

Chapter 6

The Assessment for Career Counseling Skill for Teacher at High School: A Case Study in Vietnam

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ABSTRACT

In Vietnam, career counseling for students after graduating high school has limitations and advancing the career counseling skills of the high school teachers has not been highly assessed. An effort for the factor theory and measure proposal is the base for dealing with the problem. The author carried out a survey of 115 teachers belonging 40 high schools in Vietnam. As a result, the reality of career counseling skills of teachers at high schools is at the average level. This research is the base for enacting policies for the training of career counseling skills at high schools in Vietnam in the future. The result is described in the content of this article.

1. INTRODUCTION

In Vietnam, confucius culture influenced the life and psychology of high school students and their parents. Their parents always wish them to enter the university that makes the problem “master lack of workers” clearly. The ministry of Education and Training has the policies about the career counseling to improve the training career counseling and divides students after finishing High school effectively. In Vietnam, the head-class teachers and technology teachers teach mostly the career counseling activity at High school. These groups are not trained formally about the career counseling field. Therefore, researching the reality and building the modul about training measure for career counseling skill for teachers at high school at present is very important to improve teaching career counseling and it is the base of the ministry of Education and Training proposing the policies in the next time.

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2. RESEARCH OVERVIEW ON CAREER COUNSELING

In Vietnam, the career counseling is concerned and practiced at the target, content in the general education program. Especially, The ministry of Education and Training promulgated the project of whole general education programs on 19th January 2018 with particular target: “Helping students develop continuously and competence of the labourers; citizen’s awareness and personality; self-study ability and self-study awareness forever, suitable career choice ability with competence and hobby; condition and circumstances of themselves to continue studying higher; studying career or taking part in labour life; correspondence ability with the changes of global background and new industrial revolution.”

The career counseling is an important content in all periods of the general education program. However, some places, some schools carry out the career counseling ineffectively, the people who work in this field are mainly head-class teacher and technology teachers. Those teacher groups are not trained formally, a lower number of teachers and not enough qualification. They are not equipped with knowledge and skill about career counseling. They help students mainly by their experience. Therefore, the career counseling at High school activity has difficult and ineffecient. The qualification doesn’t respond with the requirement of students and society. The students don’t prepare carefully to choose a suitable job for them and the demanding of society.

The career counseling appeared in the end of 19th century in the world, as well as the creation of career theory, development career with the typical representators such as:

The authors gave many career counseling theories which have value nowadays for example: Trait and factor theory (Parsons, 1909), career development and system theory (McMahon & Patton, 2006), theory about position controlling (Krumholtz & Levin, 2004), five factor theory (McMahon & Patton, 2006), theory of personality (Holland, 1997). These theories poit out:

- In choosing career procedure, each individual must understand himself, career world and the relation between individual feature and detail work requirement to choose a suitable work;
- Choosing career of each individual only not belongs to the subjective elements but also the objective elements that are influenced by their family, friends’idea, social trend, local customs. We can’t control surroundings but we may control our internal feelings and be the master of our fate;
- Emphasizing five main factors in career counseling influence to each individual’s career choice decision: 1. The effort; 2. The sense; 3. The extrovert; 4. The satisfaction; 5. The pleasant with experience: Intelligent, brave, imaginative, curious, creative, different;
- Describing six kinds of typical people, six types of environmental correspondence. There are careers correspondence with each personality type and working environment. Therefore, there is the agreement between people and working environment.

The authors Schmidt (1996), Roger (1998), Vernon (2002) pointed out the career counseling activity at High school to give the advice and help students in finding career world, their competence, personality, hobby to choose the suitable job.

In the book *Counseling in school: Essential services and comprehensive programs* of Schmidt (1996) and *Handbook on career counseling* of Unesco (2002) pointed out the content of career counseling including: Providing information about career world, connecting students with labour sources, helping students aware of their hobby, value, ability and personality, encouragement, promotion and giving advice for students to choose the as well as become a whole life learners.

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