

DEVELOPING A STRATEGIC MANAGEMENT GUIDELINES TO ENHANCE THE SELF-STUDY DRAWING SKILLS OF IN PRIMARY SCHOOL STUDENTS: A CASE STUDY OF YUANQU COUNTY CENTRAL PRIMARY SCHOOL CHINA

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Abstract

The objectives of this study are twofold: 1) to explore the problems of improving primary school students' self-taught painting skills, and 2) to manage strategies to improve primary school students' drawing skills, and to investigate the problems existing in the process of learning art among primary school students. The sample for this survey consisted of 309 students and 28 teachers. Respondents' opinions were assessed using a five-point Likert rating scale, and the collected data and information were analyzed, interpreted, and then presented in the form of frequency counts, percentages, mean, and standard deviations. The correctness and applicability of the instruction manual for improving students' drawing ability were evaluated through content analysis of the opinions and ideas of the three focus group discussions, and it was approved by the IOC (Conformance Index) Faculty of Education. The key findings of this study are as follows: 1) Art teaching helps to cultivate students' imagination and observation skills. In the process of art teaching, students' imagination and observation skills are extremely important. 2) Art teaching helps to guide the development of students' interests, and interests are the best teachers. How to stimulate students' interest in learning is an important factor in art teaching. This paper will identify the main principles and practices that should be included in this guide through a comprehensive literature review, art education, strategic management, and teaching strategies for elementary school students, in addition to soliciting the opinions of experienced art teachers at Yuanqu County Central Elementary School to ensure that the implementation of this guide in the classroom is targeted and practical.

Keywords: Drawing Skills Teaching, Primary Schools, Strategic Guidelines

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Introduction

The 21st century is an era of rapid development of modern information technology, and has also ushered in an era of global political, economic, cultural, technological, educational integration, and globalization centered on the "knowledge industry". It is urgent to build a new era with a demand for high-quality talents. International education experts point out that "for the first time in history, education is nurturing new people for a society that has not yet existed" (Fuller, 1972, pp.1-3). Nowadays, students will encounter many problems and challenges in their lifetime, including how to solve them, what tools they need, and what abilities they possess. In the face of future society, they need to compete, challenge, survive, and work hard. They can only rely on themselves and lifelong learning. So, students must have good learning abilities, and among various learning abilities, creativity is the highest expression of learning ability. The future society needs talents, and more importantly, innovative talents to ace the increasingly severe challenges in various fields internationally. Art education plays an important role in cultivating subject and comprehensive abilities during childhood. Children's art education is an education that enhances people's aesthetic and innovative awareness, with the aim of promoting the comprehensive and harmonious development of children's body and mind. The purpose of art education is to cultivate social groups and individuals with diverse art knowledge and abilities, directly or indirectly influencing and improving the material, spiritual and cultural aspects of society, and enhancing the literacy of the entire population. The new round of basic education reform in China emphasizes the combination of three-dimensional goals in education goals, namely knowledge and skills, processes and methods, emotional attitudes and values. Require students to learn to understand and remember, experience the process, and cultivate their abilities during the teaching process. In terms of curriculum structure, emphasis is placed on the implementation of courses such as art and physical education. The Decision of the Central Committee of the Communist Party of China and the State Council on Deepening Education Reform and Comprehensively Promoting Quality Education also points out: "Aesthetic education not only cultivates sentiment and improves quality, but also helps to develop intelligence and plays an irreplaceable role in promoting students' comprehensive development. Conducting rich and colorful extracurricular literary and artistic activities, enhancing students' aesthetic experience, and cultivating students' ability to appreciate and create beauty, The cultivation of abilities plays a crucial role in education. The development of social economy has driven the pace of competition in various industries, and in this competition, it is necessary to rely on the support of high-quality talents. As social competition becomes increasingly fierce, the importance of

professional talents becomes prominent. The concept of "developing students' core literacy system" in China first appeared in the "Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Cultivating Virtue and Cultivating People" issued in 2014. This document also establishes criteria for assessing academic quality. The proposal of this concept has established a "indicator light" for the development of art education in primary and secondary schools in China, but it is also a great challenge to implement the core literacy of art into art teaching practice.

