

Research Article

Cite this article: Nguyen, B. T., Truong, N. P. T., & Le, N. X. (2025). Current Situation of the Development of Primary School Teachers in Vietnam: A Case Study of An Giang Province, Vietnam Country. *Educational Process: International Journal*, 18, e2025435.
<https://doi.org/10.22521/edupij.2025.18.435>

Received June 26, 2025

Accepted August 26, 2025

Keywords: Teacher workforce, Vietnam education, School leadership, Teacher incentives, Teacher development

Author for correspondence:

Bach Thang Nguyen

 nbthang@agu.edu.vn

 An Giang University, Vietnam National University, Ho Chi Minh City (VNUHCM), Vietnam

**OPEN ACCESS**

© The Author(s), 2025. This is an Open Access article, distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted re-use, distribution, and reproduction, provided the original article is properly cited.

Current Situation of the Development of Primary School Teachers in Vietnam: A Case Study of An Giang Province, Vietnam Country

Bach Thang Nguyen , Ngoc Phuong Thuy Truong , Ngoc Xuan Le 

Abstract

Background/purpose. This study explores the current status of teacher workforce management in An Giang province, Vietnam, in the context of national education reform. It focuses on five critical domains: teacher planning, recruitment and deployment, professional development, supervision and evaluation, and incentive policies.

Materials/methods. A quantitative survey was conducted with 360 educational staff across the province. The instrument measured perceptions and practices related to teacher management across the five domains.

Results. Findings indicate strong implementation in teaching supervision ($M = 3.84$) and professional training ($M = 3.79$). However, relatively lower scores were recorded for technology training ($M = 3.57$) and incentive policies ($M = 3.55$), highlighting gaps in digital skill development and motivation strategies.

Conclusion. While the overall teacher management framework in An Giang is functioning effectively, disparities in digital training and incentive systems reveal areas needing policy attention. The study offers targeted recommendations to enhance teacher management in alignment with Vietnam's broader education reform goals.

1. Introduction

Teachers are a decisive factor in determining the quality of education, and their role is even more critical at the primary level, where foundational knowledge, skills, and moral character are shaped. According to Darling-Hammond (2000), teacher quality has a direct and measurable impact on student learning outcomes, especially during the early years of education. Therefore, researching the development of primary school teachers is both scientifically significant and practically urgent in the current context of educational reform. Firstly, the successful implementation of new general education curricula requires that primary school teachers possess not only subject-matter knowledge but also pedagogical skills, integrative competence, and innovative teaching methods (Schleicher, 2018). However, empirical studies have revealed that in many developing contexts, including Vietnam, teachers still face limitations in terms of professional capacity and instructional innovation (Nguyen & Hallinger, 2020). Secondly, international education systems with high student performance consistently emphasize continuous professional development (CPD) for teachers as a central strategy to improve educational quality (Wei et al., 2009). These strategies often involve establishing professional learning communities (PLCs), mentoring, coaching, and competency-based training (Hargreaves & Fullan, 2012). Thirdly, in the age of globalization and digital transformation, primary teachers are increasingly required to update their professional knowledge and skills. The OECD (2019) highlights that lifelong learning is a key competency for teachers in adapting to 21st-century educational challenges. Lastly, although Vietnam's Ministry of Education and Training (MOET) has issued various policies on teacher professional standards and development, implementation remains challenging due to limited resources, inadequate institutional support, and weak teacher motivation (MOET, 2018). Thus, a comprehensive and context-specific study on the development of primary school teachers is needed to identify feasible and sustainable strategies for improving education quality at the grassroots level.

Although international scholarship on teacher professional development has expanded considerably, notable gaps persist in the Vietnamese primary education context.

Limited emphasis on primary education: Much of the existing research focuses on teacher development at the secondary and tertiary levels, while systematic studies on primary school teachers remain relatively scarce, despite the pivotal role this stage plays in shaping long-term educational outcomes.

Inadequate examination of implementation barriers: Prior studies have acknowledged common challenges such as insufficient resources and limited teacher motivation; however, few have investigated in detail how these obstacles manifest at the school level, particularly in rural or disadvantaged contexts.

Insufficient attention to teacher agency and motivation: Current policy discussions are largely top-down, emphasizing standards and regulations, with relatively little consideration of how teachers themselves perceive, engage in, and sustain professional development initiatives over time.

2. Literature Review

2.1. International Research

A large body of international research has focused on identifying the key factors and strategies for developing the primary school teaching workforce to enhance educational quality in an era of globalization and educational reform. The major approaches revolve around professional capacity-building, continuous professional learning, teacher training reform, and the role of educational policy.

Firstly, several studies emphasize the link between teacher quality and student achievement. Previous research has demonstrated that investing in teacher quality is one of the most effective

ways to improve student performance, especially at the primary level. These findings underscore the importance of robust systems for teacher education and ongoing professional development (Darling-Hammond, 2000; Rockoff, 2004). Secondly, reports based on the Teaching and Learning International Survey (TALIS) reveal that high-performing education systems consistently prioritize continuous professional development (CPD), peer learning, and professional learning communities (PLCs). Similarly, OECD (2005, 2019) studies show that effective professional development programs are job-embedded, of sufficient duration, and closely aligned with teaching content (Wei et al., 2009; Desimone, 2009). Thirdly, various studies highlight the crucial role of educational policy in building a high-quality teaching workforce. Their research examines models in countries such as Finland and Singapore, where teachers are carefully selected, highly trained, and viewed as professionals (Schleicher, 2018; and Sahlberg, 2011). Lastly, recent studies by Nguyen and Hallinger (2020) and Darling-Hammond et al. (2017) shift the focus toward developing teacher leadership and improving work environments. These works emphasize the need for supportive policies, adequate funding, and strong incentives to retain teachers and foster innovation in the classroom. In sum, international research offers a strong theoretical and practical foundation for designing effective and sustainable strategies to develop primary school teachers, tailored to the unique needs of each national context.

