

## LIVING VALUES FOR A SUSTAINABLE VOCATIONAL ORIENTATION OF UNIVERSITY STUDENT

### GIÁ TRỊ SỐNG VÀ SỰ ỔN ĐỊNH TRONG ĐỊNH HƯỚNG NGHỀ NGHIỆP CỦA SINH VIÊN ĐẠI HỌC

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#### TÓM TẮT

*Giáo dục nghề nghiệp Việt Nam hiện nay tập trung chủ yếu vào việc hướng nghiệp cho học sinh phổ thông, mà hoạt động chủ yếu là tuyên truyền, giới thiệu, tư vấn tuyển sinh ở các lớp cuối cấp. Hầu hết các bậc cha mẹ Việt Nam cho rằng bằng đại học là điều kiện đảm bảo cho con cái một tương lai tốt đẹp hơn. Hoạt động nghề nghiệp chiếm một phần lớn thời gian trong cuộc đời mỗi người, vì vậy nghề nghiệp không chỉ là điều kiện cần thiết để đảm bảo cuộc sống vật chất, nhưng còn là phương tiện để sống tròn đầy những giá trị căn bản mà mỗi cá nhân lựa chọn cho cuộc đời họ. Bài nghiên cứu này phân tích và làm sáng tỏ mối tương quan giữa những giá trị sống mà học sinh lựa chọn với định hướng nghề nghiệp và sự ổn định của định hướng này. Kết quả nghiên cứu chỉ ra hai điểm chính sau: trước hết, ý thức về giá trị sống càng cao thì định hướng nghề nghiệp càng rõ ràng và ổn định; kế đến là, cần đổi mới quan điểm về giáo dục nghề nghiệp ở Việt Nam, giáo dục nghề nghiệp nên được bắt đầu sớm hơn, và được thực hiện với sự kết hợp chặt chẽ hơn giữa gia đình, nhà trường và xã hội.*

#### ABSTRACT

*Vocational education for Vietnamese high school students focuses on vocational orientation, for which the main activities include communication, recommendation, and advice for the student to choose an appropriate university and take a national entrance examination for it. Many parents believe that a university diploma is a guarantee for a bright future for their children. However, occupational activity takes most of the time of one's life, in the sense that it is not only a physical need but also a means to fulfill their living values. This article aims to find a relation between the students' living values and a sustainable vocational orientation. The results have shown that the higher the awareness of living values are, the clearer and more sustainable the vocational orientation should be. Moreover, it is necessary to change the vocational education thinking in Vietnam so that it should be begun earlier in terms of a strong collaboration of the family, the school and the society.*

**Key words:** *Vocational education, vocational orientation, living values.*

#### I. INTRODUCTION

Education for sustainable development is a concept that was carefully explored by the United Nations in 1987. The concept gives a new vision of an education that is able to help people of all ages to assume their responsibility to create and enjoy a sustainable future. Sustainable development has to assure an effective economic development, a fair

society, and a safe natural environment. It balances human and economic well-being, and natural resources. Human being is a decisive factor to make a sustainable world. The people's activities come from their demands and motivation. They are also controlled by their awareness. Achieving sustainable development therefore requires teachers and learners to understand the world in which

they live, identify the non-viable elements in their lives, and find out the possible conflicts between the living values and goals.

Education helps people to solve relevant problems in life, by equipping individuals and societies with knowledge, skills, and values to live and work and satisfy their needs. One's living values and goals are always linked to his/her life, and depend on their choices to make them sustainable. According to UNESCO, there are twelve common living values that everyone needs to be taught, namely: Peace, Respect, Love, Cooperation, Honesty, Happiness, Humility, Responsibility, Simplicity, Tolerance, Freedom, and Unity. The value has positive meaning and the values are always inside the subject because it is a thinking state. So if there is no subject, no values exist. And every activity is considered by its values. If people aware that the value is true, they will get a need, then a motivation appears clearly, and work becomes more sustainable. Education of life values helps people develop their personality completely. They have knowledge, skills, and desire to live and work for their happiness.

