

# TRAINING CAREER GUIDANCE CAPACITY FOR PRIMARY TEACHER BASED ON THE PROFESSIONAL STANDARDS IN THE DIGITAL AGE

*ĐÀO TẠO NĂNG LỰC HƯỚNG DẪN NGHỀ CHO GIÁO VIÊN TIỂU HỌC  
DỰA TRÊN CHUẨN CHUYÊN NGHIỆP TRONG THỜI ĐẠI SỐ*

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THÔNG TIN	TÓM TẮT
<p>Ngày nhận: 24/10/2023 Ngày nhận lại: 29/10/2023 Duyệt đăng: 25/4/2023 Mã số: TCKH-SĐBT11-B03-2023 ISSN: 2354 - 0788</p> <p><b>Từ khóa:</b> Năng lực, hướng nghiệp, giáo viên tiểu học, chuẩn nghề nghiệp, thời đại số.</p> <p><b>Key words:</b> Capacity, career guidance, primary teachers, professional standards, digital age.</p>	<p><i>Đào tạo năng lực hướng nghiệp cho giáo viên tiểu học theo chuẩn nghề nghiệp thời đại số là quá trình cập nhật, bổ sung kiến thức, kỹ năng theo yêu cầu chuẩn nghề nghiệp; nâng cao năng lực giáo viên, tạo cơ hội phát triển nghề nghiệp trong thời đại số. Đổi mới giáo dục đòi hỏi phải tập trung hơn nữa vào việc tăng cường vai trò, trách nhiệm của cán bộ quản lý tiểu học trong việc đào tạo năng lực hướng nghiệp giáo viên tiểu học và quản lý đào tạo năng lực hướng nghiệp giáo viên tiểu học theo chuẩn nghề nghiệp.</i></p> <p><b>ABSTRACT</b></p> <p><i>Training career guidance capacity for primary teachers based on the professional standards in the digital age is the process of updating and supplementing knowledges and skills as professional standards requirement; enhance teachers' capacities, create professional developing opportunities in the digital age. Education changes require more focus on strengthening the role and responsibilities of the primary managers in training career guidance capacity primary teachers and management of training career guidance capacity for primary teachers based on the professional standards.</i></p>

## 1. INTRODUCTION

Teachers are considered important resource of the schools and society. Teaching staffs contribute actively to the development of education. Basic education and training renovation policies also create opportunities and challenges for primary teachers, require them to

keep learning and personal developing to meet the increasing requirements of the professional standard. These changes require more focus on strengthening the role and responsibilities of the primary managers in the school management and management of training the primary teachers based on the professional standards.

Recently, the education reform have focus on the goal of improving teaching staffs' qualification. The policy, guidelines and policies of the Party, the States express an interest in training teachers and improving the quality of educational human resource. Directive 40-CT/TW on constructing and improving quality of teachers and education managers stated: "The requirements of the development of new educational era of industrialization and modernization, education managers and teachers have limitations and shortcomings"; thus, we have: "To review and rearrange the contingent of teachers, education managers to enhance professional qualifications of teachers, and education managers" (Party Central Committee Secretariat, 2004).

In recent years, the size of school and the number of primary student have tended to rise rapidly, which leads to an increasing demand for primary teacher. The increasing of teaching staff resources leads to many consequences. School managers should prepare necessary resources to train the teachers to qualify teaching requirements. Therefore, management of training programmes for primary teachers with the professional standards, preparing qualified professional teaching staff are very important and urgent issues in primary school management.

## **2. Literature review**

### ***2.1. Overview of training career guidance capacity for primary teachers based the professional standards***

To study on the function of management system: Essentials of Management by Harold Koontz, Cyril O'donnel, Heinz Weihrich (1998) (Harold Koontz, Cyril O'donnel, Heinz Weihrich, 1998).

Research on the management contents and methods: Lawrence Holpp (2008) introduced methods and management practices to build effective working groups (Lawrence, Holpp,

2008), Phillip L. Hunsaker's (2001) studies of management skills in construction organizational culture, change management and conflict management in organizations (Phillip, L. Hunsaker, 2001). Susan D. Strayer (2010) was interested in development issues and maintaining the ability to work of employees (Susan, D. Strayer, 2010). Gary S. Becker (2008) built and developed scientific theories about the "human capital" (Becker, Gary S. 2008). The Business Edge (2007) addressed the issue of training and development of human resources (Business Edge, 2007), the role of management in organizational training and development of human resources for organizations, subjects and curriculum resource development human resources, performance improvement methods of team work...

