

MOBILIZING THE BOARD OF REPRESENTATIVE OF STUDENTS' PARENTS TO PARTICIPATE IN CAREER ORIENTATION ACTIVITIES OF HIGH SCHOOL

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THÔNG TIN	TÓM TẮT
<p>Ngày nhận: 12/10/2023 Ngày nhận lại: 26/10/2023 Duyệt đăng: 22/11/2023 Mã số: TCKH-SĐBT11-B02-2023 ISSN: 2354 - 0788</p> <p>Từ khóa: Định hướng nghề nghiệp, Học sinh THPT, Ban đại diện cha mẹ học sinh .</p> <p>Key words: Career orientation, Student, High school, Board of representative of students' parents (BRSP).</p>	<p>Theo chương trình giáo dục phổ thông năm 2018 của Việt Nam, định hướng nghề nghiệp cho học sinh là nhiệm vụ bắt buộc ở bậc THCS, THPT. Đảng, Nhà nước Việt Nam cho phép và khuyến khích nhà trường huy động các cá nhân, tổ chức, trong đó có Ban đại diện cha mẹ học sinh (BĐDCMHS) cùng thực hiện nhiệm vụ. Trước khi huy động BĐDCMHS, trường nên đánh giá về năng lực tham gia định hướng nghề nghiệp cho học sinh của tổ chức này, bao gồm: nguồn nhân lực, tài chính, cơ sở vật chất và vốn xã hội. Ngoài ra, nhà trường cũng phải xác định những khó khăn của mình trong việc định hướng nghề nghiệp cho học sinh và chia sẻ thông tin với BĐDCMHS. Một số trường THPT ở Thành phố Hồ Chí Minh đã được chọn làm mẫu cho nghiên cứu này.</p> <p>ABSTRACT</p> <p>According to Vietnam's 2018 general education program, career orientation for students is a mandatory task in secondary schools and high schools. The Party and State of Vietnam allow and encourage schools to mobilize individuals and organizations, including the Board of Representatives of Students' Parents (BRSP) to participate in implementing this task. Before engaging BRSP, the school needs to know about its career orientation capacity, including human resources, finance, facilities, and social capital. In addition, school must also identify difficulties in career orientation for students and share these issues with BRSP. Some high schools in Ho Chi Minh City were selected as samples for this study.</p>

1. Introduction

According to the previous education program, career orientation activities were activities outside of class time, which schools encouraged to organize for students, but according to Vietnam's new 2018 general education program, career guidance activities became a mandatory activity in middle schools and high schools[8]. Career orientation for students helps them to choose appropriate subjects, to arrange the learning route and be confident in their choices, as well as have a more competitive advantage in the career market. Thereby, they will control the risk of working in the wrong field and avoid unemployment when pursuing unsuitable fields. At the same time, when students pursue a career they love, they will proactively research and learn about the field they are interested in, so they can contribute to their family and society through that profession. According to the regulations of the 2018 education program, schools must carry out 105 periods/year (including experiential activities), the form of organizing career orientation activities can be flexible, suitable for the psychological and physiological characteristics of students, characteristics of schools, classrooms and regions. As for high school students, the school must help students form 3 specific career competencies:

Knowledge of occupations: Explain the working conditions, types of jobs and job positions of occupations or occupational groups; Analyze requirements for the qualities and capabilities of professionals; Knowing the social needs of professions and the development of those professions in society; Know clearly about colleges, universities, and vocational schools related to the career they want to pursue; Analyze possible accident risks and how to ensure occupational health.

Understand and practice career-related qualities and abilities: Demonstrate an interest

in the profession or career field and regularly performed activities in that career field; Determine whether your own qualities and abilities are suitable or inconsistent with the requirements of the occupational group and profession you intend to choose; Train basic qualities and abilities to meet the requirements of the chosen profession and many different professions; Know how to maintain occupational safety and health[12].

Entering the 21st century, the world career map changes rapidly and strongly, many new professions are born, many old professions have disappeared to meet the needs of digitalization and globalization, so schools will encounter many difficulties in achieving the vocational education goals mentioned above [1]. Schools really need the help of individuals and organizations in society, including BRSP.

The BRSP is a volunteer social organization on the all continents and developed in many different models. This social volunteer organization is called: Board of Representatives of Students' Parents (BRSP), Parent Teacher Association (PTA), Parent Teacher Student Association (PTSA), Parent Teacher Organization (PTO), Parent Teacher Community Association (PTCA)...The commonly used name is Parent Teacher Association (PTA)[9]. The PTA has the mission and goals are as follows:

The mission of the PTA is to make every child's potential a reality by engaging and empowering families and the communities to advocate for all children.