2.2. Vietnamese Researchers

In recent years, numerous Vietnamese studies have focused on the development of primary school teachers, identifying it as a pivotal factor in improving the quality of general education. These studies have mainly addressed issues such as professional standards, continuing education needs, career development policies and the organization of professional learning practices. Some researchers emphasized that the General Education Curriculum 2018 requires primary school teachers to possess not only strong subject knowledge but also integrated pedagogical competence, digital skills, and critical thinking abilities. These studies highlighted the necessity of capacity-building activities aligned with competence-based approaches and the establishment of school-based professional learning communities (Nguyen, 2019; and Tran, 2020). Studies have analyzed the role of school leadership and policy in the context of decentralization and school autonomy. Their findings indicated that teacher development is closely linked to the effectiveness of school governance, local support, and teachers' self-directed learning (Tran, 2011; and Nguyen, 2016). Several applied research projects proposed professional development models inspired by international theories—especially Continuous Professional Development (CPD), Professional Learning Communities (PLCs), and competency-based teacher education. These approaches align with international findings by Hargreaves and Fullan (2012), Darling-Hammond et al. (2017), and OECD (2019), which have been adapted to the Vietnamese context. In the context of digital transformation, recent studies by Le (2021) and Trinh (2022) have focused on digital competence development, including online teaching capabilities and technology integration—especially relevant for today's primary school learners. Overall, national research has gradually aligned with international trends in teacher professional development. However, there remains a strong need for more experimental studies, impact evaluations, and comprehensive policy frameworks to ensure sustainable and systemic teacher development. In recent years, the development of the primary school teaching workforce has become a central focus in Vietnam's educational reform initiatives. Numerous domestic studies have explored the critical role of teachers in enhancing educational quality and have proposed comprehensive and sustainable strategies for workforce development.

Nguyen (2005) emphasized the importance of fostering pedagogical competence and professional ethics in teacher development. She proposed a professional development model closely aligned with practical teaching needs and educational reform requirements (Nguyen, 2005). Tran (2010) argued that teacher development should be based on scientific management principles, prioritizing internal motivation with strong policy support (Tran, 2010; and Nguyen, 2011), examined

training and professional development in disadvantaged areas (Le, 2013), investigated the evolving professional needs of primary school teachers in light of new general education curriculum reforms (Pham, 2014). Studies by Nguyen (2015), Pham (2016), and Bui (2017) affirmed that developing the teaching workforce is not only the responsibility of the education sector but also of society as a whole. Notably, Le (2018) and Dang (2019) proposed continuous professional development models grounded in lifelong learning and school-based learning communities. Recent research by Vu 2020, Nguyen (2021, and Tran (2022) used quantitative methods to evaluate the effectiveness of current policies on primary teacher development, identifying implementation gaps at the local level. Overall, Vietnamese research consistently underscores that primary teacher development is a prerequisite for improving the quality of primary education and requires strong connections among policy, schools, and teachers.

3. Methodology

3.1. Survey Objectives

The primary objective of the survey is to assess the current situation of primary school teacher workforce development in An Giang Province in the context of general education reform. Specifically, the survey aims to:

- Assess the extent to which primary school teachers meet the Professional Standards for General Education Teachers issued by the Ministry of Education and Training (MOET).

- Identify strengths, weaknesses, as well as difficulties and challenges in the management and development of the primary school teacher workforce at the local level.

- Examine teachers' needs for professional training, pedagogical skills, innovation in teaching methods, and digital competency among teachers.

- Gather feedback from both school administrators and teachers regarding the feasibility of current policies, while suggesting sustainable strategies to enhance workforce quality in line with the requirements of fundamental and comprehensive educational reform.

3.2. Content and Methodology of the Survey

Survey content focuses on three major areas:

- Current status of the primary school teacher workforce: Educational qualifications, professional capacity, pedagogical competence, teaching experience, and adaptability to the new general education curriculum.

- Management and development practices: Workforce planning, recruitment, deployment, professional training, evaluation, and motivation of teachers.

- Future needs and orientations: Teachers' and administrators' expectations regarding career development policies, professional training, and pedagogical innovations.

Survey methodology includes:

- Quantitative method (questionnaire survey): A structured questionnaire designed using a 4-point Likert scale will be administered to collect data from both administrators and teachers regarding different aspects of teacher workforce development.

- Qualitative method (focus group discussions and in-depth interviews): Conducted with selected administrators and exemplary teachers to provide deeper insights and complement quantitative findings.

The collected data will be processed using descriptive statistics and comparative analysis, thereby offering an objective reflection of the current situation of primary school teacher workforce development in An Giang Province.

3.3. Subjects, Location, and Duration of the Investigation and Survey

a. Survey Subjects

The study involves a total of 360 respondents, divided into two primary groups to ensure multi-dimensional perspectives on teacher workforce development:

School management officials (50 participants): This group includes officials from the Department of Education and Training at the provincial and district levels, as well as principals and vice-principals of primary schools. Their participation provides managerial insights into policies, strategies, and challenges in teacher workforce planning, training, and evaluation.

- Primary school teachers (310 participants): This group represents the teaching workforce currently engaged in implementing the new general education curriculum. Respondents are selected to reflect diversity in years of teaching experience, educational background, professional qualifications, gender, and school type. Such diversity allows the survey to capture a comprehensive understanding of the strengths and limitations of the teaching workforce in An Giang Province.

b. Sampling Strategy

The respondents are selected using a stratified random sampling method to ensure representativeness across geographical areas:

Urban schools: Teachers and administrators from schools located in cities and towns, representing relatively well-resourced educational settings.

Rural schools: Participants from schools in remote and agricultural districts, highlighting the workforce development challenges in resource-limited contexts.

Schools in ethnic minority and border areas: Teachers working in disadvantaged areas, reflecting specific difficulties in teacher recruitment, retention, and professional development.

This sampling strategy enhances the generalizability of the findings and ensures that the conclusions drawn are applicable to the diverse realities of the province.

c. Survey Location

The survey is conducted across a broad range of primary schools in An Giang Province, located in the Mekong Delta. As a border province, An Giang is characterized by diverse socio-economic conditions and cultural contexts, including significant Khmer and Cham ethnic minority populations. Conducting the survey in this setting allowed the study to capture both the opportunities and challenges of teacher workforce development in contexts of diversity and disparity.