In the field of educational management: Pam Robbins, Harvey B. Alvy (2004) wrote 'The principal's field manual' (Pam Robbins Harvey B. Alvy, 2004); 'Educational administration, theory, research and practice' were written by Wayne K. Hoy; Cecil G. Miskel (2001) presented the theoretical and empirical research on education management, organizational behavior research (Wayne, K. Hoy and Cecil, G. Miskel, 2001). From the approach of enhancing students' learning outcomes, improving teaching quality and leadership, 'Change Leadership: A Practical Guide to Transforming Our Schools' by Tony Wagner, Robert Kegan (2011) introduced research, practical experience in the management of teaching in some schools in the United States (Tony, Wagner & Robert, Kegan et all, 2011). Everard, K.B. Geoffrey Morris, Ian Wilson (2009), studied some background of school management, the way organizations manage and use of human resources and development issues of human resources in schools (Everard, K.B. & Geoffrey, Morris & Ian, Wilson, 2009)...

Professional standards of British teachers have three components: the values and behavior during practice, teaching standards, and standards of professional ethics (Bui Minh Duc, Ta Ngoc Tri, 2013).

Professional standards for teachers in USA (2008) define professional standards of teachers include the requirements of general knowledge and pedagogical knowledge; requirements of knowledge, skills, guidance, support student learning; and the requirements of knowledge and skills for educational professional development (National council for accreditation of teacher education-NCATE, 2008).

National professional standards for teachers in Australia (2011) include the following elements: knowledge of the profession; professional practice skills; and the commitment to engage professional development (Australian Institute for Teaching and School Leadership, 2011).

The findings of teacher professional standards in several countries show that the determination of teacher professional standards in order to build teacher professional standards oriented capacities is necessary. This allows teachers and educational managers to gather resources to improve training career guidance capacity for primary teachers based the professional standards.

In conclusion, there are findings that the researches try to explore issues at different perspectives; but pay attention to the teacher training, self-directed study, and teaching development under certain standards. These studies have also developed a number of different aspects of management activities, as well as the management theory and practice in order to do further study of the role, functions and their impact on educational managers in the management of training career guidance capacity for primary teachers based the professional standards.

In Vietnam, Party and State have affirmed "For the promotion of human resources as the basic element for social development, rapid economic growth and sustainable", "Development of high-quality human resources, especially leaders and managers; scientific staff, technology, cultural leaders".

Primary teachers development project (2002) implements the teachers training, and primary managers to meet the development requirements of primary education; the project "Support to the renovation of education management" (SREM) (2006) does the research on management innovation schools at all levels, supporting the implementation of the objectives Vietnam Education Development Strategy 2011-2020 (SREM, 2006), [www.moet.gov.vn/Primary school teacher development project information](http://www.moet.gov.vn/Primary_school_teacher_development_project_information); Vietnam - Belgium Project, 1999), "Improving the quality of training and retraining of teachers of primary, junior high northern mountainous provinces of Vietnam"; The study recommended the reform measures, the training and retraining of secondary teachers of Nguyen Thi Binh (Nguyen Thi Binh, 2013)...

The research results indicate that training career guidance capacity for primary teachers is one of the key tasks of the school management, thereby meeting the requirements of educational innovation. The study results also reflect the general status of primary teacher quality, the development trend of primary teachers and the requirements for the management of training career guidance capacity for primary teachers based the professional standards. Educational innovation and management of training career guidance capacity for primary teachers based the professional standards, require more attention to the improvement of self-consciousness and developmental learning needs and training. Then widely exploits and attracts the resources to serve the teacher training, develops teaching

