which mainly focused on cognitive development.

According to literature, preschool teachers are qualified trained teachers through different modes of practices such as play-based and or reflective competence (Lindmeier et al. 2020, Sarama et al, 2016). For example, according to Sarama et al. (2016) teachers participated to provide concept of Mathematics which involved counting and cycling through 10 digits. This was done in tasks of small groups and coaching where teachers visited their students in the classroom. Sharmahd et al. (2018) argue that teacher professional development is much related with competent work force which involve practices such as group reflection method, critical reflection on pedagogical practices and trainer of the trainer. This kind of professional development involve active participation which enable preschool teachers to reflect on the content and competence. However, Jie-QI and Charles (2006) argue that professional development among preschool teachers is inconsistent. Teaching practice also is part of the skills that need to be developed among preschool teachers, which involve training teachers to manage preschool class and establishing collaborative learning. This study therefore aimed at exploring trends, and practices necessary for professional development for preschool teachers through systematic literature review.

Table 1: Classification of studies according to regions

S/N	Studies	Region	Number of studies
1	Buyse et al. (2009), Desimore&Garet (2015), Hamre et al. (2017), Han (2014), Jie-Qi &Chalres (2006), Landry et al. (2009), Lieber et al. (2009), Mashan et al. (2018), Mendive et al. (2016), Newman &Cunnigham (2009), Pianta et al. (2017), Sarama et al. (2016), Sandilos et al. (2018), Sharmhd et al. (2018), Sheridan et al. (2009), Snyder et al. (2018), Yamauchi et al. (2013),	USA	18
2	Darling-Hammond (2005),Fonsén & Ukkonen-Mikkola (2019),Jansen et al. (2017), Jensen et al. (2017), Lindmeier et al. (2020), Markussen-Brown et al.(2017), Melnyk et al. (2016), Nightingale(2009), Peleman et al. (2018), Prickett& Hayes (2023), Richter et al. (2019), Tican-Basaran&Dinçman (2022),	Europe	11
3	Al-Abdullatif (2022), Dadi (2015), Ekawait&Kohar (2016), El Islam et al. (2022),Ertmer&Ottenbreit-Leftwich (2010), Hu et al. (2021), Hung &yelland (2019), Lau & Jong (2022), Makazi et al. (2023), Maskit&Firstater, (2016), Nawab et al. (2021), Qayyum et al. (2024), Wong et al. (2024), Xiang & Zeng (2023), Yang & Rao (2020), Zeng (2023),	Asian	16
4	Shavega (2024), Tandika, &Ndijuye, (2019),Wilinsk et al (2016)	Africa	03

METHODOLOGY

The systematic review method was used to collect data in this study, the method is believed to minimize bias (see also Nightingale, 2009). Data were analyzed thematically. The review included preparation, search and identification, screening, extraction, critical appraisal and reporting. The search strategy was to obtain all potential relevant sources to review. Search strategy for this particular study considered abstract, key words and thereafter full text. The

screeener focused on professional development for preschool teachers, the emphasis was placed on trends and practices. Data extraction includes summaries and paraphrase. This theoretical paper included empirical study conducted between 2005 and 2023, which investigated trends and practices on professional development among preschool teachers. This study assessed the coverage of professional development for pre-primary teachers focusing on trends and practices. In identifying practices, activities performed during professional development were identified. To explore professional development for preschool teachers, only trends and practices were considered. Majority of articles were found in Google scholar where raw search generated a total of 18,200 articles. Other articles were generated from Taylor and Francis, Online Wiley, Emerald insight data base and Sage. Only the first four pages of research were selected. A total of 560 articles in all data base were selected. The final screening produces 50 articles. Selection of literature involved a comprehensive list of abstract which were retrieved and reviewed, any study which appeared to meet criteria was considered to be reviewed in full (see also Uman, 2011) During screening inclusion criteria were set; only articles published in English from journals were considered. Dissertation, theses, books and book chapters were not considered in the literature review. The extractor focused on word and phrase; Preschool teachers, professional development, trends and practices.

RESULTS AND DISCUSSION

This study aimed at exploring professional development in terms of trends and practices among preschools teachers. This study was done systematically. The following research question guided our review:

- i. What trends are reported for professional development for preschool teachers?
- ii. What practices are commonly reported for professional development for preschool teacher?