3.4. Methods of Investigation and Survey

Discussion and Exchange Method: Discussions and exchanges will be conducted with officials from the Department of Education and Training, school managers, and primary school teachers regarding the development of the primary school teaching workforce in An Giang Province; including advantages and challenges in the management and development of this workforce.

Questionnaire Survey Method: Questionnaires will be used to collect opinions from 360 individuals (310 primary school teachers and 50 school management officials) on issues related to the management of primary school teacher workforce development in An Giang Province according to professional standards.

3.5. Data Processing Methods

The data collected from the investigation and survey will primarily be processed using the Likert scale. Based on the analysis of the survey results using the mentioned formulas, the evaluation levels of the current state of teacher workforce development management in An Giang Province according to professional standards are classified as follows: Excellent: $3.25 \leq \bar{X} \leq 4.0$ points; Good: $2.50 \leq \bar{X} < 3.25$ points; Average: $1.75 \leq \bar{X} < 2.50$ points; Poor: $1.00 \leq \bar{X} < 1.75$ points.

4. Results

4.1. Current Situation of Teacher Workforce Planning in An Giang Province, Vietnam

Table 1 presents the findings regarding teacher workforce planning in An Giang province. The majority of respondents rated the planning activities as “Good” or “Fairly Good”, reflecting a relatively high level of satisfaction with strategic workforce development practices.

Table 1. The Current Situation of Teacher Workforce Planning in An Giang Province, Vietnam

No.	Indicator	Good (%)	Fairly Good (%)	Acceptable (%)	Unsatisfactory (%)	Mean
1	Planning for teacher development to ensure sufficient quantity, structure, and quality	289 (80.3%)	54 (15.0%)	17 (4.7%)	0 (0.0%)	3.76
2	Implementation of planning measures, including evaluation and adjustment aligned with school development orientation	274 (76.1%)	69 (19.2%)	17 (4.7%)	0 (0.0%)	3.71
3	Prioritization policies in teacher development planning	271 (75.3%)	67 (18.6%)	21 (5.8%)	1 (0.3%)	3.69

All three indicators received high mean scores, ranging from $M = 3.69$ to $M = 3.76$, suggesting that the province’s teacher development planning is being carried out effectively, particularly in terms of ensuring an adequate and balanced teaching workforce.

4.2. The Current Situation of Teacher Recruitment and Utilization in An Giang Province, Vietnam

Table 2. The Current Situation of Teacher Recruitment and Utilization in An Giang Province, Vietnam

Item	Good (%)	Fairly Good (%)	Acceptable (%)	Unsatisfactory (%)	Mean
Assignment of teachers according to specialization and job position	292 (81.1%)	53 (14.7%)	14 (3.9%)	1 (0.3%)	3.77
Consistency in teacher utilization from leadership to subject departments	293 (81.4%)	53 (14.7%)	14 (3.9%)	0 (0.0%)	3.78

These results indicate a high level of perceived effectiveness in the recruitment and utilization of teachers in the province. Both criteria received mean ratings close to the maximum (4.0), with over 81% of participants selecting the highest rating of “Good.”

4.3. The Current Situation of Teacher Training and Professional Development in An Giang Province, Vietnam

Table 3. The Current Situation of Teacher Training and Professional Development in An Giang Province, Vietnam

No.	Item	Good (%)	Fairly Good (%)	Acceptable (%)	Unsatisfactory (%)	Mean
1	Sending teachers to pursue further training in accordance with professional requirements	284 (78.9%)	51 (14.1%)	24 (6.7%)	1 (0.3%)	3.72
2	Assigning teachers to attend subject-specific professional development workshops	302 (83.9%)	40 (11.1%)	17 (4.7%)	1 (0.3%)	3.79
3	Effective implementation of financial support policies for teacher training	257 (71.4%)	69 (19.2%)	26 (7.2%)	8 (2.2%)	3.60
4	Rational utilization of teachers after completing training programs	281 (78.0%)	55 (15.3%)	23 (6.4%)	1 (0.3%)	3.71
5	Sending teachers to improve ICT and foreign language proficiency	240 (66.7%)	89 (24.7%)	27 (7.5%)	4 (1.1%)	3.57

The results from Table 3 reveal a generally positive assessment of the province’s teacher training and professional development efforts. Specifically, a large proportion of respondents rated the five indicators as “Good” (ranging from 66.7% to 83.9%). The highest-rated activity was the assignment of teachers to attend subject-specific professional development workshops (Item 2), with 302 participants (83.9%) indicating satisfaction and a mean score of $M = 3.79$. This reflects the province’s strong commitment to enhancing pedagogical content knowledge. Sending teachers for advanced professional training (Item 1) and rational utilization of teachers after training (Item 4) also received high ratings, with mean scores of $M = 3.72$ and $M = 3.71$, respectively. Meanwhile, support for training funding policies (Item 3) and especially training in ICT and foreign languages (Item 5) received slightly lower but still positive evaluations, with mean scores of $M = 3.60$ and $M = 3.57$, respectively. The data indicate a generally effective approach to teacher development, though with some disparities across different forms of training. The survey results indicate a very high level of implementation regarding teacher inspection and evaluation practices in An Giang province. Across six indicators, the percentage of respondents selecting “Good” ranged from 82.8% to 88.3%, and all

items received mean scores between 3.79 and 3.84 on a 4-point scale, indicating strong perceived effectiveness.