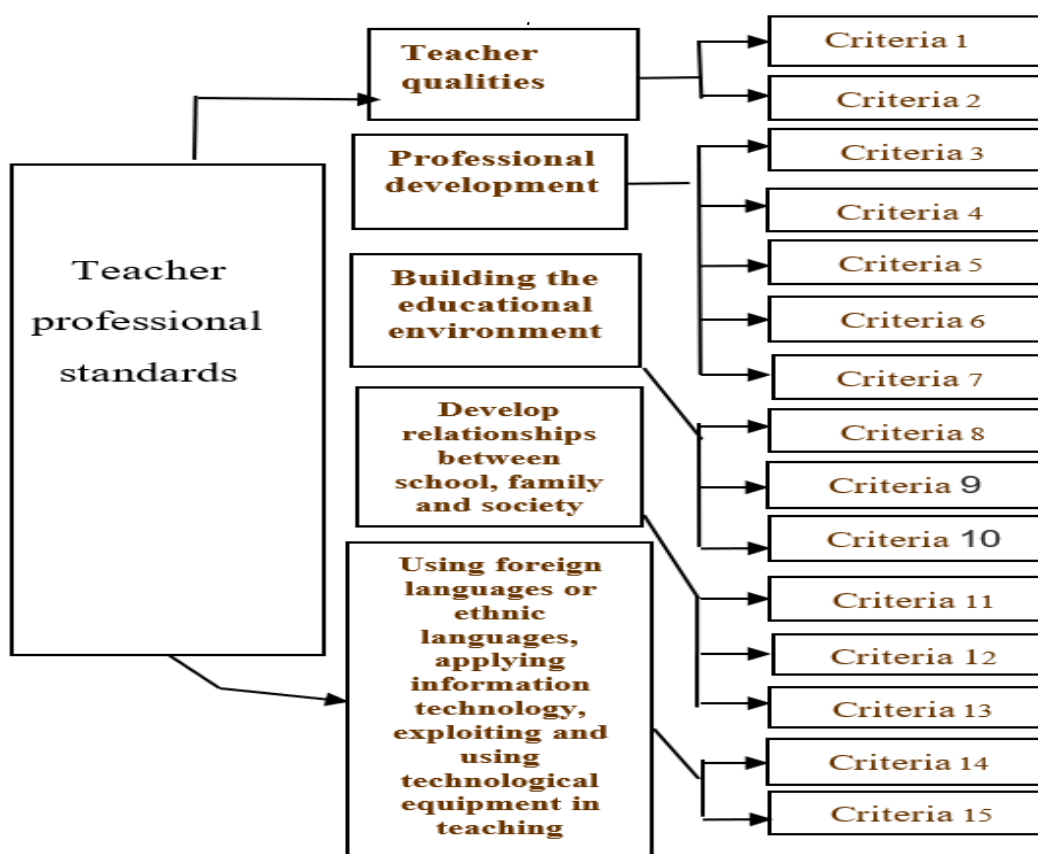
staffs, ensures the successful implementation of education reform goals.

**2.2. Primary teacher professional standard's structure**

Primary teacher who is in charge of teaching and education of students in primary schools and other educational institutions implementing primary education programs.

Primary teacher professional standards include a combination of the requirements for the quality and professional competences of primary teacher which ensure their teaching and educational tasks, to reach the goal.

Structure of Vietnam primary teacher professional standard.



**Diagram 1.** Structure of teacher professional standard

(Source: Circular no. 20/2018/TT-BGDĐT August 22<sup>nd</sup>, 2018, Regulations on teacher professional standard) (Ministry of Education and Training, 2018)

Diagram 1 Structure of teacher professional standard includes 5 fields: 1) Teacher qualities; 2) Professional development; 3) Building the educational environment; 4) Develop relationships between school, family and societ; and 5) Using foreign languages or ethnic languages, applying information technology, exploiting and using technological equipment in teaching. Each field includes fifteen criterion.

Every criteria represent specific aspects of professional competence of primary teachers (Circular no. 20/2018/TT-BGDĐT August 22<sup>nd</sup>, 2018, Regulations on teacher professional standards). Assessment and grading criteria on primary teacher professional standards with 3 levels: obtained (qualified), rather and well. Training career guidance capacity for primary teachers based the professional standards in the

digital age is the process of updating and supplementing knowledges and skills as professional standards requirement; enhance teachers' capacities, create professional developing opportunities in the digital age.

Training career guidance capacity for primary teachers based the professional standards in the digital age aims at improving and developing knowledge, professional skills for primary teachers. Training career guidance capacity for primary teachers based the professional standards in the digital age is aimed to ensure primary teachers adapting professional standards requirements. To achieve this goal, educational managers have to comply with the management principles, implementation of content management (targets, planning, directing, and evaluating). Educational managers need to apply flexible, innovative management approaches, new management practices in training career guidance capacity for primary teachers based the professional standards in the digital age.