Mr. Abraham Harold Maslow, an American psychologist, suggested his Theory of Human Motivation in 1943. Maslow's theory is based on the Pyramid of Human Needs. According to Maslow, human behavior is related to an individual's needs. In his theory, Maslow identifies five types:

1) Physiological (or Biological) Needs: These are the basic needs for a sustainable human life. These include: food, water, clothing, air, rest, sleep, sex, etc. The physiological needs are the lowest in the pyramid of needs but they have priority over all other needs. Unless they are satisfied, other needs will not motivate.

2) Security/safety Needs: These needs come after meeting the physiological ones. They include the safety for the body, employment, family, health, property, morality, and environment.

3) Belonging (or Social) Needs: everyone is a human. They always desire to stay in a group, to belong to one or other group. They feel that they should be loved by and shared with their friends and society. This is considered as a basic social need of an individual.

4) Esteem Needs: an employee needs to be respected by others, to be appreciated by others, to have power, and prestigious position in society. Moreover, he/she also needs to be respected by himself/herself, such as: self-confidence, self-respect, competence, etc. He/she just meets these needs when the previous ones are satisfied.

5) Self-actualization Needs: This is the highest among the needs in the pyramid of needs. It is the desire to become what one wants to be. People work efficiently if they feel happy. They strive for the true, the good, and the beauty.

Maslow divides needs into two levels: low needs, such as: physiological needs and safety needs; and high needs, such as: belonging needs, esteem needs, self-actualization needs. Low needs are satisfied from the outside, but high needs are satisfied inside. It is characteristically human that people have increasingly higher needs etc. Everyone works for various reasons. In this, money is one of the most important reasons: everything needs money which helps people assure their lives, satisfying their lower needs. When these are satisfied, higher needs become a motivation. People's performance goes through competency, power, and fame in family and society. Therefore, money, power, and fame are these things in which people are most frequently interested in their life. They become core values in their lives. A person's opinion of money, power, and fame vary greatly. If people truly understand the value of money, power, and fame, they will act wiser and become happier. There are two common attitudes toward the values: either positive or negative.

- Money: if people consider money as a

means, they will strive for more valuable things than just money in their work. Otherwise, money will become their boss taking control of them. In this case they can do anything to get as much money as possible. Money will be their criterion to evaluate people, making them change their jobs, friends, and life.

- Power: there is a soft power and a hard power. Soft power is a capacity to exert influence by attraction, persuasion, aiming at a common good. On the other hand, hard power is orders, imposing things on people. In the long run, it is difficult to succeed with hard power.

- Fame: It's often true that everyone wants to become famous. But, fame obtained from competency, experience, or intelligence is more sustaining. On the other hand, fame got from wealth, position, or the like, is

unsustainable.

In sum, Vietnamese high school students mostly enter a university where they can be trained in their choice major. Because occupational activity takes most of the time of one's life, a stable occupation is very important. However, Vietnam's vocational orientation in these recent years has not been interested in this problem yet, but just sits advertising goal. This research is the first one in the problem. Starting from the above analysis, this study is going to consider which values (money, power, or fame) most influence the students in their choice of a job, and how their attitudes to these values are. If their attitudes are positive, we can then conclude that their occupation is sustaining.

## II. SIMULATION MODEL

Model of this research is:

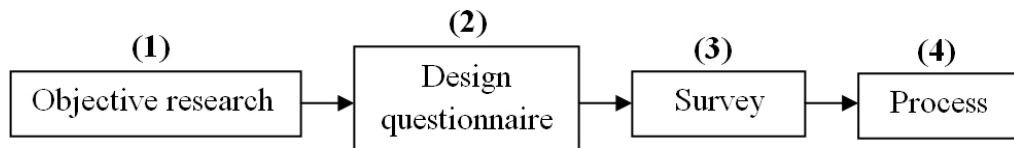


Fig.1 Process of the research.