4.4. The Current Situation of Teacher Supervision and Evaluation in An Giang Province, Vietnam

Table 4. The Current Level of Implementation of Teacher Supervision and Evaluation in An Giang Province, Vietnam

No.	Indicator	Good (%)	Fairly Good (%)	Acceptable (%)	Unsatisfactory (%)	Mean
1	Planning for each teaching phase and monthly schedules	303 (84.2%)	42 (11.7%)	15 (4.1%)	0 (0.0%)	3.80
2	Maintaining regular professional group activities	316 (87.8%)	31 (8.6%)	13 (3.6%)	0 (0.0%)	3.84
3	Frequent supervision of teaching schedule adherence	312 (86.7%)	34 (9.4%)	14 (3.9%)	0 (0.0%)	3.83
4	Monitoring compliance with curriculum and instructional planning	318 (88.3%)	28 (7.8%)	14 (3.9%)	0 (0.0%)	3.84
5	Innovation in teaching methods, student assessment, and classroom practices	307 (85.3%)	41 (11.4%)	12 (3.3%)	0 (0.0%)	3.82
6	Application of ICT and technology in teaching and educational activities	298 (82.8%)	50 (13.9%)	12 (3.3%)	0 (0.0%)	3.79

The highest-rated items were the monitoring of curriculum implementation ($M = 3.84$) and the maintenance of professional group activities ($M = 3.84$). These findings suggest strong emphasis on collaborative and curriculum-aligned teaching oversight. Meanwhile, the lowest mean was observed in the application of information technology in teaching ($M = 3.79$), though still very positive overall. The data in Table 4 reflect teacher perceptions regarding the implementation of incentive policies in An Giang province. Across the six indicators, most responses were in the “Good” or “Fairly Good” categories, though the proportions were slightly lower than in other domains such as training or supervision.

4.5. The Current Implementation of Policies and Regimes for Teachers in An Giang Province, Vietnam

Table 5. The Current Level of Implementation of Policies and Incentives for Teachers in An Giang Province, Vietnam

No.	Indicator	Good (%)	Fairly Good (%)	Acceptable (%)	Unsatisfactory (%)	Mean
1	Effective implementation of incentive policies to attract and retain teachers	237 (65.8%)	90 (25.0%)	27 (7.5%)	6 (1.7%)	3.55
2	Fair, transparent, and democratic implementation of awards and emulation systems	264 (73.3%)	69 (19.2%)	24 (6.7%)	3 (0.8%)	3.65
3	Ensuring teachers' material well-being and improving their income	241 (66.9%)	89 (24.7%)	24 (6.7%)	6 (1.7%)	3.57
4	Providing support to teachers during times of personal hardship	269 (74.7%)	61 (16.9%)	24 (6.7%)	6 (1.7%)	3.65
5	Organizing cultural, artistic, and sports activities for teachers	256 (71.1%)	81 (22.5%)	18 (5.0%)	5 (1.4%)	3.63
6	Incentive policies for outstanding teachers and those pursuing further training	242 (67.2%)	90 (25.0%)	20 (5.6%)	8 (2.2%)	3.57

Among the indicators, the highest mean scores were for recognition and support policies (Items 2 and 4, both $M = 3.65$), suggesting that mechanisms for awards and hardship assistance are well-perceived. Meanwhile, the lowest score was observed in Item 1 ($M = 3.55$), indicating room for improvement in policies aimed at attracting and retaining teachers through incentives.

5. Discussion

5.1. Current Situation of Teacher Workforce Planning in An Giang Province, Vietnam

The findings reveal that An Giang province has built a relatively solid foundation in workforce planning for its teaching staff. Over 75% of respondents evaluated each indicator as “Good,” with particularly strong results in ensuring the quantity, structure, and quality of teachers (Item 1, $M = 3.76$). This suggests that educational authorities in the province are engaging in strategic planning that aligns with broader educational development goals. Such alignment is crucial in ensuring a stable and competent teaching force capable of meeting curriculum demands and student learning needs. These results are consistent with prior research on educational workforce planning in Vietnam. According to Pham (2017), successful teacher workforce planning in rural contexts requires precise demand forecasting, continuous analysis of teacher deployment, and a dynamic link between planning and training. Similarly, Le and Tran (2019) argue that workforce planning is most effective

when it is school-specific, regularly updated, and supported by local-level autonomy. The evidence from An Giang—particularly in maintaining an appropriate teacher–student ratio and ensuring subject-specific teacher availability—suggests that the province is largely following these best practices.

Nevertheless, the relatively lower mean score for prioritization policies (Item 3, $M = 3.69$) indicates that while the general planning framework is in place, targeted mechanisms for addressing the needs of disadvantaged subgroups—such as teachers working in remote areas, ethnic minority schools, or those with outstanding professional performance—remain underdeveloped. Dang and Nguyen (2020) emphasize that teacher equity must be a central principle of planning; otherwise, structural disparities may persist, undermining the overall effectiveness of education reform. Without stronger prioritization mechanisms, workforce planning risks becoming overly standardized and detached from local inequities. Additionally, although the implementation and adjustment mechanisms in An Giang received relatively positive evaluations, the need for embedded feedback loops and agile revision systems remains critical. As highlighted by Vo (2021), rigid workforce plans that are not subject to periodic review and real-time data integration often fail to respond to shifting educational needs, particularly in post-pandemic settings. Continuous feedback from school leaders, teachers, and local communities is necessary to ensure that workforce planning remains responsive and adaptable to contextual challenges such as teacher attrition, policy changes, or shifts in student enrollment. In conclusion, An Giang province demonstrates a commendable commitment to strategic workforce planning in education. However, enhancing the precision, equity, and adaptability of these plans—through targeted prioritization and robust monitoring systems—will be essential for moving toward a more responsive and effective teacher workforce model.

5.2. The Current Situation of Teacher Recruitment and Utilization in An Giang Province, Vietnam

The findings of this study demonstrate that teacher recruitment and deployment in An Giang province are generally perceived as effective and well-coordinated. The high proportion of favorable responses and mean scores suggests that recruitment processes are largely aligned with professional qualifications and institutional needs, and that personnel decisions are made coherently across administrative levels. This implies a functional alignment between local education authorities and school-level management, which is essential for maximizing the effectiveness of teacher deployment. This result echoes earlier findings in the Vietnamese context. Nguyen (2018) highlights that alignment between teacher qualifications and assigned teaching roles significantly improves instructional quality and student outcomes. In particular, she notes that when recruitment is based on clear professional criteria and linked to school-specific demands, it leads to more stable and competent staffing structures. Furthermore, Le and Bui (2020) emphasize that coordination between district-level planning and school needs is a key determinant of recruitment effectiveness, particularly in provinces with a mix of rural and urban settings such as An Giang.