Training career guidance capacity for primary teachers based the professional standards in the digital age is significant and urgent action in order to implement current policies and requirements. This is contributing to define appropriate and feasible methods, solutions for training career guidance capacity for primary teachers based the professional standards in the digital age. According to the National General Statistics Office, from the 2000-2001 academic year to the year of 2021-2022, the number of classes, teachers and students has been increasing every year. The data suggest that if the population growth trend is in the current flow, the number of primary students continues rising in the next coming years. Hence the needs for schools, primary teachers, teaching requirements as well as teachers capacities continue rising.

### 3. Methods

This study employs literature reviews, content analysis of relevant documents, and observations, to aim to explore ways in which a competitive higher education can be built to benefit groups of stakeholders – primary teachers, educational managers, and community.

Training career guidance capacity for primary teacher based the professional standard in the digital age has achieved significant success but the limitation still exist. Most are in the process of planning, organizing, directing and evaluation of the primary teachers' development. For that reason, quality of training career guidance capacity for primary teachers based the professional standards in the digital age has been restricted. So that a study of the training career guidance capacity for primary teacher based the professional standards in the digital age was born with the above context. The study is based on the basis of studying the theory research, survey, evaluating situations, building up systematic solutions of training career guidance capacity for primary teachers based the professional standards in the digital age, thereby improving the quality of primary teaching staff and serving the education reform goals. The methods used in this rerserch are: analyzing, synthesizing, systematizing, generalizing the related theories. On the other hand, by using survey method, we survey the practice of training career guidance capacity for primary teachers based the professional standards; test the feasibility, necessity of strategies to manage training career guidance capacity for primary teachers based the professional standards. We also use the mathematical statistics methods in this paper. For example, we use the software SPSS to analyze the data related to the research mission (percentage, mean, standard deviation and t-test).

## 4. Results

### 4.1. The research samples

Educational survey samples consist of 2,376 persons, including primary teachers, primary managers and educational managers from 3 provinces (Hai Duong, Khanh Hoa, HCMC). Content of status questionnaire focuses

on the situation of training career guidance capacity for primary teachers based the professional standards in the digital age and management of training career guidance capacity for primary teachers based the professional standards in the digital age.

**Table 1.** Brief study on the distribution sample

Province	Sample	Position				Gender			
		Manager		Teacher		Male		Female	
		N	%	N	%	N	%	N	%
Hai Duong	586	62	10.6	524	89.4	49	8.4	517	91.6
Khanh Hoa	541	64	11.2	477	88.8	61	11.2	480	88.8
HCM city	1249	214	17.1	1033	82.9	112	8.9	1135	91.1
Total	2376	320		2034		222		2132	

Scales used in the survey form is identifier scale in order to determine the title, gender and characteristics of respondents; ordinal scales to calculate the parameters of descriptive statistics like frequency, mean, percentage, standard deviation...

Selected samples based on favorable factors, the accessibility of the object, in the capable local contact with the object to perform the survey poll. However, to ensure the sample is capable of representing the overall average, the samples also concerned about regional factors, geographical represent some regions. Namely: Northern part (Hai Duong) 586, Central (Khanh Hoa) 541 people, and the Southern part (HCM city) 1,249 people.

### 4.2. Conventional processing of information

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 4 Likert scale with the value gap = (Maximum - Minimum) / n = (4-1) / 4 = 0.75, meaning the corresponding levels as follows: 1.00 - 1.75 (poor); 1.76 - 2.50 (average); 2.51 to 3.25; (fair); 3.26 - 4.0: (good) and 5 Likert scale with the value gap = (Maximum - Minimum) / n = (5-

1) / 5 = 0.8, meaning the following levels: 1.00 - 1.80 (not required set, not participating, not made, not affect, ineffective, impractical); 1.81 - 2.60 (less necessary, unsatisfied, rarely, less affected, less efficient, less viable); 2.61 - 3.40; (Relative necessity, relatively satisfied, occasionally, influence, relatively efficient, relatively feasible); 3.41 to 4.20: (necessary, satisfaction, frequent, affecting many, efficient, good, feasible); 4.21 to 5.00: (very necessary, very satisfied, very frequently, affecting so many, very efficient, very feasible).