(1): The research finds out the influence on the choice of a career and evaluates what attitude the student has to the values of money, power, and fame. This is based on the living values and on the pyramid of human needs.

(2): The research objectively designs a questionnaire with 36 questions:

✓ 6 questions on a five-level influence of money, power, and fame on choosing career.

✓ 10 questions on the value of money with two choices: A (negative tendency) and B (positive tendency).

✓ 10 questions on the value of power with two choices: A (negative tendency) and B (positive tendency).

✓ 10 questions on the value of fame with two choices: A (negative tendency) and B (positive tendency).

(3): A survey has been made of 1690 students at the HCMC University of Technology and Education (UTE). These students are chosen by accident.

(4): Process: input data was processed by: frequency, percentage, Chi square,  $\phi'$  correlation.

$$\bullet \text{ Chi square } (\lambda^2) = \sum(O - E)^2/E \quad [1]$$

*O*: observed frequency

*E*: expected frequency

$$\bullet \phi' = \sqrt{\lambda^2 / \lambda^2_{max}} \quad [2]$$

$$\lambda^2_{max} = N(A-1)$$

*N*: sum of observed

*A*: sum of rows or columns

Output data: frequency choice of A and B; difference between student's attitude to

money, power, and fame; difference between male and female students.

### III. SIMULATION RESULT

#### 1. The influence of the values on choosing career

Result is shown in the following table:

**Table 1. Counting levels of the values influence on choosing career**

Level	Money	Power	Fame
L5	10%	15%	17%
L4	17%	29%	48%
L3	45%	32%	26%
L2	22%	12%	4%
L1	6%	12%	5%

*L1: lowest; L2: low; L3: average;*  
*L4: high; L5: highest*

Table 1 shows that:

At L5, L4, percentage of fame is the highest, 17% and 48%. Fame is the first priority that most students consider to study at the University of Technology and Education. This is understandable because students are often biased by their families in choosing a career. However, when fame is merely an external and unnecessary need, it is difficult for them to achieve a sustaining career.

#### a. Student's attitude to the values

Result is shown in the following table:

**Table 2. Describing student's attitude to the values**

Tendency	A (Negative)	B (Positive)
Money	320 (19%)	1370 (81%)
Power	609 (36%)	1081 (64%)

<b>Fame</b>	587 (35%)	1103 (65%)
<b>Chi square test</b>	$\lambda^2= 146.1$ ; $df=2$ , choose $\alpha=0.001$ , $\lambda .001 = 13.82$	

From this result, the research finds that:

With  $\alpha=0.001$ , there is a clear difference between attitudes towards money, power, and fame. Such as:

- Most students have a positive attitude to money, power, and fame. They do not consider money as an important meaning of life. And, they tend to show their competence, hence soft power.
- Attitude to money clearly differs from attitude to power and fame. The students are more interested in money than in other things.

#### 2. Findings differences between male and female students

Ninety-seven male and seventy-two female students were surveyed regarding the values of money, power and fame. It is shown in the table 3.

From this result, the research finds that:

$\phi'$  being small, there isn't a difference between male and female students about their attitude to money, power, and fame.

**Table 3. Counting male students and female ones**

Gender	Money		Power		Fame	
	A (Negative)	B (Positive)	A (Negative)	B (Positive)	A (Negative)	B (Positive)
M	199 (21%)	771 (79%)	352 (36%)	618 (64%)	341 (35%)	629 (65%)
F	122 (17%)	598 (83%)	257 (36%)	463 (64%)	246 (34%)	474 (66%)
$\phi'$	0.05		0.04		0.01	

*M: male; F: female*

#### IV. CONCLUSION

Living values education is very important in helping the students have living skills. The results show that students nowadays still keep good values to live their lives. And the higher the awareness of living values are, the clearer

and more sustainable the vocational orientation should be. Moreover, it is necessary to change the vocational education thinking in Vietnam so that it should be begun earlier in terms of a strong collaboration of the family, the school and the society.

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