


Open Access Article

 <https://doi.org/10.55463/hkjss.issn.1021-3619.62.39>

Teacher Ideology of Pedagogical Students at Universities in the Northwest Region of Vietnam

Thi Van Anh-Le¹, Thi My Hong-Tieu², Thi Thanh Giang-Hoang³, Thi Phuong Thao-Do^{4*}, Thi Hong Phuc-Nguyen⁴, Thi Hong Tham-Pham⁵, Thi Kim Thi-Nguyen⁶

¹ Faculty of General Education, Tay Bac University, Vietnam

² General Education, Hanoi National University of Education, Vietnam

³ Faculty of Social Science, Tay Bac University, Vietnam

⁴ School of Education, Can Tho University, Vietnam

⁵ The Vietnam Institute of Educational Sciences, Vietnam

⁶ Political Education Department, Vinh University, Vietnam

Received: September 17, 2023 ▪ Reviewed: October 11, 2023

▪ Accepted: November 15, 2023 ▪ Published: December 29, 2023

Abstract:

This study aimed to examine the pedagogical students' ideology of being a qualified teacher, including the purpose of studying, the views of their teaching profession, the qualities of being a teacher that they have achieved, and the priority of job selection after graduation. A total of 538 pedagogical students from pedagogical universities and colleges in Northwest Vietnam voluntarily participated in the survey. A constructed questionnaire was used, including six questions regarding teacher ideology as viewed by the respondents. Quantitative data were analyzed using SPSS 20 and qualitative data were analyzed using interpretive methods. Cross-analyses between the researchers were performed to ensure the reliability of the results. Results showed that: most participants: 1) chose to be a teacher because of their love of teaching; 2) confirmed their goal to be a teacher; 3) had a positive attitude toward the pedagogical profession; 4) had many good qualities of a teacher but still lacked confidence and professional knowledge and skills; and 5) wanted to have a stable job that aligned with the field of study after graduation. The findings indicated the urge to revise the teacher education curriculum to improve student teachers' professional knowledge and skills, which are the key to being a confident and qualified teacher. Determining the teacher ideology of pedagogical students will affect the effectiveness of studying and training in developing these future teachers' capacity and teaching quality.

Keywords: pedagogical students, teacher ideology, teacher morality, training curriculum, Vietnam.

Corresponding Author: Thi Phuong Thao-Do, School of Education, Can Tho University, Vietnam; email: dtpthao@ctu.edu.vn

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>)

越南西北地区大学师范生的教师思想

摘要:

本研究旨在考察师范生作为一名合格教师的思想状况,包括学习目的、对教师职业的看法、所取得的教师素质以及毕业后择业的优先顺序。共有来自越南西北部师范院校的 538 名师范生自愿参加了此次调查。使用了一份自行设计的问卷,其中包括受访者认为的有关教师意识形态的六个问题。使用统计软件 20 分析定量数据,并使用解释方法分析定性数据。研究人员之间进行了交叉分析,以确保结果的可靠性。结果显示:大多数参与者:1) 因为热爱教学而选择当一名教师;2) 确认自己的目标是成为一名教师;3) 对教师职业有积极的态度;4) 具有教师的诸多优良品质,但仍缺乏自信和专业知识技能;5) 希望毕业后有一份与专业相符的稳定工作。研究结果表明,迫切需要修改教师教育课程,以提高实习教师的专业知识和技能,这是成为一名自信和合格教师的关键。师范生教师思想的确定,将影响到未来教师能力和教学质量的学习和培训的有效性。

关键词: 师范生、教师思想、师德、培训课程、越南.

