

ORIENTATIONS FOR SUSTAINABLE DEVELOPMENT IN VOCATIONAL SCHOOLS

ĐỊNH HƯỚNG CHO SỰ PHÁT TRIỂN BỀN VỮNG TRONG CÁC TRƯỜNG NGHỀ

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TÓM TẮT

Giáo dục nghề nghiệp đóng vai trò rất quan trọng đối với sự phát triển của của mỗi quốc gia. Trong chiến lược phát triển nghề nghiệp giai đoạn 2011-2020, Việt Nam đặt mục tiêu tăng tỉ lệ công nhân qua đào tạo lên 40% (khoảng 23.5 triệu người năm 2015). Tuy nhiên, theo báo cáo cập nhật về thị trường năm 2013 chỉ có 1.732.000 người theo học tại các trường nghề. Thêm vào đó, trong thực tế những năm gần đây, tỉ lệ học sinh tại một số trường nghề trên địa bàn thành phố Hồ Chí Minh và các tỉnh lân cận bỏ học lên đến khoảng 40%. Do đó mục tiêu đặt ra về số lượng công nhân qua đào tạo rất khó đạt được.

Bài viết này đề cập đến một số nguyên nhân dẫn đến việc bỏ học của các học sinh trong trường nghề bằng phương pháp khảo sát những học sinh trong các trường nghề tại thành phố Hồ Chí Minh và các tỉnh lân cận và đề xuất một số giải pháp nhằm giải quyết vấn đề này nhằm hướng đến sự phát triển bền vững trong các trường nghề.

ABSTRACT

Vocational training plays an important role in the development of every country. The vocational development strategy, period 2011-2020, Vietnam has expected to increase the rate of trained workers to 40% (about 23.5 million people in 2015). The 2013 updated labor market report revealed that the vocational school enrollment was 1,732,000 students, around 36% comparing to the expectation. However, in recent years, many vocational schools in Ho Chi Minh City and neighboring provinces complained that the enrolment has declined too much (over 40%). In general, it's believed that students do not have a suitable orientation, lack of passion in their chosen career, lack of motivation to learn and unable to adapt to the learning environment, etc. This research finds out main causes leading to dropout students in vocational schools in Ho Chi Minh City, Binh Duong, and proposes some solutions to solve it in order to meet sustainable development in vocational schools.

Key words: *vocational orientation, career consultant, reason for vocational students dropout schools.*

I. INTRODUCTION

According to the vocational development strategy period 2011 – 2020, Vietnam has expected to increase the number of trained workers to 23.5 million in 2015 and about 34.4 million in 2020. The university and college

plan for period 2006-2020 was expected to obtain total 3 million of students in 2015 and 4.5 million in 2020. It means that the enrollment of university and college should be less than about 8 times of trained workers. But in reality, it was about 10.4% (including college level), undergraduate and graduate

level was about 6.4% in total labor force. The report of Prof. Mac Van Tien, Director of the Institute of Training Research, showed that each year there are about 1.2 million students finish high school but only 5% -10% of them study at the vocational training, the remaining studies at college, university or work as unskilled worker. It is hard to reach the target number of vocational students in 2020. In addition, in the recent years, a number of vocational student drops out the school is too high, up to 40% or higher.

Educational researchers concerned about the dropout rate and try to explain directly the main causes, such as: students don't want to study at low level school as vocational school, they choose unsuitable career, do not have motivation to learn... In this article, we have an indirect approach to find out them. Our approach's based on Work Adjustment Theory of Lloyd H. Lofquist and Rene V. Dawis and Maslow's Hierarchy of Need. In addition, this article is not based on the previous statistic data of dropout students because we concern that student usually don't want to tell the main reason of leaving the vocational school. The explanation will be based on the inferences from the survey of vocational students at the end of the 2nd and 3rd semester, relationship between reasons for choosing specialty and number of students want to change their specialty, and between their needs with the consistency of their specialty choice. As a consequent of the finding, some orientation solutions for sustainable development in vocational schools are proposed.

During the 1960s, Lloyd H. Lofquist and Rene V. Dawis, University of Minnesota psychologists, developed his Theory of Work Adjustment. The theory relates to working a job successfully once and occupation is chosen. Work involves physical, social, and psychological needs and helping workers meet these needs as successfully is as important as choosing a career. The theory defined work adjustment as a "continuous and

dynamic process by which a worker seeks to achieve and maintain correspondence with a work environment". This correspondence is the reciprocal process between the worker's satisfaction and the employer's satisfactoriness.