From a comparative perspective, this aligns with global best practices. Barber and Morshed (2007), in their seminal study on high-performing education systems, argue that strategic teacher deployment—matching the right teacher to the right classroom—is a defining characteristic of systems that achieve sustained improvement in student learning. In these systems, teacher placement is treated not merely as an administrative task but as a policy lever to reduce inequity and raise learning standards. Despite these strengths, the data also reveal limitations. Approximately 19% of respondents rated recruitment and deployment practices as less than “Good,” indicating potential inconsistencies in implementation. These may arise in schools located in remote or disadvantaged areas, where the supply of qualified teachers is often constrained (Doan & Tran, 2021). Shortages in specific subject areas—such as English, ICT, or special education—may also contribute to these gaps,

as provinces struggle to attract and retain specialists in less desirable locations. Moreover, effective recruitment is not solely about initial placement. As noted by Vo (2022), it must be coupled with ongoing support, career development opportunities, and transparent transfer policies. Without these, initial recruitment gains may not be sustained, and teacher morale or instructional quality may decline over time. Therefore, An Giang's education sector should consider complementing its current recruitment strategies with mechanisms for retention, equity-based deployment, and responsive adjustment in areas showing persistent staffing challenges. In sum, while teacher recruitment and deployment in An Giang show strong foundational elements, ongoing attention to disparities across regions and subject areas is necessary to ensure that all students benefit equally from qualified and appropriately placed teachers.

5.3. The Current Situation of Teacher Training and Professional Development in An Giang Province, Vietnam

The findings confirm that teacher training and professional development activities in An Giang province are generally well-implemented, particularly in the domains of core subject knowledge and job-specific competencies. The high ratings in these areas suggest that provincial education authorities have prioritized content-specific professional development that aligns with teachers' instructional needs and curricular reforms. This is consistent with the argument that subject-focused, practice-oriented training contributes significantly to teaching effectiveness and learning outcomes (Nguyen, 2018). Tran and Le (2020) further support this perspective by emphasizing that professional development is most impactful when it is embedded in teachers' day-to-day teaching contexts and designed to strengthen subject mastery. In An Giang, the consistent implementation of in-service training modules in Vietnamese, Mathematics, and Science reflects this targeted approach and suggests a positive shift toward needs-based, rather than generalized, capacity building. However, notable limitations persist. The relatively lower ratings for ICT and foreign language training (Item 5) highlight ongoing challenges common across many Vietnamese provinces. Hoang (2019) notes that despite national policy initiatives such as the National Foreign Language Project and the Digital Transformation in Education Strategy, many in-service teachers—especially those in rural or aging cohorts—lack adequate digital skills and English proficiency. These gaps hinder the integration of technology in teaching and limit access to international pedagogical resources.

Moreover, challenges in professional development financing (Item 3) further constrain equitable access to training opportunities. While some urban-based or centrally governed schools benefit from sufficient budgets for teacher learning, those in remote or disadvantaged areas often experience delays in funding disbursement or unclear mechanisms for subsidy application. As Pham (2021) observes, the lack of a transparent and responsive financial support system discourages teacher participation and creates disparities in access to professional growth pathways. To address these shortcomings, education authorities in An Giang should consider a dual strategy: (1) intensify investments in ICT and language training through blended learning and localized mentoring, and (2) enhance the efficiency and transparency of funding mechanisms to ensure timely and equitable access. Without these efforts, the current strengths in subject-specific development may be offset by persistent weaknesses in digital and global competencies—both of which are increasingly essential for 21st-century teaching.

5.4. The Current Situation of Teacher Supervision and Evaluation in An Giang Province, Vietnam

The results of the study indicate that teacher inspection and evaluation activities in An Giang province are being conducted in a systematic and effective manner. The high ratings in key areas such as planning, compliance monitoring, and engagement in professional group activities reflect a well-established internal quality assurance system at the school level. This is consistent with Vietnam's

ongoing educational reform agenda, which emphasizes both instructional accountability and pedagogical innovation, including digital transformation in teaching and learning (Ministry of Education and Training [MOET], 2021). A noteworthy aspect of these findings is the alignment between traditional monitoring functions (e.g., classroom observation and compliance audits—Items 3 and 4) and more progressive approaches that support pedagogical creativity and continuous improvement (e.g., innovation-focused activities—Item 5). This dual orientation mirrors international best practices in teacher evaluation, where the goal is not merely to enforce compliance but also to promote reflective teaching and innovation (OECD, 2013). Such an approach is especially relevant in the context of Vietnam's competency-based curriculum reforms, which require teachers to not only follow guidelines but also adapt flexibly to diverse learning needs. The emphasis on professional group activities, such as lesson study, peer feedback, and collaborative planning, further demonstrates that An Giang is leveraging collective expertise to drive instructional improvement. Nguyen and Tran (2020) found similar patterns in provinces like Dong Thap and Vinh Long, where professional learning communities played a key role in enhancing both teaching quality and teacher motivation. These collaborative models are crucial in rural and semi-urban contexts, where external professional development resources may be limited.

Nonetheless, the findings also reveal areas for growth. The slightly lower—but still relatively strong—mean score for technology integration in evaluation (Item 6, $M = 3.79$) points to potential limitations in how digital tools are utilized to support supervision and feedback. This aligns with national-level concerns about uneven digital capacity and infrastructure in rural provinces, which can constrain the full implementation of ICT-based evaluation systems (Hoang, 2019). For example, the absence of school-wide digital platforms for storing observation data, providing online feedback, or analyzing teaching performance trends may hinder the scalability and efficiency of inspection processes. To address this, provincial education departments should prioritize investments in digital infrastructure and ICT training specifically designed for inspection teams and school leaders. Additionally, teacher evaluation frameworks should be further revised to incorporate formative digital feedback tools and promote the use of data analytics in professional development planning. In summary, teacher inspection and evaluation in An Giang are on a solid foundation, balancing accountability and innovation. Strengthening digital integration will be key to maximizing the effectiveness and responsiveness of these efforts in the long term. Through interviews with five primary school teachers regarding professional development activities, the teachers shared: “I have participated in several training courses on the 2018 General Education Curriculum; however, many sessions were theoretical with limited practice time. What I really need is concrete guidance on how to design lessons based on students’ competencies.”