1. Introduction

Kenyon (2017) defined ideology as the values, norms of appropriate behavior and beliefs about relational structures. Teacher ideology is commonly viewed as the set of beliefs or principles that guide teachers in their teaching and practices, so that teacher ideology directly affects teacher morality and practices. There is much research on teacher ideologies under different circumstances. In the previous decade, researchers were concerned about teachers' ideologies and practices in a multicultural context such as in the United States of America (Allen, 2015). The 21st-century records the changes in the studies on this problem. For instance, Chvala (2020) explored Norwegian teachers' ideologies of English in society and in schools to consider the relevance of teaching in the 21st century. She noted that ideologies could construct certain social realities that shape teachers' understanding of English and contextually meaningful English teaching (Chvala, 2020).

Zabidi et al. (2020) found that the element of professional ethical values is least focused by lecturers in a soft skills module for university students in Malaysia. They conducted a study to explore the beliefs of six lecturers about their ethics and professional ethical values in teaching practice by deep interviews. The results showed that most of the participants considered "the practice of morality is a fundamental element for every individual to achieve excellence in career and true success in life" (Zabidi et al., 2020, p. 80). Zabidi et al. also shared four ways to develop students' ethical values, including "(i) planning the implementation of ethical values in teaching sessions, (ii) showing good examples to students, (iii) improving the mastery of soft skills in themselves as lecturers, (iv) teaching process and afterwards" (Zabidi et al., 2020, p.81).

From these studies, obviously, all educators highly appreciate teacher ideology. However, to successfully

educate students about teachers and teaching ideology, there are still many constraints because ideology is not easy to expose and assess. Moreover, students' philosophy is shaped by many factors, including the teachers, the teaching, the environment, their own beliefs, and so on. For example, Bartolomé and Trueba (2000, p. 95) reported the experience of Magda when her first-grade teacher displayed hateful behavior just because Magda had not understood a requirement. This experience shaped her teaching ideology later. Fortunately, Magda regarded this behavior as something a teacher should avoid and stressed the importance of maintaining a warm and nurturing relationship with students (Bartolomé and Trueba, 2000, p.98). This example clearly demonstrated that teachers have a strong impact on their students, in both good and bad ways. Barni et al. (2019) confirmed that "teachers' personal values drive their goals and behaviors at school."

Similarly, Kenyon (2017) explored the experiences of six preservice social studies teachers' orientations toward teaching social studies, particularly with regard to their ideological understanding of authority and citizenship, to find a way to improve society through education. The results showed that these preservice teachers encountered different situations in and outside schools that shaped their values and beliefs in different ways. In particular, a preservice teacher demonstrated an ideology of questioning and challenging authority in school, politics, and religion, which exhibited his critical way of thinking.

In conclusion, teacher ideology, which refers to "the way of being a teacher" and "the virtue of being a teacher", as considered by Li (2016), will shape teachers' morality and behaviors. It then determines their ways of teaching and communicating with their students and colleagues. Having a suitable teacher ideology is the first step to becoming a good teacher. However, as stated by Zu et al. (2022, p.53), "teachers

and students may have different understandings of the connotation and current situation of teachers' morality". The same could happen to other connotations such as teacher ideology. Zu et al. (2022) showed that teachers' self-evaluation scores were significantly higher than those of students in most of the nine dimensions, including Professional Ideal, Professional Responsibility, Professional Attitude, Professional Discipline, Professional Skills, Professional Conscience, Professional Style, Professional Honor, and Ideological Leading. These scores clearly prove that teachers' moralities will be strengthened through studying and working experience. Loo et al. (2023, p.235) confirmed "morality in education, regardless of the level, is the assurance that pedagogical practices are shaped for the welfare of the students and for the greater good."

In Vietnam, when the economy is gradually developing, there are increasing concerns about improving teachers' and pedagogical students' morality as a measure to limit the negatives in education. In fact, there is an increasingly rising concern about teachers' morality nowadays when social networks and media quickly spread both positive and negative stories about teachers, teaching, and students. Le Ha & Van Que (2006) have shown how deeply ingrained the role of a teacher as a "moral model" is in Vietnamese society, and it both puts "good pressure" on teachers to be proud, maintain, and show morality as well as "bad pressure" when it makes them feel uncomfortable. The teacher's ethical role is related to the negotiation and reconstitution of values and identities, particularly in teaching.