Abraham Maslow developed a Hierarchy of Needs Model in 1943. This hierarchy includes five stages:

- (1) Biological and Physiological needs: air, food, drink, shelter, warmth, sex, sleep.
- (2) Safety needs: protection from elements, security, order, law, stability, freedom from fear.
- (3) Social needs: belongingness, affection and love, - from work group, family, friends, romantic relationships.
- (4) Esteem needs: achievement, mastery, independence, status, dominance, prestige, self-respect, and respect from others.
- (5) Self-Actualization needs: realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.

These stages can be divided into 3 levels: the basic or low-level needs as physiological requirements and safety must be satisfied; social level needs and higher-level needs such as social needs, esteem and Self-Actualization are pursued. Most of the basic needs are satisfied from the outside. The social needs are satisfied from the outside and inside. Most of the higher-level needs are satisfied from the inside.

Vocational students as workers can adjust their major if these needs are not satisfied at present and also in the future. So, this article divided these needs into 3 levels. In one level splitted into 2 parts: present and future needs. They are:

- (1) Basic needs at present: adequate conditions of daily living, enough money for basic living expenses, accommodation security...
- (2) Basic needs in the future: will have a

suitable and stable job, will earn enough money to cover their future expenses and will learn in higher levels.

(3) Social needs at present: feel people friendly, make friend with people in and outside class, is shared from their teachers and family.

(4) Social needs in the future: support family in finance, good job environment, sharing from boss...

(5) Esteem and Self-Actualization needs at present: satisfaction with major, understand values of major, attraction in theoretical and practical lessons, ability to learn specialized subjects, explore their major...

(6) Esteem and Self-Actualization needs in the future: promotion, can guide other people, salary will appropriate with ability...

II. OBJECTIVE

The primary objective of the study was to find out some reasons that lead vocational school dropout by inferences from remaining students. In addition 4 sub-objectives were addressed:

- Determine the most important motivated reasons for choosing student's major and differences in level of their thinking about dropout among students in each group of reasons.
- Find out the levels satisfaction of needs.
- Find out the correlation between levels of some needs with levels of thinking about dropout.
- Propose some orientation solutions to reduce dropout rate at vocational schools.

III. METHODOLOGY

Survey method was mainly used in this research:

- Questionnaire with 2 main groups of questions:
 - Group question 1: ask for selected 1 most

impacted reason in choosing student's major.

- 6 parts in group question 2: respondents were asked to rate the level of each need in 3 scales where 1 indicates 'disagree', 2 'partly disagree or considerable', 3 'agree'.
 - Part 1: Basic needs at present: 5 questions.
 - Part 2: Basic needs in the future: 5 questions.
 - Part 3: Social needs at present: 5 questions.
 - Part 4: Social needs in the future: 5 questions.
 - Part 5: Esteem and Self-Actualization needs at present: 6 questions.
 - Part 6: Esteem and Self-Actualization needs in the future and sustainment in major: 8 questions

- Participants

Participants of this study were 438 vocational students at the end of 2nd and 3rd semester. There were 308 males (70%) and 130 females (30%); 238 (54%) at Ho Chi Minh and 200 (46%) at Binh Duong vocational schools; 135 (31%) students in vocational secondary schools and 303 (69%) students in vocational colleges. These students were chosen by random.

- Data Collection and Analysis: data was gathered by using survey instrument. Statistical analysis is: frequency, percentage, Chi square (C^2) and correlation (ϕ').

IV. RESULT FINDINGS

1. The most important motivated reasons in choosing students' major and correlation with levels of thinking about dropout

Table 1: The most important motivated reasons influent on choosing career

Reason	Personal reasons	Family reasons	Social reasons	Total
Quantity	233	138	67	438
(%)	53.2%	31.5%	15.3%	100%

Table 1 shows that personal reasons (they love it which is suitable to their abilities and characteristics, they like their vocational school...) were the most influenced on choosing career (53.2%), while social reasons (school's counseling, friends, easy to find job...) were a little impactation in choosing career. It revealed that Vietnamese high schools and vocational schools had very little impacted in choosing a career for students.

Table 2: Difference in level of thinking about dropout among students in each group of reason

Reasons	Level						Total
	1		2		3		
Personal reasons	28	12%	42	18%	163	70%	233
Family reasons	28	20%	39	28%	71	51%	138
Social reasons	9	13%	18	27%	40	60%	67
Total	65	15%	99	23%	274	62%	438

$\phi^2 = 1.25$

ϕ^2 is small, there isn't a difference between level of thinking about dropout among students in reasons of choosing major. So, if vocational schools want to enhance their impactation in choosing student's career, they should have more activities to attract students.