The objective is:

- To promote the welfare of children in the family, schools and community.

- To improve the standards of family life.

- Ensuring adequate laws to care and protect children

- To bring a closer relationship between the family and the school, parents and teachers can cooperate in a smart way in children's education.

-To develop the relationship between educators and the public to ensure that all children with the biggest advantages in the process of physical, mental, social and ethical development [10].

The BRSP is also empowered by the Vietnamese state to participate in a number of educational activities of schools, including career orientation activities[11]. Therefore, we only need to identify: The difficulties of high schools when organizing career orientation activities for students; The BRSP's capacity to participate in career guidance activities and methods to mobilize BRSP to participate in career guidance activities for students.

2. Methodology

This section describes the sample, data gathering instrument and procedure, and the statistical treatment of data.

Sample: The researcher discusses how the current study relates to the prior studies on parents teacher Association (PTA)/ the Board of representative of students' parents (BRSP). The scope of the study is narrowed down to mobilizing BRSP to participate career orientation activities for student of some high schools in Ho Chi Minh City, Vietnam. This study was conducted in high schools of Ho Chi Minh City. The research sample was 1310 people, including leaders, teachers, officers of BRSP and students' parents of high schools

Total enumeration was used 399 parents, 357 BRSP officers, 122 leaders and 431 teachers of the high schools in Ho Chi Minh City. Sum is 1309 respondents and rate is 9,32% (leaders), 32,93% (teachers), 27,27% (Officers), 30,48%(Parents).

Table 1. Distribution of the respondents of the study

	Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Leader	122	9.32	9.32	9
	Teacher	431	32.93	32.93	42
	Officer of BRSP	357	27.27	27.27	70
	Parent	399	30.48	30.48	100
	Total	1309	100.00	100.00	

Data Gathering Instruments: This study made use of a questionnaire made up of three parts to gather pertinent information about the BRSP's capacity to participate in career orientation activities for students. The questionnaire is in Vietnamese, the respondents answered a set of questionnaire and were guided by the researcher. The questionnaires are addressed: What are the difficulties of high schools in career orientation for students? What is BRSP's career orientation capacity for students? What is the effective method of mobilizing BRSP to participate in career orientation activities for students? The data gathering was done school year 2022-2023.

Scoring Procedure: The hereunder scale, ranges of scores and descriptive rating was used in the study. To facilitate the evaluation, data analysis and scientific reasonable, the information gathered from the survey the current situation are conventions based on the average value of 5 Likert scale with the value gap = (Maximum - Minimum) / n = (5-1) / 5 = 0.8, meaning the following levels: 1.00 - 1.80 (Very low, Very little); 1.81 - 2.60 (Low, little); 2.61 – 3.40; (Fair, Average); 3.41 to 4.20: (High, much); 4.21 to 5.00: (very high, very much).

Data Gathering Procedure: With the permission of the leaders of school and the help of the teachers, officers and parents of high schools of Ho Chi Minh City, the researcher

conducted a survey on Mobilizing the BRSP to Participate in career orientation activities for high school students.

Statistical Treatment of Data: To analyze the data that was gathered in this study, the researcher utilized the statistical tools: The data in this study was gathered through the use of questionnaire developed by the researcher. The data was analyzed and interpreted using the statistical tools: frequency, percentage, SD, mean to describe the profile of the respondents and BRSP's capacity to participate in the career orientation for high school, the difficulties of high schools in the career orientation for students.

3. Findings

3.1. The task of career orientation for students is a difficult task and requires the help of individuals and organizations, including BRSP

Survey data shows that the proportion of teachers in high schools with in-depth expertise

in career orientation and in-depth training in career guidance activities is very low. Most of the people surveyed answered that the school's teachers and staff do not have a career-oriented education certificate for students. Surveyed people rated very low the certificate of participation in career-oriented education for students that teachers possess and there was no significant difference in the 4 survey factors ($mean=2,17$, $SD= 0.89$). Career orientation is the extra task of the homeroom teacher and other teachers. They did not understand some new professions that appeared. They lack time and experience to organize career orientation for students. The school lacks tools, facilities, and locations to organize career orientation for students (lack of tools to measure health, career testing, and career orientation experience). The school lacks financial resources to organize career orientation for students (Table 2).