Table 2: Percentages of articles per theme

s/n	Themes	Total of articles (N)	Percentages(%)
1	Technological change and integration	26	26
2	Curriculum change	07	15
3	social emotional development among children	09	20

4	Workshop and scaffolding	11	24
5	Modelling and demonstration	07	15

Trends of professional development

Our review on trends of professional development for preschool teachers revealed several trends which need professional development. According to literature, there are several trends that require professional development among preschool teachers, and teachers are aware about the trends. The trends are categorized into three big themes (Refer Table 2); For example, literature revealed that there is a growing pressure on preschool in many aspects that need qualified teachers. Sheridan et al. (2009) assert that the field of early childhood is growing very fast thus, increase in demand of competent teachers to cope with changes which may involve the need of specialized staff and new discovery. This need requires ongoing support efforts for qualified teachers who are able to manage and guide preschool children whose brain development are growing very fast.

Most of professional trends involve the increased demand of new requirement for pedagogy and technological change, issues which require professional development among preschool teachers (Jansen et al. 2017). There is a need to enhance professional competence for preschool teachers to equip them with competence and innovative skills to cope with the demand as raised in the literature. Professional development qualified and innovative teachers are able to meet the increased and changing pedagogy for preschool learners such as new ways of teaching and learning which have been reported to grow fast (Fonsén, E., & Ukkonen-Mikkola, 2019). On the other hand, trends on technological change require skilled teachers in digital that are needed during teaching and learning using e-learning and videos as important tools during teaching. All these kinds of technological changes require skilled teachers who can be obtained through professional development. In the changing world, professional development is a necessary component to equip teachers with skills that are necessary to help young learners and engaging children to learn using video. For example, El Islam et al. (2022) argue that STEM and STEAM caused a global interest from education perspective and the increase of scientific literacy. The literature reported on the growing of technology from preschools are reported from USA, European and Asian countries (Refer Table 1), but very few reported from African countries. Furthermore, curriculum, including that of early childhood is changing in many countries from content based to competence based (see also Zhukova, 2018). These changes demand qualified

teachers which require professional development among the preschool teachers (See also Yao & Rao, 2020). For example, skills in teaching methodology will equip teachers with skills that are necessary for teachers to engage children in critical thinking, problem solving, innovative issues and help children engage actively during the learning process.

The issue of social emotional development in children is a very important aspect that need qualified teachers to handle children's emotional and behavioral problems (Jansen et al. 2017). During their growth, children imitate and copy almost everything from parents, neighbors, peers, teachers and people around them (Shavega, 2024). In this context, a class can have a mixed of behaviors of children that need a qualified teacher to handle them. For example, literature report that classes have a mixture of children who display prosocial, aggressive, anxiety and hyperactive behaviors, a situation that is necessary for social emotional development in children (Han, 2012). Furthermore, due to technological changes, children learn behavior from internet that might contradict to the societal norms and values in this situation, planning for professional development for the teachers become crucial. Professional development therefore, is necessary to equip teachers with skills for handling and managing children's behaviors. In addition, according to literature, preschool children are at developmental stage which means their behavior and emotional are still developing according to age (Sheridan et al. 2009). For positive emotional development in children skilled and expertise teachers to manage and handle children's behaviors correctly using appropriate management skills and strategies. In this aspect, professional development is important to keep teachers with skills that will help them to manage children's behavior and emotions during their development. In addition, professional development is important to enhance teachers' role in promoting young children's social competence during relating with others, forming positive relationship with their teachers and peers in schools (Han, 2014). However, Han (2014), comments that professional development for preschool teachers on emotional competence is very limited. **Despite of the limited evidence from literature are from Asian, USA and European countries (Refer Table 1)**

Common practices of Professional development for preschool teachers

Furthermore, this study aimed at exploring professional development for preschool teachers in terms of practices. In this review and analysis, we explored several practices that were reported to be done through workshops, intervention, training, coaching and scaffolding, which were grouped into two major themes (See Table 2). For example, it was revealed that workshops and

scaffolding involved several activities such as pedagogy implementation, scaffolding children in schools on peer social competence (Fronsen. & Mikko 2019). Other activities involved training teachers on awareness of early childhood education. Literature revealed that activities such as preschool teacher training on skills in teaching young children on reading and writing skills were achieved through professional development (Fronsen & Mikko 2019; Mendive et al., 2016). Furthermore, in this review we found that during training, preschool teachers are being given strategies and are trained practically, a situation that help teachers in promoting children's critical thinking which was done through interventions. **In most cases literature reported in this study were from USA, Asian and European countries (Refer Table 1)**