In primary school art teaching, the cultivation of core competencies should start from many aspects, such as understanding the images and texts in the textbook, the moral sentiments contained in the art textbook, the cultivation of innovative ability in art education, and the cultivation of imagination. Art core literacy is an important manifestation of individual comprehensive literacy. However, from the perspective of young students, the cultivation of art core literacy is a long process. This literacy is not innate to students, but must be developed after a lot of effort in the day after tomorrow. Therefore, in the process of primary school art practical teaching, it is necessary to base oneself on a comprehensive perspective, starting from a young age, and enable primary school students to read text based on the foundation, Express your thoughts. Although primary school art teachers may not use it for other purposes, as in primary school calligraphy classroom teaching, they do not allow students to learn a large amount of art knowledge during specific teaching. Students' aesthetic values and abilities have not been improved, their temperament has not been exercised, and their character has not been cultivated. Before studying this topic, the author conducted a prospective survey on the classroom teaching of art at the Central Primary School in Yuanqu County, and found the following problems in the teaching of this course: firstly, the teacher's own art foundation is not solid, and they are unable to implement effective teaching for students. Secondly, schools and teachers do not attach importance to art classes, which leads to students' lack of attention to art classes and the inability to cultivate their core competencies. So, under the guidance of my supervisor, I chose the perspective of core artistic literacy and took the primary school as an example. Based on the practical research of primary school art teaching, I compiled a manual on improving primary school students' painting ability as the topic of this research project.

In primary school art teaching, under the concept of core literacy, how to carry out and implement primary school art teaching under the core literacy of art, to make its teaching more effective. At the same time, based on the conclusion of this research topic, after widespread popularization in primary school art teaching, it can guide the specific teaching process of primary school art teachers, design different teaching scenarios, adopt different teaching methods, and improve the level of primary school art teaching, to enhance the painting ability of primary school students.

Research Objectives

1. To explore the issue of improving primary school students' self-learning painting skills.
2. To develop a guideline for constructing a manual to improve the painting skills of primary school students.

Research Method

Population and Samples

Population: The subjects of this study were all art teachers and students in Central Primary School of Yuanqu County, including 28 teachers and 309 parents, a total of 318 people (since the subjects were primary school students with poor autonomy, parents were responsible for filling in the questionnaire).

Samples: The population and sample of this research project will be divided into two groups: 1) 28 art teachers from the Central Primary School in Quxian County; 2) 309 parents of students from Yuanqu County Central Primary School. The sample groups will be derived from Krejcie & Morgan (1970, pp.607-610) and the stratified random sampling techniques will be used to collect respondents.

Area of the study: This topic will take Yuanqu County central primary school as an example to study. The main reasons why I chose this school as the case study are: 1) The level of education and teaching in this primary school is above the average level of primary schools in the county. 2) The art teachers in our school are very good. 3) The core artistic quality of the students in this school is higher than the county average.

Research Instrument

The main research tools are: 1) questionnaire survey, 2) a focus group discussion meeting on a set of questions. The question of collecting data and information in the questionnaire is to improve the painting ability of primary school students, and a manual needs evaluation is to improve the painting ability of primary school students. A questionnaire is constructed based on theory and concepts. Three experts (two experts in art painting and one Thai professor) evaluated and approved the correctness and applicability of the questionnaire. The IOC values of all questions in this question range from 0.67 to 1.00 and Cronbach's alpha coefficient was 0.89, (Cronbach, 1951, pp. 297-334) indicating that the questionnaire can be used to collect data and information in this study. In addition, this set of questions is also used to gather ideas and opinions from a focus group discussion meeting. The ideas and opinions of these three experts were used to improve and correct the manual.