2. Finding from the status of vocational students' needs

a. Finding from status of basic needs at present

Table 3: Levels of basic needs at present

Basic needs at present	Level						χ^2 (difference in levels of one need)
	1		2		3		
1. Adequate conditions of daily living	32	7%	112	26%	294	67%	247
2. Unworried about financial	112	26%	155	35%	171	39%	13
3. Accommodation security	37	8%	107	24%	294	67%	242
4. Family provide adequate living expenses	44	10%	109	25%	285	65%	213
5. Do not need extra work	154	35%	103	24%	181	41%	21
Total	379	17%	586	27%	1225	56%	237 (Sum χ^2 difference levels among needs)

With $\alpha = 0.01$, $df = 2$, $\chi^2_{0.01} = 13.82$, there is significant difference in levels of one need except the need number 2 in table 3. With $\alpha = 0.01$, $df = 8$, $\chi^2_{0.01} = 26.12$, there is significant difference in levels among needs. In this, most of the students (56%) was satisfied with, because their families have supported enough

for their basic conditions of living (67%), expenses (65%) and found for them security living place (67%). So, the basic needs for sustainable development are basically met. However, more than half of them has still very worried or partly worried about their finance may be because they have had to earn more to support their other needs.

b. Finding from status of thinking about basic needs in the future

Table 4: Levels of thinking about basic needs in the future

Basic needs in the future	Level						χ^2 (difference in levels of one need)
	1		2		3		
1. Will have a suitable job	13	3%	262	60%	163	37%	215
2. Income can cover future expenses	20	5%	236	54%	182	42%	173
3. Stable job in near future	39	9%	265	61%	134	31%	176
4. Will soon support for family	27	6%	185	42%	226	52%	151
5. Will learn in higher level	34	8%	193	44%	211	48%	130
Total	133	6%	1141	52%	916	42%	70.9 (Sum χ^2 difference levels among needs)

Table 4 shows, all χ^2 is big, there is significant difference in levels of each need and in levels among needs. More than half of students (52%) has had an anxiety about their needs in the future. They have worried about whether they will find a suitable and stable job or not. They have also worried about a future income that can be covered personal's expenses and their family expenses or not.

Uncertainty about the future is not only characteristics of vocational students but also is common features of today's youth. But these features have revealed that schools and society have not had good orientations and solutions for students in school and after graduate.

c. Finding from status of social needs at present

Table 5: Levels of social needs at present

Social needs at present	Level						χ^2 (difference in levels of one need)
	1		2		3		
1. Friendly neighbors	24	5%	116	26%	298	68%	266
2. Friendly Friends	17	4%	103	24%	318	73%	329
3. Make friend with almost people in class	18	4%	99	23%	321	73%	337
4. Well supported from teacher	39	9%	133	30%	266	61%	178
5. Sharing from family	14	3%	55	13%	369	84%	517
Total	112	5%	506	23%	1572	72%	69 (Sum χ^2 difference levels among needs)

Table 5 shows, all χ^2 is big, there is significant difference in levels of each need and in levels among needs. Most of students have satisfied with these needs (72%). They found no difficulties in leaving and sharing with their neighbors, friends, teachers and family. These current social needs are good for sustainable development in schools.

d. Finding from status of social needs in the future

Social needs in the future	Level						χ^2 (difference in levels of one need)
	1		2		3		
1. Will share family in finance	10	2%	43	10%	385	88%	591
2. Will have good job environment	20	5%	235	54%	183	42%	172
3. Will success in career	18	4%	236	54%	184	42%	178
4. Will be shared from bosses	36	8%	236	54%	166	38%	141
5. Will have good colleagues	13	3%	138	32%	287	66%	258
Total	97	4%	888	41%	1205	55%	334 (Sum χ^2 difference levels among needs)

Table 6 shows, all χ^2 is big, there is significant difference in levels of each need and in levels among needs. About half of students has satisfied with these needs (55%). Most of them have strongly thought they will share money with the family and have good colleagues. But they have confused in thinking about job environment and sharing from bosses ... These future social needs are not very good for sustainable development in schools.

e. Finding from status of Esteem and Self-Actualization needs at present

Table 7: Levels of Esteem and Self-Actualization needs at present

Esteem and Self-Actualization needs at present	Level						χ^2 (difference in levels of one need)
	1		2		3		
1. Major satisfaction	11	3%	136	31%	291	66%	270
2. Understand values of major	22	5%	132	30%	284	65%	237
3. Attraction in theoretical lessons	87	20%	201	46%	150	34%	45
4. Attraction in practical lessons	24	5%	110	25%	304	69%	282
5. Usually discover in their specialty	35	8%	175	40%	228	52%	136
6. Not difficult to learn specialized subjects	63	14%	243	55%	132	30%	113
Total	242	9%	997	38%	1389	53%	300 (Sum χ^2 difference levels among needs)

