



# The State of Development of Art Teachers in Primary Schools in Tân Châu Town, An Giang Province

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## Abstract

To assess the current state of development of art teachers in primary schools in Tân Châu Town, An Giang Province, in accordance with the 2018 General Education Program, a survey was conducted involving 68 participants, including both administrators and teachers from 22 primary schools in the area. The survey results indicate that the development of the art teaching staff in primary schools in Tân Châu Town, An Giang Province, is rated at a fairly average level. This study will serve as a basis to help administrators at various levels implement appropriate policies to develop the art teaching staff, thereby meeting the demands for enhancing the quality of education today.

**Keywords:** State, teaching staff, art subject, primary school, Tân Châu Town.

## I. Introduction

Amid the fundamental and comprehensive innovations in education and training today, significant opportunities and challenges have emerged for primary school teachers in general and art teachers in particular. Specifically, primary school teachers must fully meet the requirements regarding ethical qualities, professional qualifications, and pedagogical skills. Therefore, the development of the art teaching staff according to the 2018 General Education Program needs to be carried out to meet educational demands. The author has conducted a study on the current state of the development of art teachers in Tân Châu Town to understand the present situation of the art teaching staff.

## II. Survey Tools

### 2.1. Research Subjects

To evaluate the current state of the development of art teachers in primary schools, the author conducted a survey involving 68 participants. This group included 24 individuals who are leaders, specialists from the Department of Education and Training, and administrators in primary schools, as

well as 44 art teachers from primary schools in the town.

### 2.2. Research Tools

The tools used for the survey include:

Statistical forms to collect data related to the research content (source: Department of Education and Training of Tân Châu Town, An Giang Province).

Opinion survey forms to gather insights on perceptions, evaluations, and feedback regarding the research issues (Appendix).

### 2.3. Survey Data Processing

The survey responses and collected data were processed and rated on a 5-point scale corresponding to the following categories: excellent (5 points), good (4 points), average (3 points), poor (2 points), and very poor (1 point). The analysis involved comparing and evaluating the data, which was presented in tables and charts using statistical software to facilitate the research.

## III. Results and Discussion

### 3.1 Planning the Development of Art Teachers According to the 2018 General Education Program

To assess the current state of art teacher development, the author used a survey with 68 respondents, including administrators and teachers. The survey content covered four areas of evaluation regarding the development of the teaching staff: Accurately identifying the goals for the development of the teaching staff by 2030; Formulating a feasible development plan for art teachers in primary schools; Establishing teacher standards in accordance with the Professional Standards for Primary School Teachers; Anticipating the resources needed to implement the development plan for art teachers.

The survey results for these four areas of planning for the development of teaching staff in primary schools are presented in Table 3.1 below:



**Table 3.1 Current Status of the Development Plan for Primary School Art Teachers in Tân Châu Town, An Giang Province**

Number	Content	Implementation Results					Average Score
		Very poor	Poor	Average	Good	Excellent	
1	Accurately identify the goals for developing the teaching staff by 2030.	1	14	17	36	12	3,55
2	Develop a feasible plan for the development of art teaching staff in primary schools.	0	9	18	19	22	3,79
3	Establish teacher standards according to the Professional Standards for Primary School Teachers.	0	2	18	19	29	4,10
4	Anticipate the resources needed to implement the development plan for art teaching staff.	0	18	30	12	8	3,10
<b>Average overall</b>							<b>3,63</b>

The data in Table 3.1 indicates that the current status of the development plan for art teachers in primary schools in Tân Châu Town has achieved an overall average score of 3.63. Most of the content areas have attained a fairly good level, with the only exception being the anticipation of resources for implementing the development plan for art teachers, which scored an average of 3.10. The average scores for the achieved content areas are above average, suggesting that the planning activities for the teaching staff at the local level are evaluated as not yet satisfactory.