Data Collection

For this research project, the researchers submitted a permit to the school in advance, requesting permission to collect data and information from the sample group of Yuanqu County Central Primary School. The researchers themselves will collect data and information online through email.

Data Analysis

Analyze and explain the data and information collected from the sample group on requirements and issues, and present them in frequency counts, percentages, averages, and standard deviations. Use the Likert five points rating scale to evaluate respondents' opinions. Through content analysis and analysis of the opinions and ideas of three focus group discussion meetings, the correctness and suitability of the guidance manual for improving the painting ability of students in Yuanqu County Central Primary School were evaluated and approved through the IOC (Consistency Index)

The criteria and define at the range of the mean scores as the following: The ideas and comments from the 5 specialists obtained from the focus group discussion meeting were analyzed by using Quantitative Research Method and then used to correct and improve the contents of the management guideline handbook. Rating reference table: (Srisa-ard, 2002, p. 103)

weight/Scale	Mean Range	Verbal Interpretation
5	4.51-5.00	Highest
4	3.51-4.50	High
3	2.51-3.50	Middle
2	1.51-2.50	Low
1	1.00-1.50	Lowest

Conclusions

Among the 28 teacher questionnaires surveyed, there were 10 male teachers, accounting for 36%, and 18 female teachers, accounting for 64%. From Table 4.1, it can be seen that the education level of 16 teachers is at or above the master's level, accounting for 57%, and the proportion of teachers with 6-15 years of teaching experience is 79%. This indicates that the majority of teachers in this primary school have a high level of education and rich teaching experience.

Among the 309 questionnaires participating in this survey, 150 were female and 159 were male. Female students account for 48.5% of the total, while male students account for 51.5% of the total. There are more people in middle and lower grades than in higher grades. The parents

who conducted the survey on their behalf had a concentrated education level in the undergraduate and master's stages (65.7% and 19.4% respectively), indicating that they had a higher level of education.

Among the problems with primary school students' autonomous painting skills, the first and 17th questions have the highest values ($\bar{X}=4.68$ S.D. $\bar{X}=0.21$, $\bar{X}=4.65$ S.D. $\bar{X}=0.37$), indicating that schools and teachers do not attach enough importance to students' autonomous painting skills. The 5th and 15th questions have the lowest values ($\bar{X}=2.66$ S.D.=0.53, $\bar{X}=2.56$ S.D.=0.45), indicating that students have insufficient awareness of improving their autonomous painting skills. Survey Data Results on the needs of primary school students' autonomous painting skills (Teachers)

Among the problems with primary school students' autonomous painting skills, the first and 17th questions have the highest values ($\bar{X}=4.68$ S.D. = 0.21, $\bar{X} = 4.65$ S.D. = 0.37), indicating that schools and teachers do not attach enough importance to students' autonomous painting skills. The 5th and 15th questions have the lowest values ($\bar{X}=2.66$ S.D.=0.53, $\bar{X}=2.56$ S.D.=0.45), indicating that students have insufficient awareness of improving their autonomous painting skills. Survey Data Results on the Problems of primary school students' autonomous painting skills (Students' parents).

It can be seen that in the eyes of parents, primary school students have more problems with their autonomous painting skills, and all problems are at a high or highest level. Among them, the values of questions 15 and 17 are the highest ($\bar{X}=4.87$ S.D.=0.52, $\bar{X}=4.89$ S.D.=0.54), indicating that parents do not attach enough importance to their students' autonomous painting skills. The values in question 2 and question 3 are the lowest ($\bar{X}=4.35$ S.D.=0.32, $\bar{X}=4.07$ S.D.=0.52), indicating that parents of students lack awareness of improving their independent drawing skills. Survey Data Results on the needs of primary school students' autonomous painting skills (Students' parents).