However, to become a pedagogical student in Vietnam, high school graduates do not have to take any entrance exams that test their views on the profession of a teacher or teachers' morality. This can lead to the next generation of teachers who lack enthusiasm and devotion in teaching. This study explored Vietnamese pedagogical students' views on their major selection and qualities as teachers. The research question is as follows: What is the ideology about teachers and teaching that Vietnamese pedagogical students in Northwest Vietnam currently hold? From this, implements and suggestions for teachers' education programs can be developed to improve the quality of pedagogical major training.

2. Method

This study employed an interpretive approach with a structured questionnaire to understand pedagogical students' views on teacher ideology. The questionnaires contained six questions: Q1: Why did you choose to study pedagogy? Q2: What is your goal of studying pedagogy? Q3: What do you think about teaching? Q4: How do you think the teacher today is evaluated by society? Q5: Can you name the qualities of a teacher that you yourself currently have and have not met? and Q6: Could you please name three priorities when choosing a job after university graduation?

This study conducted a survey with 538 participants who are currently pedagogical students in five universities and colleges in the Northwest region of Vietnam, particularly in 4 provinces: Hoa Binh, Son La, Dien Bien, and Lai Chau. The total enrolment of pedagogical students for these provinces is about 5000. The universities and colleges involved in this study included Tay Bac University (336 students, included 239 female and 97 male), Lai Chau Community College (42 female students), Son La College (61 students, included 60 female and 1 male), Dien Bien College of Education (48 students, included 47 female and 1 male), and Hoa Binh College of Education (51 female students). The student teachers in this region were selected as participants because the Northwest mountainous region in Vietnam is one of the most underdeveloped areas in the country, both in terms of education and economy. Thus, developing these regions based on education is one of the most vital needs of educators and government. Besides, due to the difficulties in the infrastructure and transportation system, this region frequently faces a lack of teachers in general, and a lack of qualified teachers in particular. The most serious shortage is in preschool teachers. Therefore, in recent years, there has been a significant increase in the enrollment in the preschool education major, which was reflected in the number of respondents from this major. However, a sudden rise in enrollment may cause other problems in the assurance of quality that need to be carefully studied. Details on the general information of the respondents are provided in Table 1.

Table 1. General information of the respondents (Developed by the authors)

Major of teaching	Gender		Year of study				Total number
	Male	Female	1st	2nd	3rd	4th	
Preschool/childhood education	12	271	7	122	104	50	283
Politics education	33	25	-	33	10	15	58
English	11	34	-	39	6	-	45
Geography	3	30	4	13	13	3	33
Primary school	6	19	-	9	8	8	25
Computer science	11	12	-	17	4	2	23
History	4	18	1	12	8	1	22
Vietnamese literature	1	18	-	13	6	-	19
Mathematics	9	11	-	17	2	1	20
Physical Education	9	1	-	9	-	1	10
Total	99	439	12	284	161	81	538

All participants in the study were voluntary. The samples were obtained from educational pedagogical faculties and schools of universities and colleges in the Northwest region of Vietnam using a convenience sampling technique. Emails with links to the questionnaire using Google form were sent to all of the pedagogical students in these universities and colleges, and the students voluntarily answered the questionnaire. Noted that there was a significant difference in the number of samples in the preschool teaching major due to the priority policy of the Ministry of Education and Training (MOET) of Vietnam, to train preschool teachers to meet the urgent employment needs of the society.

The data were analyzed using SPSS 20 to find the average ideas and frequencies of the ideas. Qualitative data were coded based on the meaning of the responses before analysis. Qualitative data were analyzed by interpretive methods under the grounded theory model of Glaser and Strauss (1967), which is an inductive technique that helps researchers interpret the obtained data about a social phenomenon to build a theory about that phenomenon instead of based on the existing theoretical base system. Three of the researchers independently analyzed the data and then compared the results. Any vague information was cross-checked to ensure that the final implications were reasonable and reliable.