In recent times, Tân Châu Town has placed special emphasis on planning the development of teacher training. Initially, this began with assessing the demand for quality human resources and the scale of development of schools to clearly determine the quantity, structure, and quality of teaching staff. Based on an analysis of the practical situation regarding art teaching, the town has systematically planned the recruitment, utilization, training, enhancement, and development of teaching staff. Despite annual recruitment efforts by the town, there is still a shortage compared to the standards set by the Ministry of Education and Training. The prolonged

shortage of teachers in some schools has had various impacts, from daily management and subject arrangement to advanced training for existing teachers.

However, the development of plans for art teacher development by schools has not achieved continuity in terms of summarization, evaluation, learning from experience, and adjustments to align with the actual development of each school.

### 3.2. Current Status of Recruitment and Utilization of Art Teachers According to the 2018 General Education Program

With an average score of 3.58, the recruitment and utilization of art teachers in Tân Châu Town, An Giang, are rated at a fairly good level. Among these, schools have performed the best in allocating teachers into subject-specific teams within the school (4.17), while the lowest implementation score was observed in arranging the utilization of art teachers in primary schools according to regulations (3.15). This highlights both strengths and weaknesses in the recruitment and utilization of art teachers in local primary schools.



**Table 3.2. Current Status of Recruitment and Utilization of Art Teachers in Primary Schools in Tân Châu Town, An Giang Province**

Number	Content	Implementation Results					Average Score
		Very poor	Poor	Average	Good	Excellent	
1	Establishing standards for the qualities and competencies of the teaching staff in primary schools.	2	3	17	20	26	3.96
2	Implementing arrangements for the utilization of the teaching staff in primary schools according to regulations.	8	16	15	16	13	3.15
3	Carrying out the transfer of teachers from surplus schools to understaffed ones in compliance with relevant regulations tailored to each school's needs.	0	8	25	24	11	3.56
4	Organizing teachers into subject-specific teams within the school.	2	5	8	16	35	4.17
5	Assigning teaching duties according to the expertise and strengths of teachers.	7	15	14	15	17	3.29
6	Allocating teachers based on the specific needs of each school.	5	8	19	28	8	3.38
7	Harnessing the potential of teachers through their work.	8	4	11	33	12	3.54
<b>Average overall</b>							<b>3,58</b>

In recent years, the utilization of the teaching staff in schools has brought significant achievements, adhering to the principles of "right person for the right job" and "matching expertise with capabilities". This not only maximizes their potential but also creates a comfortable working environment, encouraging them to be more enthusiastic in teaching and effectively accomplishing the school's goals and tasks.

In practice, the selection of art teachers in primary schools follows a process as follows: Annually, based on the plans of each school, the Department of Education and Training collaborates with the Internal Affairs Department to draft staffing plans for schools, detailing each subject area. Subsequently, this plan is consulted and approved by the provincial People's Committee, and then new teacher quotas and teacher transfers are allocated to the schools.

This demonstrates that the selection, transfer, and utilization of art teachers in Tân Châu

Town need to be emphasized and implemented more effectively. This will significantly contribute to improving the quality of management and education in schools in the area, particularly primary schools.

### 3.3. Current Status of Training and Development of Art Teachers According to the 2018 General Education Program

Table 3.3 shows the average scores for the five aspects of training and development of art teachers in primary schools in Tân Châu Town, which are at a moderate level (3.07), indicating an unsatisfactory performance. Particularly concerning is the fact that two out of the five criteria scored below average, specifically: Providing opportunities for teachers to pursue higher education (2.44), and conducting training for individuals not yet appointed to managerial positions as per the development plan (2.65).