It can be seen that in the eyes of parents, all the needs for autonomous painting skills in primary school students are high or at the highest level, indicating that parents are very eager to improve their children's autonomous painting skills. Among them, questions 9 and 14 have the

highest values ($\bar{X}=4.85$ S.D.=0.44, $\bar{X}=4.89$ S.D.=0.54), and questions 4 and 12 have the lowest values ($\bar{X}=4.44$ S.D.=0.45, $\bar{X}=4.50$ S.D.=0.27).

A strategic management guidelines aimed at improving primary school students' autonomous painting skills, divided into 5 units; 1) Teachers should clarify the correct teaching philosophy, 2) improve the content of primary school art teaching, 3) improve the teaching methods of primary school art, 4) enhance the teaching ability of teachers, and 5) improve the teaching evaluation mechanism, 6) classroom cases of improving art painting skills. Three experts (one Thai professor and two experts in painting skills) were invited to evaluate the accuracy and applicability of the content for all five units, expressed as loc (Index of Consensus) values.

The correctness and applicability of the contents of the 3 specialists (one Thai professor and two experts in painting skills) and the 6 units proposed by the International Olympic Committee (consistency index) are 0.67 or above, this means that the construction of this manual to improve students' drawing skills is acceptable, which can be used as a manual for self-study drawing skills of in primary school students.

Discussion

Several suggestions for improving the independent painting skills of primary school students: Firstly, art teaching helps to cultivate students' imagination and observation skills. In the process of art teaching, students' imagination and observation skills are extremely important. The cultivation of students' imagination and creativity in art education can also inspire the learning of other knowledge. Primary school art teaching combines the curriculum involved in the textbook with the actual situation of primary school students, fully explores the imaginative factors in the textbook content, enriches the imaginative content, provides imaginative methods, stimulates their interest in art classes, further cultivates students' observation and imagination, enhances their enthusiasm for creation, and continuously promotes the development of their creative talents. As art is a discipline, in order to enhance the development of students' imagination and observation, effective guidance from teachers is needed to stimulate students' interest in exploring art. In the teaching process, teachers should not only focus on the skills of students in drawing, but also pay attention to their observation of model paintings, use their brains, think more, understand more, and summarize more, in order to have a certain level of innovation ability. They should guide students to connect with daily life in teaching, perceive changes in things in life, and through the form of connections, enable students to use their imagination to

recombine things and express themes. Like the association of lotus forms, students, based on their life experiences, carefully observe the colors and changes in the appearance of onions and green radishes, and connect them with the petals and stems of lotus flowers in terms of color and appearance. They use their imagination to conceive and create a work using onions and radishes as materials in daily life by comparing new production methods. In this way, students' imagination and observation ability can be continuously improved and developed in art teaching, promoting the cultivation of their innovative abilities. In art activities, students should have a rigorous attitude, as well as a spirit of boldness, imagination, and innovation. They should have both artistic atmosphere and personality.

Secondly, art teaching helps guide the development of students' interests. Interest is the best teacher. How to stimulate students' interest in learning is an important factor in art teaching. Art teaching emphasizes the emotions and cognition of students and cultivates them in a flexible and varied teaching method, so that students can stimulate their interest in learning art, strengthen their art education, and cultivate their persistence in learning art. For example, in the second volume of the fourth grade textbook "Chinese Character Association" in the Renmei version, I designed three steps based on the textbook content: 1. Situational introduction: using PPT to play pictures, the teacher uses artistic and imaginative language to convey to students in the form of picture books, never opening up the inner world of students, feeling the scene of reading picture books before school age, and guiding students to use their imagination and observation power. Teaching in the form of comparison: First, play a passage about the evolution process of the character "Ma" to give students a preliminary understanding. Then, present a work created using pictograms and have students explain the content of the picture. Through this process, students can exchange ideas and develop a certain interest in pictograms, making the classroom atmosphere more lively. Then, play the way we use Chinese characters, Let students guess its hieroglyphs and develop their thinking in a reverse way. 3 Bold associations: Each student has a different preference for writing. Students use pictographic characters to create a work, and through self-evaluation and communication, their knowledge and theme in this class are improved. In addition, art can not only stimulate students' interest in learning, but also enrich their spiritual world through learning art knowledge and skills. In the process of theoretical knowledge and practical learning, students can experience the unique charm of art, thereby maintaining the persistence of their interest.