Table 2. Difficulties of high schools

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Most teachers and school staff have certificates of career-oriented education for students	1309	1	4	2.17	.689
The school has enough tools, facilities, and locations to organize career orientation for students	1309	1	5	2.00	.929
The school has enough financial resources to organize career guidance for students.	1309	1	5	2.19	.948
The school needs the participation of other individuals and organizations in career orientation activities for students	1309	1	5	4.70	.949

Table 2, it also showed that the school currently needs support from organizations and individuals outside the school in many aspects in terms of career guidance participants, facilities and financial resources for career-oriented education for students ($mean=4.70$, $SD=0.949$).

3.2. The officers of BRSP have a deep understanding and experience of their own professions

The professions of the officers of BRSP are very diverse. They work in many different occupational groups: education, science, technology, communications, journalism, armed forces (police, soldiers), medical field,

engineering, mechanical, trade, business, farmers... Respondents highly appreciated the knowledge and professional experience of officers of BRSP. 89.4% of people surveyed chose a high score in the question about BRSP Officers' knowledge and professional experience (deep understanding of the

profession and a lot of experience in their profession). Only 1.1% chose a very low level for officers' BRSP's career experience and understanding, meaning the officers have very little knowledge and experience about their own career.

Table 3. Understanding and experience of BRSP's Officers on their own professions

The officers of BRSP have a deep understanding and experience of their own professions		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very little	14	1.1	1.1	1.1
	Little	3	.2	.2	1.3
	Average	22	1.7	1.7	3.0
	Much	100	7.6	7.6	10.6
	Very much	1170	89.4	89.4	100.0
	Total	1309	100.0	100.0	

3.3. BRSP's social capital has problems

Social capital is a term that has been mentioned a lot in the West since the first decades of the twentieth century in the context of the strong economic boom of these countries and now the term is widely used around the world. According to Pierre Bourdieu, social capital is a "durable network of relationships of mutual acquaintance and recognition, these relationships are more or less institutionalized". According to him, social capital is an attribute of each individual in society and can be exploited by anyone to bring about common economic benefits. An individual's social capital is that individual's relationships in society and is essentially that individual's social network [2].

Different from Bourdieu's view, Coleman believed that "social capital includes social networks, norms and trust in society - which help members to act together in an appropriate way" to achieve common goals" [3]. In Coleman's view, social capital is basically people's trust in each other within their families, associations, organizations, villages, and classes. It is expressed as the behavioral

standards of individuals in the community or class of which they are members and is accompanied by punishment when individuals violate the standards. Social capital is a resource that creates connections between individuals and organizations, as well as values of sharing and understanding in society. Create conditions for individuals, groups, and organizations to bond, trust each other and cooperate to solve common problems of both sides, creating attachment and close contact. The main basis for forming social capital is social relationships and mutual trust, principles and standards of conduct between members of each group, each organization and between groups and organizations different [4].

Thus, BRSP also has its own social capital, which is the trust and sharing of BRSP members with each other and with other members of society.

The survey's data showed that BRSP's social capital is not highly appreciated. People's trust in BRSP is at a very low level (mean=1,68). The assessment of BRSP's bridging role is at a low level (mean=2,0).

Mutual trust and cooperation among BRSP members is assessed at an average level (mean =3,31). Some reasons leading to BRSP's social capital being underestimated are: BRSP does not have many programs and activities to connect members. BRSP has had ineffective activities, so its reputation has declined. Studying the plans and reports of BRSP showed that its officers focus on collecting money from parents and rarely participates in student educational activities. There are not plans and reports on a number of activities such as monitoring the quality of students' lunches, participating in student assessments, and providing comments on textbooks and the curriculum. In December 5th, 2009, Tien Phong newspaper had an article

about the BRSP, entitled "The Board of Representative of Student's parents, who are they?" conducted by reporters of the Board of Science and Education. It showed the reactions of many people towards the BRSP of schools in Viet Nam. They wrote about the attitudes, the opinions of parents and officers of the BRSP of Viet Nam schools; most of them criticized the BRSP's ineffective operation. On 22/09/2017, author Manh Tung had an article in Vnexpress newspaper about the Board of Representatives of parents of students and conducted a survey on the issue of whether or not to delete BRSP. Out of the 8436 votes, 7,012 voted for deletion (83 %) and 1424 votes proposed retaining this organization (17%).

Table 4. BRSP's social capital

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
BRSP has the trust of the people	1309	1	5	1.68	1.074
Officers of BRSP trust and cooperate with each other	1309	1	5	3.31	.808
Officers of BRSP are a bridge between the school, students' families and society	1309	1	5	2.00	.929

3.4. BRSP's current finances and facilities cannot be used for career orientation activities for students

The financial resource of BRSP was determined to be unstable. The variable on the financial stability of BRSP is rated very low (mean=1,39). The financial resources depend on the contributions of students' parents. The BRSP does not have any investment activities to develop its financial capital. The financial resources of BRSP are often sent to the school's treasurer to keep or treasure of BRSP to keep. The BRSP's finances at the end of the year are usually = 0, or negative. BRSP does not have financial estimates for student career guidance activities. In addition, Circular 55/2011 stipulates that BRSP funds can only be used to care for students. Thus,

BRSP funds cannot be used for career orientation programme of school [11].