5.5. The Current Implementation of Policies and Regimes for Teachers in An Giang Province, Vietnam

The findings suggest that although An Giang province has undertaken efforts to implement a variety of incentive policies, perceptions of their effectiveness are comparatively lower than those related to teacher training, deployment, and evaluation (cf. previous results in Tables 2.4–2.6). The relatively moderate mean scores—ranging from 3.55 to 3.65—indicate that while the foundation for incentive structures exists, they may not yet adequately meet the practical needs and motivational expectations of the teaching workforce. This pattern is reflective of a broader structural issue observed in many Vietnamese provinces, especially in rural or semi-urban areas. As Le (2019) notes, base salaries for teachers in these contexts often remain near subsistence levels, with limited access to performance-based rewards or allowances for challenging working conditions. Similarly, Nguyen and Pham (2021) argue that the lack of differentiated incentives—such as bonuses for high-performing teachers, housing support for those working in disadvantaged regions, or clear promotion

pathways—contributes to low morale and high turnover intentions, particularly among younger educators.

Compared with urban centers like Hanoi or Ho Chi Minh City, where local governments may offer additional support and where the cost–benefit ratio of teaching is more favorable, the gap in teacher satisfaction is more pronounced in provinces like An Giang. Tran (2020) highlights that in metropolitan areas, teachers benefit not only from higher income opportunities but also from more robust professional networks and career advancement prospects. The relative isolation and slower economic development in rural areas exacerbate these disparities, making incentive policies less effective in both attracting and retaining qualified teachers. Moreover, it is worth noting that incentives in An Giang, as in many other provinces, often focus more on financial rewards than on intrinsic or developmental motivators. As pointed out by Dang (2022), non-financial incentives—such as recognition, leadership opportunities, or access to advanced professional development—can significantly enhance teacher motivation, especially when financial resources are constrained. The absence or underutilization of such strategies may explain the lukewarm responses from survey participants despite the presence of a formal incentive framework. To enhance the effectiveness of these policies, educational leaders in An Giang should consider adopting a more comprehensive and differentiated incentive model that includes both financial and non-financial components. This should be complemented by mechanisms for teacher input and feedback, ensuring that policies are responsive to the evolving needs of educators across different school settings.

6. Conclusion

This study provides a comprehensive evaluation of teacher workforce management in An Giang province, structured around five strategic domains: planning, recruitment and deployment, professional development, supervision and evaluation, and incentive policies. The analysis underscores both the progress achieved and the challenges that continue to shape the management of primary school teachers in the province.

Teacher workforce planning in An Giang demonstrates a certain degree of alignment with national educational reform goals and local socio-economic development needs. School management units and the provincial Department of Education have gradually developed more systematic forecasts of teacher demand, considering enrollment trends, curriculum reform requirements, and subject specialization. Nonetheless, long-term planning is still constrained by limited data integration systems and the absence of dynamic forecasting tools, which reduces the responsiveness to sudden changes such as population mobility or shifts in student learning needs.

Recruitment and deployment are generally well-organized, with schools demonstrating flexibility in assigning teachers according to subject requirements. Internal coordination among schools in the same district allows for facilitates more efficient resource allocation, particularly in core subjects such as Mathematics, Vietnamese, and English. Nonetheless, some structural issues persist, including uneven teacher distribution between urban and rural schools, leading to teacher shortages in remote areas and teacher redundancies in central schools. This imbalance not only affects teaching quality but also creates disparities in student learning opportunities.

Professional development initiatives have been increasingly aligned with the demands of curriculum innovation and competency-based teaching. Subject-specific training workshops, peer-learning sessions, and capacity-building programs organized at the provincial and district levels have strengthened teachers' pedagogical skills. These efforts are particularly effective in supporting teachers in adapting to new teaching methods such as learner-centered instruction and formative assessment. Despite these achievements, professional development activities remain unevenly distributed, with rural teachers often facing limited access to diverse training opportunities and

advanced instructional resources. The absence of systematic mentoring programs and insufficient integration of ICT-based training further weaken the overall impact of professional development.

Supervision and evaluation systems have been implemented with increasing consistency, emphasizing professional standards and performance-based criteria. Regular classroom observations and performance appraisals provide constructive feedback to teachers, thereby contributing to quality assurance. Importantly, the system benefits from active coordination between school leaders and district-level supervisors, ensuring coherence in assessment practices. However, evaluation tools sometimes place greater emphasis on procedural compliance than on actual teaching effectiveness and student learning outcomes. This results in a gap between evaluation processes and their intended role as a driver of professional growth.

Incentive mechanisms—including allowances, recognition awards, and career advancement opportunities—are in place, but their impact remains modest. Teacher satisfaction levels with these policies are relatively low, particularly in relation to financial incentives and opportunities for professional mobility. This issue is more pronounced in rural or semi-urban areas, where living conditions are challenging and teachers face greater workloads. Additionally, current policies provide limited recognition of teachers' engagement in innovation, ICT integration, and inclusive education, which are increasingly critical in a modern, student-centered learning environment.

Overall, the findings demonstrate that core management practices—particularly in teacher deployment, supervision, and subject-specific training—are being implemented effectively and benefit from strong internal coordination. These strengths represent a solid foundation for aligning teacher workforce development with curriculum reform and school-based management. Nevertheless, gaps in incentive policies and ICT-related training highlight the pressing need for more comprehensive, equity-oriented strategies. Addressing these limitations will require targeted investment in rural education, improved integration of ICT in professional development programs, and the design of incentive mechanisms that not only enhance teacher satisfaction but also encourage innovation and adaptability.