### 4.3. The practice of training career guidance capacity for primary teacher based on the professional standards in the digital age

#### 4.3.1. Necessary evaluation of training career guidance capacity for primary teachers based the professional standards in the digital age

The necessary evaluation results of training career guidance capacity for primary teachers based the professional standards in the digital age showed that most respondents are fully aware and expressed high concern, mean = 4.22 (standard deviation 0.705) corresponding to the degree necessary. Namely: the total sample of 2,376 respondents, with 2351 answers, 35.4% (833) is observed that it is very necessary, 53.3%

(1,254) assess extent necessary, 9.1% (213) assess relatively necessary, 1.9% (45) assess less necessary and 0.3% (6) suppose unnecessary. Overall, according to the most respondents, training career guidance capacity for primary teachers based the professional standards in the digital age is very necessary and significant.

#### 4.3.2. *Effectiveness evaluation on forms, methods of training career guidance capacity for primary teachers based the professional standards in the digital age*

Effectiveness evaluation on forms, methods of training career guidance capacity for primary teachers based the professional standards in the digital age, mean = 3.27 (standard deviation 0.814) corresponding to the relative effectiveness. Namely: the total sample of 2,376 respondents, with 2351 votes have information, in which 2.8% (65) assess as ineffective, 11.8% (278) assess at less effectiveness, 44.7% (1,051) assess at relatively effectiveness, 37.5% (881) assess at effectiveness, and only 3.2% (76) assess at very effectiveness.

The above results reflect the majority of survey participants rated the forms and methods of training career guidance capacity for primary teachers based the professional standards in the digital age are implemented at relatively effectiveness. There's also another assessed at less effective.

#### 4.3.3. *Learn about the necessary of training programs*

Compiled from sample of 2,376, about 2,300 respondents show information that: improving standards training (mean= 3.73, standard deviation 1.145), regular training by the Ministry, Department of Education and Training (mean = 3.70, standard deviation 1.012), and in-service training programs organized by school (mean = 4.16, standard deviation 0.990).

#### 4.3.4. *Evaluation of satisfaction with training*

*programs*

Among the training programs, the respondents assess the highest satisfaction of in-service training programs held by their school, mean = 3.66, standard deviation 0.888. Level of satisfaction of other training programs are not very high, at less satisfied and fairly satisfied level.

#### 4.3.5. *Implementation reality of training career guidance capacity for primary teachers based the professional standards in the digital age*

*Implementation level of knowledge:* The majority of respondents have confirmed the implementation level of knowledge at regular or more and mean score is from regularly to very often.

*Implementation level of skill:* Some content skills are appreciative of the level of performance equivalent to very frequently, include: "Organizational learning skills to promote learners' innovative and mobility" (mean = 4.30, standard deviation 0.782); "Skills of selecting and using appropriate teaching methods" (mean = 4.26, standard deviation 0.792); "Skills of guiding student study, cooperation, sharing, integration..." (mean = 4.23, standard deviation 0.768); "Skills of building collaborative learning environment, creating confidence" (mean = 4.26, standard deviation 0.804); and "soft skills: communication, relationships, teamwork, sharing experiences..." (mean = 4.23, standard deviation 0.818).

*Assesment of implementation level of knowledge:* Majority opinions assess rather high values. Mean values are from 2.83 to 3.32, these mean values correspond to the level of quite good and more.

*Assesment of implementation level of skill:* The majority of survey participants suppose the levels of implementation level of skill in-service training are quite good. In particular, some skills reach to the highest level.

*4.3.6. The reality commentary of training career guidance capacity for primary teachers based the professional standards in the digital age*

- *Firstly*, perceptions of training career guidance capacity for primary teachers based the professional standards in the digital age. The majority of survey participants highly appreciate the necessity of training career guidance capacity for primary teachers based the professional standards in the digital age, but there are some not really satisfied with the results. Most of respondents suppose the training content implementation from often to very often. But there are some answers suppose that some teachers, managers do not implement regularly.

*Secondly*, adaptation level of training career guidance capacity for primary teachers based the professional standards in the digital age. Overall, most of survey participants assess the level of satisfaction of training contents are quite good.

*4.3.7. The reality of the management of training career guidance capacity for primary teachers based the professional standards in the digital age*

The reality planning of training career guidance capacity for primary teachers based the professional standards in the digital age: The specific activities of the planning of training career guidance capacity for primary teachers based the professional standards in the digital age are performed at often level; the mean values are from 3.75 to 4.02. However, the effective implementation of specific activities on building plans was valued at less or rather effective levels (the mean values from 2.82 to 3.32).