Table 7 shows, all χ^2 is big, there is significant difference in levels of each need and in levels among needs. About half of students has satisfied with those needs (53%). Most of

them has satisfied with their specialty, usually discovered and understood values of it, and attracted in practical lessons... However, they have met some difficulties in learning theoretical lessons as well as specialized subjects. Schools should be improved in curriculum, methods of teaching and learning environments of theoretical subjects in order to meet students' requirements of these needs.

f. Finding from status of Esteem and Self-Actualization needs in the future and sustainment thinking in specialty

Table 8: Levels of Esteem and Self-Actualization needs in the future and sustainment thinking in specialty

Esteem and Self-Actualization needs in the future and sustainment thinking in specialty	Level						χ^2 (difference in levels of one need)
	1		2		3		
1. Will promote in career	23	5%	221	50%	194	44%	158
2. Vocational learning will be a basement for further learning	34	8%	182	42%	222	51%	134
3. Will be able to guide another worker	18	4%	175	40%	245	56%	185
4. Will change major when have opportunities	65	15%	99	23%	274	63%	172
5. Will not want to change school	53	12%	158	36%	227	52%	105
6. Will not change major when have difficulties in finance	34	8%	132	30%	272	62%	196
7. Salary will appropriate with ability	13	3%	138	32%	287	66%	258
8. Your career will be need in society	26	6%	174	40%	238	54%	162
Total	266	8%	1279	37%	1959	56%	171 (Sum χ^2 difference levels among needs)

Table 8 shows, all χ^2 is big, there is significant difference in levels of each need and in levels among needs. Most of them have satisfied with these needs and have not wanted to change their major and their school. They have thought that they will have further learning, be able to guide another worker, not change their specialty, and get appropriate salary ... However, they have not thought they will promote in future. So, it is importance to make students think that they can success in the future.

3. Findings from the correlation between levels of some needs with levels of thinking about dropout.

Table 9: Correlation between levels of some needs with levels of thinking about dropout.

Needs	ϕ'
1. Finance at present	0.18
2. Finance in the future	0.19

3. Will have a suitable job	0.19
4. Will have stable job	0.20
5. Attraction in theoretical lessons	0.17
6. Working environment in future	0.24
7. Success in the future	0.23
8. Major satisfaction	0.36
9. Understand values of major	0.26

Table 9 shows that it is lightly correlation between levels of needs with levels of thinking about dropout. So, many reasons have little impacted of dropout rate, such as: major satisfaction, understand values of major, working environment in future, success in the future and will have a suitable job. In these reasons, the satisfaction with their specialty has the most affected reason. On the other hand, finance at present and in the future, will have a suitable job, attraction in theoretical lessons, may not impact.

Further analysis in table 10 shows the correlation between levels of their specialty's satisfaction with levels of other reasons.

Table 10: Correlation between levels of their specialty's satisfaction with levels of reasons

Reasons	χ^2
1. Finance at present	0.2
2. Finance in the future	0.3
3. Will have a suitable job	0.34
4. Attraction in practical lessons	0.24
5. Attraction in theoretical lessons	0.21
6. Working environment in future	0.37
7. Success in the future	0.22
8. Understand values of major	0.26

It is lightly correlation between levels of their specialty's satisfaction with levels of

other reasons. There are many reasons can be influenced to students' satisfaction of their major. In these, society's reasons (job, salary, working environment and success) are more impacted.

From all the above status of vocational students at the end of 2nd and 3rd semester, it can be inferred that students had already left schools who had stronger unsatisfied with these needs. In these, satisfaction of specialty, understand values of major, thinking of success in the future, future salary, have a suitable and stable job, working environment in future and attraction in lessons were more unsatisfied. These were also some major reasons to lead vocational student dropout.

4. Propose some solutions

In order to reduce the dropout rate vocational schools should:

- Have more consultative activities to introduce their schools and guide students in choosing their sectors.
- Have more activities in 3 first months at the beginning of each course to make them to satisfy and understand clearly about their majors, especially values of their sectors. These activities can be online or direct consultations, a field trip at company, information of the labor market related to their career, organization a visit or practice in factories...
- Redesign the curriculum to reduce theoretical subjects and increase practical subjects; to add more practice credit at company, and detail introduce the curriculum clearly at the beginning of each course.
- Improve methods of teaching and learning environment in theoretical and also in practical subjects
- Should have relationships with good companies for students practicing in many companies and creating opportunities for them to find a suitable job.

V. CONCLUSION

Career-oriented job is along and continuous process. It is not only happening in secondary or high schools but also taking place in vocational schools. In vocational schools,

students should be still counseled to satisfy in their career in order to reduce a number of dropout students and to meet the sustainable development in vocational schools and society.

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