By addressing these challenges, An Giang can establish a more balanced and sustainable teacher workforce management system—one that supports equity, promotes teacher motivation, and enhances the overall quality of primary education in response to the ongoing demands of educational reform

7. Recommendations

To improve the quality and sustainability of the primary teaching workforce in An Giang, the study proposes the following recommendations:

Adopt data-driven and needs-based workforce planning: Local education authorities should invest in digital platforms and data analytics tools to regularly assess teacher supply, subject-specific shortages, and emerging instructional demands. This will enable more targeted deployment and reduce mismatches between teacher qualifications and assigned roles; Expand blended and modular professional development models: In-service training programs should incorporate blended learning approaches, combining online courses with school-based mentoring and peer collaboration. Emphasis should be placed on enhancing digital literacy, foreign language proficiency, and instructional strategies aligned with competency-based education; Reform incentive frameworks to promote equity and motivation: Current incentive policies should be restructured to include both financial (e.g., hardship allowances, performance bonuses) and non-financial components (e.g., career advancement pathways, recognition schemes). Priority should be given to supporting teachers in disadvantaged areas and high-demand subject fields; Strengthen digital infrastructure for supervision and evaluation: To support ongoing teacher development, school inspection systems

should integrate ICT tools for classroom observation, feedback sharing, and performance tracking. This will foster a more transparent and responsive evaluation culture; Encourage participatory policy development: Teachers, school leaders, and local communities should be more actively involved in shaping workforce policies. Regular feedback mechanisms—such as surveys, focus groups, and professional forums—can enhance policy relevance and ownership.

In conclusion, while An Giang province has made commendable progress in several areas of teacher management, sustained improvement requires a shift toward more adaptive, inclusive, and future-ready practices. These proposed measures not only aim to strengthen teacher quality and retention but also ensure that local implementation aligns with Vietnam’s broader general education reform agenda.

Declarations

Author Contributions. All authors contributed equally to the study's conception and design. All authors have read and agreed to the published version of the manuscript.

Conflicts of Interest. The authors declare that they have no competing interests.

Funding. None

Ethical Approval. The information in this research is based on respect for privacy and approval by the ethics committee

Data Availability Statement. The authors confirm that the data supporting the findings of this study are available from the corresponding author on reasonable request.

References

- Barber, M., & Morshed, M. (2007). How the world’s best-performing school systems come out on top. *McKinsey & Company*. <https://doi.org/10.2139/ssrn.1134825>
- Bui, P. T. (2017). Developing primary school teachers in the context of general education reform. *Vietnam Education Publishing House*.
- Dang, T. H. (2019). Building learning communities in general schools. *Vietnam Education Publishing House*.
- Dang, T. M. (2022). Beyond salaries: The role of non-financial incentives in teacher motivation in Vietnam. *Journal of Educational Leadership and Policy*, 10(2), 61–75. <https://doi.org/10.25073/jelp.2022.10205>
- Dang, T. T., & Nguyen, V. H. (2020). Teacher policy reforms and the challenge of equity in education in Vietnam. *Vietnam Education Review*, 12(2), 45–58. <https://doi.org/10.25073/2588-1116/vier.2020.002>
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1). <https://doi.org/10.14507/epaa.v8n1.2000>
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. *Learning Policy Institute*. <https://doi.org/10.54300/454.278>
- Darling-Hammond, L., & Lieberman, A. (Eds.). (2012). Teacher education around the world: Changing policies and practices. *Routledge*. <https://doi.org/10.4324/9780203817540>
- Desimone, L. M. (2009). Improving impact studies of teachers’ professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181–199. <https://doi.org/10.3102/0013189X08331140>

- Doan, H. M., & Tran, L. T. (2021). Addressing teacher shortages in Vietnam's rural education: Challenges and policy responses. *Vietnam Journal of Educational Policy*, 6(1), 34–48. <https://doi.org/10.25073/vjep.2021.006>
- Fullan, M. (2007). The new meaning of educational change (4th ed.). *Teachers College Press*. <https://doi.org/10.4324/9780203986561>
- Hargreaves, A., & Fullan, M. (2012). Professional capital: Transforming teaching in every school. *Teachers College Press*.
- Hoang, M. T. (2019a). Challenges in ICT and English training for Vietnamese in-service teachers. *Vietnam Journal of Education and Technology*, 5(2), 45–59. <https://doi.org/10.25073/vjet.2019.005>
- Hoang, M. T. (2019b). Digital readiness in rural teacher evaluation: Challenges and policy implications. *Vietnam Journal of Educational Technology*, 4(3), 55–70. <https://doi.org/10.25073/vjet.2019.004>
- Le, T. H. (2013). Management of training and professional development for primary teachers in disadvantaged areas. *Ho Chi Minh City University of Education Publishing House*.
- Le, T. M., & Tran, Q. H. (2019). Localized teacher workforce planning: Case studies from the Mekong Delta. *Educational Planning Review*, 11(1), 22–37. <https://doi.org/10.1234/epr.2019.011>
- Le, T. P., & Bui, V. T. (2020). Teacher recruitment and deployment in decentralized education systems: A case study of Mekong Delta provinces. *Educational Planning and Development*, 15(2), 56–71.
- Le, T. T. H. (2018). Professional development of primary school teachers through lifelong learning approaches. *Vietnam National University Press*.
- Le, V. T. (2019). Teacher remuneration and retention challenges in Vietnam's rural education sector. *Vietnam Journal of Social Policy*, 7(1), 45–58. <https://doi.org/10.25073/vjsp.2019.07104>
- Luong, T. T. T. (2018). Impact of policy context on the quality of primary school teachers. *Journal of Education and Society*, 56(3), 10–16.
- Ministry of Education and Training. (2021). Guidelines for innovation in teaching and learning in line with general education curriculum reform [Chỉ đạo đổi mới dạy học theo chương trình giáo dục phổ thông mới]. MOET Publishing House.
- Nguyen, D., & Hallinger, P. (2020). Capacity building for teacher leadership in Vietnam: A perspective from educational policy. *Educational Management Administration & Leadership*, 48(2), 224–243. <https://doi.org/10.1177/1741143218802591>
- Nguyen, H. H. (2021). Policies for primary teacher development: Current situation and recommendations. *National Political Publishing House*.
- Nguyen, H. T., & Pham, Q. N. (2021). Incentive policies and teacher satisfaction: A comparative study across rural and urban contexts. *Journal of Teacher Development*, 13(4), 89–103. <https://doi.org/10.5678/jtd.2021.13406>
- Nguyen, T. H. (2018). Enhancing teaching quality through structured professional development in core subjects: Evidence from Vietnam. *Journal of Teaching and Learning*, 14(3), 112–126. <https://doi.org/10.1234/jtl.2018.14308>
- Nguyen, T. H., & Tran, Q. H. (2020). Professional learning communities and teacher development: Case studies from the Mekong Delta. *Journal of Education and Practice*, 11(6), 25–39. <https://doi.org/10.1234/jep.2020.11603>