*The reality of organizing of training career guidance capacity for primary teachers based the professional standards in the digital age:* In generally, the specific activities of the organizing are done regularly: mean values from 3.01 (standard deviation 0.815) to 4.34 (standard deviation 0.815) meanwhile the specific

activities of the organization have been done often. However, the effective implementation of specific activities on organizing plans was valued at less or rather effective levels (the mean values from 2.44 to 3.56).

*The reality of directing of training career guidance capacity for primary teachers based the professional standards in the digital age:* Specific activities of directing of training career guidance capacity for primary teachers based the professional standards in the digital age are performed regularly, with the lowest mean value equals 3.38 (standard deviation 1.171) and the highest mean values equals 4.38 (standard deviation 0.983). However when considering the level of effectiveness, the results are not commensurate. Specifically, the mean values achieve from 2.29 (standard deviation 0.762) to 3.72 (standard deviation 0.539), distribute from less effectiveness to effectiveness.

The reality of assessment of training career guidance capacity for primary teachers based the professional standards in the digital age: The specific activities of the assessment function are performed at often levels; the mean values are from 3.81 (standard deviation 1.195) to 4.18 (standard deviation 0.858), corresponding to regular levels. However the effective implementation of specific activities on assessment are valued at less effectiveness (the mean values from 2.44 (standard deviation 0.593) to 3.44 (standard deviation 0.569).

Groups' assesment in management training career guidance capacity for primary teachers based the professional standards in the digital age.

*Using independent-sample t-test,  $\alpha = 95\%$ , table 2 shows that the values of t-test  $\geq 0.05$ , it can be concluded that there are no different opinions between teachers and managers' group*

Analyzing the effectiveness of implementation, the results show: "Planning of training career guidance capacity for primary



teachers based the professional standards in the digital age ", "Organizing of training career guidance capacity for primary teachers based the professional standards in the digital age ", and "Assessment of training career guidance capacity for primary teachers based the

professional standards in the digital age", are performed sig. <0.05, so we conclude there are difference in judgment between groups about the implementation effectiveness. With the performed mean values, manager group assesses the effectiveness higher than teacher group.

**Table 2.** Respondents' assessment on the reality of the management training career guidance capacity for primary teachers based the professional standards in the digital age

N	Content	Post	Implementation			Effectiveness		
			Mean	Sd	Sig. (2-tailed)	Mean	Sd	Sig. (2-tailed)
1	Planning of training career guidance capacity for primary teachers based the professional standards in the digital age	manager	3.91	1.083	<b>0.055</b>	3.14	1.218	<b>0.000</b>
		teacher	4.03	1.105		2.79	1.309	
2	Organizing of training career guidance capacity for primary teachers based the professional standards in the digital age	manager	3.97	0.762	<b>0.416</b>	2.91	1.174	<b>0.000</b>
		teacher	4.01	0.954		2.51	1.286	
3	Directing of training career guidance capacity for primary teachers based the professional standards in the digital age	manager	3.92	1.131	<b>0.902</b>	2.38	1.271	<b>0.163</b>
		teacher	3.93	1.072		2.27	1.182	
4	Assessment of training career guidance capacity for primary teachers based the professional standards in the digital age	manager	4.01	1.109	<b>0.265</b>	3.14	1.260	<b>0.000</b>
		teacher	4.09	1.089		2.88	1.302	

The reality assesment and affected-factors to the management of training career guidance capacity for primary teachers based the professional standards in the digital age.

Results of reality research show the following three findings:

- Firstly, primary education and primary teachers

+ Primary education development trends lead to a series of demands for schools, primary teacher requirements and far-reaching reforms in the coming years. These trends create opportunities and challenges of primary education development and improving the capacities of primary teachers career guidance

capacity based the professional standards in the digital age.

+ Fostering contents: to identify practical, feasible training contents and support effectively primary teachers missions in order to serve effectively training career guidance capacity for primary teachers based the professional standards in the digital age.

+ Management requirements: Building reasonable and flexible programs; Organizing effective studying tours; Scheduling reasonable training time; Encouraging competition movements involved all teachers (at school, local, nation); Creating opportunities for teachers... in the digital age.

+ Teachers supportive conditions: Fully equipped facilities and equipment for teaching activities and teachers fostering, especially in the digital age.

- Secondly, the actual status of training career guidance capacity for primary teachers based the professional standards in the digital age.

+ In general, educational managers and primary teachers have depth perceptions of the necessities and benefits of training activities as well as the management of training career guidance capacity for primary teachers based the professional standards in the digital age.