Thirdly, art teaching helps to develop students' innovative spirit. Unlike mathematics, art innovation does not have a fixed disclosure and theory. So, in the process of teaching primary and secondary school students to create, the value they can express reflects a certain spirit of innovation. In the evolution of Western art history, artists have repeatedly broken tradition and continuously promoted the development of art through innovation. For example, in the 19th century, the Impressionist Monet broke away from traditional classical painting forms and pursued

changes in light and color, leading to the later impression that Cézanne abandoned color and studied the geometric forms of things, which also changed people's concepts of art; Furthermore, Picasso's emphasis on geometric forms in Cubism and Matisse's emphasis on the use of pure colors in Fauvism have redefined the concept of art; The emergence of the father of postmodernism, Duchamp, has subverted people's understanding of art and refreshed their understanding of beauty. Duchamp's artistic philosophy has had a great impact on modern and contemporary art. It is precisely because of the continuous innovation of artists that we can appreciate the different styles represented by different eras today. Artists' innovation makes people realize the importance of the spirit of innovation. The spirit of innovation is inseparable from the individual characteristics of students. In painting, a natural understanding of life is revealed, and it is not limited to specific things, making it more imaginative. For example, in the process of students creating their own landscapes, they will use vegetables and fruits to create a painting, as shown in Figure 8. Elementary school students use the similarity between strawberries and petals, vegetables and pine trees, and combine practical life to create relatively novel works. In art teaching, cleverly introducing and attracting students' attention can stimulate their interest and stimulate their enthusiasm; Language communication can be a resonance between teachers and students, as well as between students. The emergence of innovative thinking in language expression can be reflected in the innovation of work evaluation and the updating of painting techniques.

Fourthly, the practical significance of cultivating innovative abilities. The continuous development of modern technology and the continuous improvement of people's lives have not only changed their production and lifestyle, but also their thinking and learning methods. The inheritors of the new era and the builders of socialism must have innovative thinking and the ability to constantly innovate. Innovation is an inexhaustible driving force for the development of an era. It can be said that without innovation, a society will not develop and a nation will not progress. With the continuous development of society, people gradually realize that the development of society cannot be separated from the creation of new talents. Many facts also prove that innovative talents are an important driving force for promoting social development. According to research scholars, the best time to cultivate innovation ability is during adolescence, which indicates the importance of cultivating art innovation ability in students during their teenage learning period. This not only relates to the personal growth and development of students, but also to the future progress and development of the country. Therefore, art education is essential for the cultivation of youth, and the development of art education promotes the development of the country. Japanese preschool art educator Hirohiko Ban said, "Art activities are not about teaching young children to draw a picture or make a craft, not to cultivate future painters, but to use it as a means to develop intelligence, cultivate innovative talents, and noble sentiments." Therefore, it is necessary to cultivate their innovative ability in art education, which is also in line with social development and needs, and is an important content in teaching.

Suggestion

The prominent issue that needs to be addressed in this study is to provide guidance for the improvement and management of primary school students' autonomous painting skills, which can only be provided to teachers and parents to a certain extent. In order to improve the independent drawing ability of primary school students, it is necessary to adhere to future school and family education. Due to a lack of theoretical knowledge and practical experience, my research depth and breadth have not reached a high level, and my handling of problems is not accurate and thorough enough. There are still many shortcomings in my research, and I earnestly request all teachers to make corrections so that I can continue to make progress in future research.

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