**Table 3.3. Summary of Average Scores for Training and Development of Art Teachers in Primary Schools in Tân Châu Town**

Number	Content	Implementation Results					Average Score
		Very poor	Poor	Average	Good	Excellent	
1	Establish feasible training and development objectives.	0	2	22	26	18	3.88
2	Implement training and development plans through various methods.	1	16	19	25	7	3.31
3	Provide opportunities for teachers to pursue higher education, such as bachelor's or master's degrees.	15	23	20	5	5	2.44
4	Effectively utilize teachers after completing training or development courses.	9	15	18	15	11	3.06
5	Conduct training and development for individuals identified in the development plan but not yet appointed to managerial positions.	15	16	20	12	5	2.65
<b>Average overall</b>							<b>3,07</b>

The content of training and development objectives has been determined with the highest evaluation score of 3.88, which is not coincidental. Each year, the Internal Affairs Department, the Financial Planning Department, and the Department of Education and Training (EDT) collaboratively advise and develop training and development plans to enhance both the professional and vocational skills of both managerial staff and primary school teachers. This work has been implemented according to the plans and regulations of the EDT Department in Tân Châu Town, timely meeting the demands for both managerial staff and teachers, contributing to raising the standard of competence and even surpassing requirements.

However, through practical observation and document research, we have noted a significant fact: among the three schools, only 2 out of 3 have organized for teachers to register for self-improvement, yet none of the schools have integrated the results of self-improvement into the evaluation and commendation process. Up to this

point, no professional documents have been issued to guide or instruct the design of programs, assessment plans, and evaluation of results of teachers' self-improvement processes.

This issue is not only a challenge in terms of management and organization but also raises an important demand for transparency and fairness in the evaluation and capacity development of officers and teachers within the education system. To ensure the sustainable development of the education system, the establishment of specific guidelines and procedures for the self-improvement process is an indispensable factor.

#### **3.4. Current Status of Assessment and Evaluation of Art Teachers According to the 2018 General Education Program**

Through the results of the opinion survey on the assessment and evaluation of primary school teachers with 05 specific aspects, the current status of this activity is demonstrated in the table below:



**Table 3.4. Current Status of Assessment and Evaluation of Art Teachers in Primary Schools in Tân Châu Town, An Giang Province**

Number	Content	Implementation Results					Average Score
		Very poor	Poor	Average	Good	Excellent	
1	The Department of Education and Training has specific plans for monitoring and evaluating the educational activities of teachers in primary schools.	0	0	13	64		4.93
2	The content of the inspections conducted by the Department of Education and Training adheres to regulations and is appropriate for evaluating the teaching and management activities of the schools.	0	0	314	51		4.71
3	Adjustments are made through management decisions, which take effect after inspections and evaluations.	0	212	20	34		4.26
4	Inspections and evaluations genuinely drive and assist elementary school teachers in enhancing and developing their ethical standards and professional competence.	0	49	24	31		4.21
5	Based on the inspection and evaluation results, these serve as one of the criteria for assessing commendations and rewards at the end of the school year.	57	20	21	16		3.52
<b>Average overall</b>							<b>4,32</b>

The results of the assessment and evaluation of the activities of the art teachers at primary schools in Tan Chau town, An Giang province, with an overall average score of 4.32, can be considered quite good. It is worth noting that only one criterion, which is based on inspection, assessment, and evaluation, was rated at a fairly good level, achieving 3.52.

In practice, the assessment and rating activities of art teachers at primary schools are often conducted regularly, combined with various diverse methods (including classroom teaching activity checks, evaluations based on teacher professional standards). This helps education management levels and schools better understand the quality of the teaching staff, thereby supporting the effective allocation and utilization of this staff to improve education quality. Assessment and ratings are usually conducted annually, with the proportion of teachers being rated high increasing over time, contributing to motivation for them to continue contributing and developing.

However, the assessment activities still have some limitations. Specifically, post-assessment adjustments are not always effective and lack appropriate measures; sometimes, assessment activities still focus more on encouragement and reminders rather than improvement; assessment methods and content are not yet diversified; scoring methods and evaluation forms are still complex and difficult to apply. Some schools still do not fully understand the assessment requirements and criteria, and the assessment attitude is still more focused on form rather than content. The implementation of assessment methods based on teacher professional standards and principal standards has not been effectively carried out. The self-assessment awareness of some teachers is still low, and their assessments lack objectivity and specific evidence.