3. Results and Discussion

Based on the questions, the data were reported in five main categories: 1) Reasons to choose pedagogical majors (Q1); 2) Goal of study (Q2); 3) View on teaching and teacher (Q3 and Q4); 4) View on current

personal qualities as a teacher (Q5); and 5) Priorities in job seeking after graduation (Q6).

3.1. Reasons for Choosing Pedagogical Majors

Answers for Q1: Why did you choose to study pedagogy? were quite promising. Motivation to direct learners to choose a career is an important factor in identifying learners who have clear goals to strive for, are determined to pursue their chosen dream, and are dedicated to the teaching profession in the future. The reasons to choose the major in education from the respondents were quite diverse, which could be grouped into two main groups: 1) internal reasons, which come from within the individual, including their interest and competence) and 2) external reasons from other outside factors, including tuition and study costs, family traditions and orientation, career opportunities, and so on. Motives were divided into seven smaller groups, as presented in Table 2.

Table 2. Reasons to choose a pedagogical major from 538 pedagogical students, arranged from the most to the least frequent (Developed by the authors)

	Reasons	Frequency	Percentage
Internal	Love teaching	396	73.61
	Suitable with their own abilities	260	48.33
External	Suitable for their family economic condition	253	47.03
	Free tuition	193	35.87
	Easy to find a job after graduation	145	26.95
	Satisfy parents' will	82	15.24
	Did not pass their first selected major	18	3.35

The survey results showed that internal reasons played the most important part in the career selection of these pedagogical students, where most students had a positive attitude and affection toward the teaching career. They had chosen the major simply because they loved teaching (73.61%) and the job was considered in line with their own competence (48.33%). This was a positive result, showing that most pedagogical students had a positive attitude, motivation, and good preparation before starting to study and practice to become a teacher. It also demonstrated that most participants had a clear orientation and were passionate about their profession in pedagogy. This is extremely vital for teachers who work in poor infrastructure conditions such as those in the Northwest region of Vietnam because their internal qualities are the most important factors that can keep them attached to the job.

However, external factors also greatly influence the decision to choose a career for pedagogical students in Vietnam, of which the main reason comes from the study cost factor. Nearly half of the survey participants (47.03%) considered choosing this career because it was in accordance with their family's economic ability, and more than a third of students (35.87) emphasized the reason for studying pedagogy was because this field of study was exempt from tuition fee (for enrollment courses from year 2020 and earlier) or full tuition fee and living expense support from the MOET or local authorities (for enrollment courses from 2021 onwards)

according to Decree No. 116/2020/ND-CP year 2020 of the Vietnam Government (Vietnam Government, 2020) effect from 15/11/2020. Note that the Northwest region of Vietnam is mountainous and forested, with many ethnic minorities living there, and the average income of the people is quite low compared to the level of other delta areas and cities. Therefore, this should be a remarkable point for stakeholders in planning and developing the teacher workforce. Free tuition can call for more attendance for teacher education majors but also attract those with unsuitable personal qualities to this very special career, which can affect many generations. Accordingly, it is necessary to apply other additional selection methods to ensure the quality of pedagogical students instead of just relying on test scores in three related subjects based on the regulation of admission to undergraduate programs and early childhood education college degree programs of the MOET (MOET, 2020).

Furthermore, 26.95% of the respondents considered teaching as a major that would make it easy to find a job after graduation. In fact, most teachers in early childhood education and primary education can find jobs immediately after graduation because there is a serious shortage of teachers in these fields in Vietnam. According to Appendix 4: Supplementing the payroll for the public preschool and general education career in the school year 2022–2023 (attached to Decision No. 72-QD/TW, dated July 18, 2022 of the Vietnam

Political Bureau), there was a shortage of 38.925 preschool, 23.550 primary school, 1.261 lower-secondary school, and 2.244 upper-secondary school teachers in the country in the school year 2021–2022. The Political Bureau proposed a supplementary teacher payroll for the school year 2022–2023 included 13.015 preschools, 8.162 primary schools, 4.665 lower-secondary schools, and 2.008 upper-secondary school teachers. These numbers demonstrate the need for teachers in Vietnam, especially in preschools and primary schools. Therefore, these participants demonstrated their understanding of the workforce of their major. Given the difficult economic conditions of the Northwest, this is also a matter of consideration for learners to have peace of mind when studying, training, and reducing their economic pressure. Hence, this reason is also in good alignment with the previous two reasons.