The BRSP does not have independent headquarters or offices. The BRSP lack working facilities and tools. Many BRSPs of schools do not have a headquarters or office. The BRSP must to borrow places to work when there are events. BRSP does not have computers, desks, filling cabinets for officer to work (Officer has to work with their own tools). Thus, BRSP does not have any means or tools that can be used to carry out career orientation for students. The variable on BRSP's facilities and tools that can be used when organizing career orientation activities for students was rated very low (mean=1,68).

Table 5. BRSP's current finances and facilities

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
BRSP's facilities and tools can be used when organizing career orientation activities for students	1309	1	5	1.68	1.074
BRSP's financial source is stable and can support the school in organizing career orientation activities for students	1309	1	5	1.39	.812

Table 6. BRSP have participated in career-oriented educational activities for student

BRSP has been mobilized by the school to participate in career orientation activities for students * Respondents Crosstabulation			Respondents				Total
			Leader	Teacher	Officer of BRSP	Parent	
BRSP has been mobilized by the school to participate in career orientation activities for students	Very little	Count	24	72	54	64	214
		% within BRSP has been mobilized by the school ...	11.2%	33.6%	25.2%	29.9%	100.0%
		% within Respondents	19.7%	16.7%	15.1%	16.0%	16.3%
	Little	Count	38	182	155	207	582
		% within BRSP has been mobilized by the school...	6.5%	31.3%	26.6%	35.6%	100.0%
		% within Respondents	31.1%	42.2%	43.4%	51.9%	44.5%
	Average	Count	60	177	148	128	513
		% within BRSP has been mobilized by the school...	11.7%	34.5%	28.8%	25.0%	100.0%
		% within Respondents	49.2%	41.1%	41.5%	32.1%	39.2%
Total	Count	122	431	357	399	1309	
	% within BRSP has been mobilized by the school ...	9.3%	32.9%	27.3%	30.5%	100.0%	
	% within Respondents	100.0%	100.0%	100.0%	100.0%	100.0%	

3.5. BRSP is rarely mobilized by the school to participate in career orientation activities for students

Almost of respondents confirmed that BRSP is rarely mobilized by the school to participate in career orientation for students (mean=2,23 &SD=0.710). There were no significant differences between the choices of those surveyed on this issue. Nobody had

choices in levels 4 and 5 (much and very much). Some reasons leading to BRSP is rarely mobilized by the school to participate in career orientation for students are: Officers of BRSP don't have much time; Officer of BRSP don't know how to participate; The school does not want to invite them to participate; Officers of BRSP don't want to go to school more; The school does not have the career –orientation

programme that officers of BRSP can participate. Leaders and teachers of schools do not trust BRSP's capacity.

4. Conclusions

Career orientation for students is an important task of high schools and a mandatory task that schools must carry out. Helping students know about types of careers, their characteristics, society's needs for careers, and how to choose a career for themselves is a meaningful task. Effectively performing this task, the school has helped students, families and society avoid wasting time and money, because if they choose the wrong career, they will have to reinvest from the beginning. Through survey data, the researcher was able to conclude as follows:

- Career orientation activities for students at the schools that the researcher surveyed are currently facing many difficulties and need the help of other individuals and organizations.

- BRSP can participate in career orientation activities for students, but the surveyed schools have not exploited them effectively.

5. Recommendations

Based on the research results, the researcher has several recommendations for the schools and the BRSP as follows:

- Building a flexible career orientation program for students. That program must be suitable for rapid changes in the globalization era.

- Fostering career orientation capacity for teachers and school staff.

- Repairing and supplementing the facilities and equipment and seeking additional finance for career orientation activities.

- Mobilizing other individuals and organizations to participate in career guidance for students, including BRSP.

- Sharing the needs of career orientation for students to BRSP.

- Promoting members who have a lot of experience and knowledge about their own careers to participate in career orientation activities for students.

- Consolidate and develop BRSP's social capital.

- Building and adding facilities and working tools of BRSP.

- Create a sustainable financial resource, not entirely dependent on parent contributions.

- Raising awareness of the mission of PTA/BRSP "to make every child's potential a reality by engaging and empowering families and the communities to advocate for all children".

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