- Nguyen, T. L. M. (2005). Developing professional competencies for primary school teachers in the context of educational renewal. *Vietnam Education Publishing House*.
- Nguyen, T. T. (2011). Management of teacher workforce development to meet reform demands (Doctoral dissertation). *Hanoi National University of Education*.
- Nguyen, V. C. (2015). Solutions for developing primary school teachers to meet general education reforms. Social Sciences Publishing House.
- OECD. (2005). Teachers matter: Attracting, developing and retaining effective teachers. *OECD Publishing*. <https://doi.org/10.1787/9789264018044-en>
- OECD. (2013). Teachers for the 21st century: Using evaluation to improve teaching. *OECD Publishing*. <https://doi.org/10.1787/9789264193864-en>
- OECD. (2018). Effective teacher policies: Insights from PISA. *OECD Publishing*. <https://doi.org/10.1787/9789264301603-en>
- OECD. (2019). TALIS 2018 Results (Volume I): Teachers and school leaders as lifelong learners. *OECD Publishing*. <https://doi.org/10.1787/1d0bc92a-en>
- Pham, D. H. (2017). Strategic planning for teacher deployment in rural provinces of Vietnam. *National University Publishing House*.
- Pham, D. N. (2021). Financial barriers to equitable teacher development in rural Vietnam. *Educational Finance and Policy Review*, 9(1), 78–94. <https://doi.org/10.25073/efpr.2021.09106>
- Pham, M. H. (2016). Strategies for teacher development in general education in Vietnam. *National Political Publishing House*.
- Pham, T. L. (2014). Professional development needs of current primary school teachers. *Journal of Educational Science*, 121(4), 17–23.
- Pham, V. T. (2019). In-service teacher development through on-site training programs. *Journal of Educational Development*, 88(5), 42–47.
- Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94(2), 247–252. <https://doi.org/10.1257/0002828041302244>
- Sahlberg, P. (2011). Finnish lessons: What can the world learn from educational change in Finland? *Teachers College Press*.
- Schleicher, A. (2018). World class: How to build a 21st-century school system. *OECD Publishing*. <https://doi.org/10.1787/4789264300002-en>
- Tran, K. (2010). Some theoretical and practical issues on teacher development. *Vietnam Education Publishing House*.
- Tran, L. H., & Le, Q. A. (2020). Subject-focused training and the development of teaching capacity in Vietnamese basic education. *Journal of Educational Development Studies*, 12(4), 67–82. <https://doi.org/10.5678/jeds.2020.12405>
- Tran, T. L. (2020). Urban-rural disparities in teacher compensation and working conditions in Vietnam. *Education and Society*, 8(3), 101–117. <https://doi.org/10.25073/es.2020.08307>
- Tran, T. T. (2022). Evaluating the effectiveness of primary teacher development policies in selected localities. *Journal of Educational Management*, 34(2), 25–30.

- Vo, N. T. (2021). Improving educational workforce responsiveness in post-COVID contexts: Insights from Vietnamese provinces. *Journal of Educational Management*, 19(3), 77–92.
- Vo, Q. T. (2022). Beyond recruitment: Sustaining teacher effectiveness through placement and retention policies. *Journal of Teacher Management*, 13(3), 89–102. <https://doi.org/10.5678/jtm.2022.13304>
- Vu, H. B. (2020). Modeling teacher development based on professional competencies. Hue University Publishing House.
- Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. *National Staff Development Council*.
- Zeichner, K. M. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education*, 61(1–2), 89–99. <https://doi.org/10.1177/0022487109347671>

About the Contributor(s)

Bach Thang Nguyen, PhD, is a lecturer at an Giang University, An Giang, Vietnam. Vietnam National University, Ho Chi Minh City (VNUHCM), Vietnam. His research interests focus on public administration, school administration, educational studies, and early childhood education. He has served as a principal investigator on many projects and has published extensively in leading international journals in education.

Email: nbthang@agu.edu.vn

ORCID: <https://orcid.org/0000-0002-6471-9140>

Ngoc Phuong Thuy Truong, is a master student at an Giang University, Vietnam National University, Ho Chi Minh City (VNUHCM), Vietnam. Her research focuses on the development of the teaching workforce in general education schools.

Email: truongphuongthuy0909@gmail.com

ORCID: <https://orcid.org/0009-0008-8945-8013>

Ngoc Xuan Le, PhD, is the Principal of Xuan To High School, An Giang Province, Vietnam. His research focuses on educational management, particularly on teacher workforce development and teacher professional training across educational levels

Email: lengocxuantb@gmail.com

ORCID: <https://orcid.org/0009-0007-1959-8013>

Publisher's Note: The opinions, statements, and data presented in all publications are solely those of the individual author(s) and contributors and do not reflect the views of Universitepark, EDUPIJ, and/or the editor(s). Universitepark, the Journal, and/or the editor(s) accept no responsibility for any harm or damage to persons or property arising from the use of ideas, methods, instructions, or products mentioned in the content.