Some participants chose education to satisfy their parents' will (15.24%), and there was only a very small percentage of them who chose to study education simply because they did not pass their first selected major (3.35%). Interestingly, most parents in Vietnam were deeply influenced by Confucian thought, as highlighted by Mestechkina et al. (2013, p.51). A consequence of this school of thought is that most people, especially the elderly, adore teachers and the teaching profession. For that reason, it is quite understandable why most of the pedagogical students in this survey love to be teachers, as mentioned before, and follow their parents' will to be teachers.

3.2. Goal of the Study

With the question Q2: What is your goal of studying pedagogy? 409 students (76.02%) confirmed their goal to be a teacher. Besides them, 115 other students (21.38%) stated that their goal was to work in the field of education as manager, equipment room staff, school union secretary, etc. (but not being a teacher). Only 16 students (2.97%) aimed to have a university degree (but not necessarily become teachers or work in education). However, 21 students (3.90%), although they wanted to be a teacher or work in education, still had uncertainty in their goal as they also chose the second goal of having a university degree, regardless of whether they could or could not work in this field. From this, it could be concluded that most of the students had clear goals for their efforts and wanted to be teachers in the future, except for a very small percentage. This result was in harmony with the reason they chose the major "because they love teaching" (73.61%), as reported earlier. It could also be established that most of the future graduated students from these universities and colleges will seek the job as a teacher; hence, the focus of training should be on the professional as a teacher, with sufficient knowledge, skills, and proper attitude toward the job. Besides, training courses on the skills to do other related duties in school and the educational system, such as how to organize educational activities for children under the role of a school union secretary,

should be provided. In fact, most of the school officers who are responsible for such jobs have to learn to do the job by experiencing themselves and learning from previous officers instead of learning from universities, which brings them many disadvantages in work.

3.3. View on Teaching and Teachers

With the question Q3: What do you think about teaching? almost all students have a positive attitude toward the pedagogical profession when 522 students (97.03%) of these pre-service teachers agree with the concept that "Teaching is a noble profession". This, again, confirmed the deep impact of Confucian thoughts in Vietnamese, as mentioned before. Only 2.97% of these students did not consider teaching to be more noble than other jobs as they considered "any kind of legal job is noble".

However, to answer Q4: How do you think the teacher today is evaluated by society? the picture was altered a little when 13.20% of 538 students considered that Vietnamese society nowadays treated teachers as any other person who worked in other fields. Even 5.20% (28 students) thought that the teacher was not very respected by society, which is a worrisome signal for educators (presented in Figure 1). Undeniably, there were different demands on the teachers since Vietnam's society has changed a lot, from an agricultural society to an industrial and service society. In the context of socio-economic development, especially with the development of science and technology that helps information finding become extremely easy, the role of the teacher is sometimes reduced if we focus on the role to "transform knowledge to students". This rings a warning bell about the necessity to pay more attention to educating the moral, ideological, and lifestyle of teachers since they are still pedagogical students. Because teachers' behaviors and how they deliver education will determine what society views them. No one will hope for a future in which teachers are not respected, as that would be a fatal failure in education.