For these limitations, specific and effective measures are needed to improve the assessment and evaluation process, as well as to enhance teachers' self-assessment awareness,



thereby ensuring that the assessment and rating process meets the requirements and truly contributes to improving education quality.

### 3.5. Implementation Status of Policies and Regulations for Art Teachers According to the 2018 General Education Program

**Table 3.5. Implementation Status of Policies and Regulations for Art Teachers in Primary Schools in Tan Chau Town, An Giang Province**

Number	Content	Implementation Results					Average Score
		Very poor	Poor	Average	Good	Excellent	
1	The Town People's Committee and the Department of Education and Training implement the state regulations regarding the teaching staff.	0	0	0	3	65	4.96
2	They also develop specific policies on incentives and commendations for the teaching staff under the Town People's Committee.	11	15	19	11	12	2.97
3	Mobilizing material resources to implement the policy of incentives for teachers.	13	18	20	8	9	2.74
4	Regularly and promptly implement policies to reward and incentivize teachers.	15	23	15	7	8	2.56
5	Implementing and applying disciplinary measures for teachers who violate regulations.	3	8	20	25	12	3.51
<b>Average overall</b>							<b>3,35</b>

Among the 05 tasks needed to create favorable conditions and foster an environment for the development of the art teaching staff at elementary schools in Tan Chau town, An Giang province, there has been a significant disparity in the level of evaluation. Topics related to the implementation of state policies and regulations for teachers by the town's People's Committee (UBND) and the Department of Education and Training (Phòng GD&ĐT) were rated very high (4.96); whereas, topics such as timely implementation of incentives for teachers, mobilization of material resources to execute these incentives, as well as the establishment of specific incentive and reward policies from the town's People's Committee for the teaching staff were only rated at an average level (2.56; 2.74; and 2.97).

This situation is the outcome of the effective implementation of state policies and regulations for teachers by the town's People's

Committee and the Department of Education and Training, including policies on development opportunities, extra-hour payments, and premature salary increases for outstanding achievements in teaching. The town has also adopted individual policies to motivate and reward teachers with outstanding performance during the academic year; however, this has not yet fostered a proactive movement within the teacher community.

Nevertheless, overall, the education policy system in general and policies for art teachers at elementary schools in Tan Chau town have not been able to make a significant breakthrough in resolving major conflicts within the current education system. Conflicts between high demands for development and improvement in the quality of education versus limited resource conditions and shortcomings in the teaching staff such as lack of uniformity and insufficient standardized training still persist. Necessary breakthroughs are needed to



improve salaries, training, and development opportunities for teachers to provide more motivation and conducive conditions for the development of the teaching staff to meet the requirements of the 2018 educational curriculum and textbooks renewal.

#### IV. Combustion

there exists a notable divergence in the evaluation of policies concerning the development and support of art teachers at elementary schools in Tan Chau town, An Giang province. While state policies and regulations implementation receives high praise, there are shortcomings in promptly executing incentives, mobilizing resources, and formulating specific incentive and reward schemes. Despite efforts, these policies have not generated a proactive engagement among teachers.

Overall, the education policy framework, particularly for art teachers, has yet to address major systemic conflicts within the education sector. These conflicts stem from the disparity between demands for educational enhancement and the constraints of limited resources, coupled with deficiencies in teacher training and uniformity. Significant breakthroughs are essential, including salary improvements and enhanced training opportunities, to motivate and support teachers adequately in meeting the demands of educational reforms.

So, through researching the current situation of the development of art teachers' teams in primary schools, it will assist management levels in devising measures to enhance the quality of art teaching staff in primary schools in Tan Chau town.

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