Blömeke et al. (2017) argue that action related for professional development for preschool teachers are such as ability to recognize mathematical affordance through children's plays or through everyday situations. Literature also report that teacher participation on mathematical concept such as counting, cycling through 10 digits were part of professional development (Saram et al., 2016). These activities were done through intervention where different tasks were done in small tasks in small group where preschool teachers participated in building block learning and coaching were done by teachers through visiting their classes (Blömeke et al., 2017).

In this literature review, we further found that in preschool several programs are designed to obtain qualified professional preschool teachers (Sahrmand et al., 2018). We found that competent force was obtained through training teachers which is done in group work and group reflection, methods reflection, critical reflection on pedagogical practices, training of the trainer and adaptation of teaching and learning material. This kind of professional development through practices enabled preschool teachers to make reflection on active participation among them (Neuman & Cunningham, 2009). Sharmal et al (2018) state that intervention which involve group reflection lead into reciprocal responsibility and collaboration which help networking and knowledge sharing among preschool teachers. Prickett and Hayes (2023) highlight that relatedness and competence revealed during professional development qualify a teacher to deliver quality education in early childhood education and help a teacher to be up to date in many aspects.

Professional development involved application of child-specific interventions among preschool teachers. Practices such as demonstration, guidance, shared observations and feedback

are reported to be commonly used during professional development (Hanft et al. 2004). In addition, Sheridan et al. (2009) add that teachers gain skills through different practices such as direct instruction, modeling, trial, error and discovery. This implies that professional development through practices is much associated with children's improvement especially when children give feedback, and practices are in form of repetition and guidance for the teachers. Furthermore, it was revealed that workshops empower and foster participants to be more confident. In addition, workshops and other practices help participants to establish relationships among the undertaken practices (see also Ekawati & Kohar, 2016). Generally, professional development provides preschool teachers with opportunities to develop knowledge, skills and learning approaches that are useful for preschool children to align with the emerging trends for establish a proper foundation in education.

Conclusion and way forward

Professional development for preschool teachers must continually evolve to align with the latest trends and practices in early childhood education. Ongoing professional development equips teachers with innovative strategies, up-to-date knowledge, and reflective practices, which are essential for fostering and nurturing and stimulating learning environment. During our review we found that research on professional development for preschool teachers on awareness of trends are done in **European, United States of America and Asian countries (refer Table 1)**. There is a dearth of literature on such studies in developing countries such as Africa, which may imply that professional development for preschool teachers in African countries are not considered as important. In this case, preschool teachers in African countries may lack skills on teaching young children science and mathematics which have been reported widely in other countries. However, while there is wide gap of professional development for preschool teachers in many aspects such as STEM, STEAM, pedagogy, and technological advancement, we didn't find enough supportive evidence on professional development on the area of emotional development. Although the number of literature in Table 1 seem big but there is observation that there is lack of professional development in the area. There is scarcity of literature on teacher training on emotional development, area which is a foundation and cuts across all aspects of child development. Furthermore, sustainability of professional development has not been reported in many studies, this also raises questions on the sustainability of professional development among the preschool

teachers. Since there is dearth of literature in most developing countries on professional development for preschool teachers, the area which is a foundation of what follows later, it is high time to explore the prevalence of professional development of preschool teachers in these countries. This will highlight whether preschool teachers in these countries are aware on the current trends that need professional development or whether they have attended trainings or whether they need training and on what aspects. This situation will inform policy makers, and educational practitioners to advocate for professional development for preschool teachers.

Every level of education should be responsible to plan for professional development of their staff. Educational policy should put clear strategies on how to engage preschool teachers in professional development. Arrangement and monitoring strategies should be clear to make sure that every preschool teacher is actively participating on professional development programs. Strategies should be clear, that will inspire preschool teachers to build a feeling of being involved in the professional development. Ultimately, investing in the sustainable professional growth of preschool teachers translates to improved outcomes for children, by laying a strong foundation for their future success. Limitation of this study was done by one researcher as a result it was so involving, next time study of this nature should be done by more than one researcher.

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- 2.
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Submission is not being considered elsewhere

There is no conflict of interest for this study

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