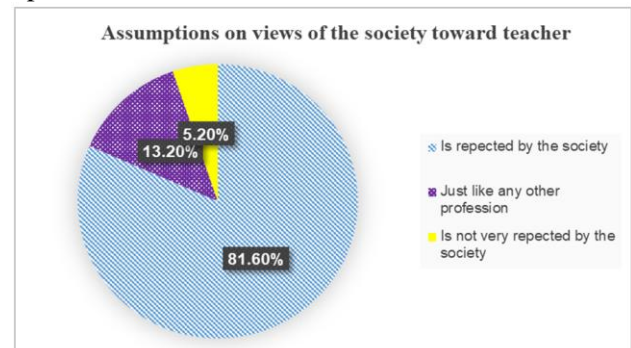


Figure 1. The assumptions of the pedagogical students on the current view of Vietnamese society toward teachers

3.4. View on Current Personal Qualities of a Teacher

Q5: Can you name the qualities of a teacher that you yourself currently have and have not met? is an open-ended question in which the students typed their answers. Therefore, the answers varied considerably. The main groups of their personal qualities as teachers are summarized in Table 3.

Table 3. The most frequent qualities of a teacher that the 538 participants considered to have met (Developed by the authors)

Order	Quality	Frequency	Percentage
1	Love, enthusiasm, and passion for the profession	207	38.48%
2	Love and enthusiasm for students	173	32.16%
3	Having appropriate ethical qualities	119	22.12%
4	Having the desire and spirit to learn and practice perfecting oneself	71	13.20%
5	Being hard working, diligent, patient, and having the ability to manage emotions	68	12.64%
6	Fairness, integrity, and honesty	65	12.08%
7	Being responsible, self-disciplined, dedicated, and enthusiastic	53	9.85%
8	Being open-minded, sociable, friendly, and gentle	31	5.76%
9	Being exemplary and disciplined	27	5.02%
10	Having knowledge and understanding of the job	21	3.90%
11	Compassion, humanity, altruism, and tolerance	20	3.72%
12	Having professional skills	15	2.79%

Table 3 illustrates that the most common quality of a teacher that the respondents confirmed they had met was the love, enthusiasm, and passion for the job itself, with 38.48% of the participants mentioning this. In particular, they wrote: “My love of teaching”, “I have passion in teaching”, “I love the job with all my heart”, and so on. The next common quality was love and enthusiasm for their students (32.16%). Some pre-service students wrote “Love children”, “Care for children”, or “Love children and educate with love”. A

student wrote very sincerely: “I love children, so I am controlling my own temper. My study helped me understand that the teaching profession is very sacred and essential for the ‘young bamboo shoots’ of the country. When I come to the university, the lecturers let me know that I will have many challenges in teaching because teaching is not an easy job. Teachers’ responsibility is very high and important, so I have not stopped trying and learning every day to improve myself.” This is really good news because most of these pre-service students have the core values of being devoted teachers in the future.

The other qualities that they have been established comprise ethic qualities, desire and spirit to perfect themselves, hard working, diligent, patient, fairness, integrity, honesty, and many other good virtues, as presented in Table 3. These are the most basic qualities of a teacher because the teaching profession is the profession of working with people. In addition to teaching knowledge, teachers also have to teach people to form personality, inspire and spread the wings of dreams for students so that they believe in themselves and be successful citizens in the future. These are very necessary qualities that pedagogical students have recognized and possessed. However, it will take a long time for them to practice and improve, especially in reality practice, to perfect and affirm the above precious qualities. Above all, pedagogical students need to have the effort and spirit of lifelong learning, passion, and creativity, so that they can cultivate more ethical qualities, professional expertise, and renew themselves in a changing society that greatly impacts education as it is today.

However, 19 of the participants (3.53%) could not name any good quality teacher that they had. This revealed the uncertainty in a few pedagogical students in their study and their future job.