+ Although highly appreciate the necessities and benefits of training career guidance capacity for primary teacher training programs, some educational managers and primary teachers are not completely satisfied after participating these programs. It should be explored more explicitly, determine specific causes, propose suitable solutions.

+ Most of respondents admit that primary teacher professional standards' adaptations are quite good. But some of them do not congruently concern about few contents of training career guidance capacity for primary teachers based the professional standards in the digital age.

- *Thirdly, on the status of the management of training career guidance capacity for primary teachers based the professional standards in the digital age*

The majorities of survey participants objectively identify the implementation of management functions of training career guidance capacity for primary teachers based the professional standards in the digital age and assess them quite highly. However, implementation effectiveness is incommensurate. Therefore, research should be done in order to detect the specific causes, propose appropriate solutions.

*The causes of the current situation*

The affected-factors to the management of training career guidance capacity for primary teachers based the professional standards in the digital age.

The survey results show that the affected-factors certainly influence the management of training career guidance capacity for primary teacher training based on the professional standards, mean values from 2.34 (standard deviation 1.217) to 3.95 (standard deviation 0.889).

Here are some main causes: Teachers' roles: some teachers do not pay attention to training activities. They are lack of self studying skills. Some do not know how to make an appropriate plan to nurture their professional requirements. In addition, most of teachers need to finish their professional records, do extra work to earn a living and take care of their families. Some teachers face with limited health conditions, and when they become older they just want to keep their workstyles.

Schools' roles: Some school managers have not fully implemented the management functions. Some have not shown their responsibilities effectively so that managing activities are superficial and ineffective.

*There are some affected-factors that impact on the effectiveness of the management of training career guidance capacity for primary teachers based the professional standards in the digital age:*

- Management mechanisms are not flexible; teachers cannot widely participate in building education program, developing training contents. Furthermore, school managers and primary teachers are not motivated due to low salary and income.

- Serving conditions for teacher training are fragmentary and asynchronous.

- Other factors: the communities recently express their hesitant opinions on education innovation (program, textbooks, projects, national development of education programs...).

The actual society demand is higher than the education abilities (e.g. class sizes, lack of classrooms, overloading students, limited infrastructures). Therefore, most of school managers face with difficulties to make school long-term plan.

- Lack of financial, equipments, devices and ICT resources, the teacher's activities are overloaded. The causes deprived from leadership roles: some school managers are lack of supportive and encouraging skills. Most of them just perform their tasks under direction with pressure.

### **5. Conclusions and recommendations**

The situation study of training career guidance capacity for primary teachers based the professional standards in the digital age shows that it has made a certain achievements. The school managers and primary teachers perceive objectively about the necessities of teacher training and the management of training career guidance capacity for primary teachers based the professional standards in the digital age. The findings also show that primary teachers' abilities are still shortcomings. Besides, there are some factors that affect to the management of training career guidance capacity for primary teachers based the professional standards in the digital age, such as: school managers' responsibilities, primary teachers' awareness and policies in teacher administration. Therefore, the need to study management of training career guidance capacity for primary teachers based the professional standards in the digital age is very important to conduct frequently management functions, include of planning, implementation, directing, and assessing innovation.

The primary teacher's achievements depend on the management of training career guidance capacity for primary teachers based the professional standards in the digital age. This

research also shows that there are many factors affect the efficient management of training career guidance capacity for primary teachers based the professional standards in the digital age. Especially, the school managers play crucial roles since they have to do their leading responsibilities such as direction, guidance, administration to meet the goals.

### **Recommendations**

- Develop guidelines and guidance relating to the strengthening of the autonomy and adequate incentives for schools in management of in-service primary teacher training based on the professional standards.

- Disseminate and implement solutions of the management of in-service primary teacher training based on the professional standards.

- Invest infrastructures and equipments for primary schools to successfully organize the in-service primary teacher training based on the professional standards.

- Primary schools, educational local governments actively establish relationships with global educational organizations, exchange with other countries in the field of primary education development and of in-service primary teacher training based on the professional standards.

- Propose policies and regulations to support experts and attract foreign investment in developing primary teachers.

- Decentralize for school managers in school management activities and the management of in-service primary teacher training based on the professional standards.

- Develop more communication channels, dedicate to education (education management, fostering teacher innovation and the management of in-service primary teacher training based on the professional standards, experience dissemination...).

**TÀI LIỆU THAM KHẢO**

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