With the same question, the students acknowledged their own shortcomings in the teaching profession’s ethical qualities as follows:

Table 4. Pedagogical students’ current limitations as they admitted (Developed by the authors)

Group	No. ideas	Details of the limitation	Frequency	Percentage (participants)
Attitude toward the job and students	30	Do not love the job	14	2.60%
		Lack of devotion to the job	14	2.60%
		Do not love children	2	0.37%
Personal qualities	244	Shy/lack of confidence	96	17.84%
		Not diligent	35	6.51%
		Not active	30	5.58%
		Lack of patience	18	3.35%
		Lack of determination and effort	14	2.60%
		Short-tempered/lack of control	12	2.23%
		Lack of concentration	6	1.12%
		Not exemplary	5	0.93%
		Other qualities (fairness, humility, honesty, courage, bravery, optimism, calmness, tolerance, creativity...)	28	4.83%
		Professional knowledge	95	Lack of professional knowledge and experience
Professional skills	125	Lack of professional skills (in general)	52	9.67%
		Lack of communication skills	30	5.58%
		Lack of pedagogical situation	18	3.35%

		handling skills		
		Lack of teaching skills	10	1.86%
		Lack of other professional skills (program design, child care, class management, leadership...)	15	2.79%
Personal goals	52	Not well studying and practicing, have not achieved personal goals	52	8.29%
Unknown	81	Don't have or don't know	67	12.45%
		Lack a lot (unspecified)	14	2.60%
Total	627		627	116.54%

Most participants admitted limitations in their own attitudes (5.58% of the participants) and qualities (45.35% of the participants). Seriously, some of them admitted that they did not love the job, or even did not love children, and lacked devotion to the job. Among personal qualities, confidence seems to be the most popular limitation of these pre-service teachers (17.84%). The results confirmed the standpoint shown by Nguyen and Hoang (2019) that educating the qualities and ethics of teachers is an urgent requirement for students of pedagogical schools these days, specifically for preschool teachers, as pointed out by Nguyen (2019).

Professional knowledge and professional skills were also the major limitations of these participants, with 17.66% and 23.23% of them considered, respectively. Although it is understandable because they are still students, tertiary educators should pay attention to students' opinions on training programs to better satisfy learners' needs. Unfortunately, this problem was indicated a long time ago by Tran (2013) and it still remains. The findings indicated the urge to revise the teacher education curriculum to improve student teachers' professional knowledge and skills, which are the key to being a confident and qualified teacher. The changes and reforms that have been made in the curriculum and training approaches of the pedagogical universities during those years seems not enough to meet the requirements of the job and of the student teachers. Stronger and effective measures need to be implemented.

Interestingly, there were 67 pedagogical students who did not know their limitations (27 students) or reflected themselves as "do not have any limitation" (40 students). Both of these groups show a weak ability to reflect on self-development because when you do not know your limitations, you do not know how, and are not willing, to improve yourself. Tertiary educators should provide constructive feedback for the students more effectively as well as guide them to have a better critical thinking skill, so that they can identify their own strengths and weaknesses for a better endeavor of studying to be a teacher. The results also indicated the need for counselling and career orientation in high schools to identify students who are suitable for pedagogy.

3.5. Priorities in Job Seeking after Graduation

The last question Q6: Could you please name three priorities in choosing a job after university graduation? resulted as summarized below in Table 5.

Table 5. Priorities in job seeking after graduation

Order	Priority	Frequency	Percentage
1	A stable job	422	78.44%
2	A job that aligns with the field of study	385	71.56%
3	A job that is close to home and family	188	34.94%
4	A job with a good salary	187	34.76%
5	As long as there is work, even in remote areas	182	33.83%
6	Not necessarily a teacher, but just an educator	109	20.26%

Most of these pre-service teachers wanted a stable job (78.44%) or a job that aligned with their field of study (71.56%). More than one-third of them wanted a job that was close to home, close to family (34.94%), while the other would accept any work, even in remote areas (33.83%). 34.76% of them wanted a job with a good salary. A good salary is always a motivation for working in any area. For example, Kamaruddin et al. (2023) confirmed that salary and motivation have a positive and significant effect on teacher productivity in a private senior high school in Jakarta, Indonesia. However, the salary for teachers and educators in Vietnam has always been considered "low" by society and cannot be improved in a short time. Therefore, a passion for teaching is always fundamental for qualified teachers in Vietnam.

4. Suggestions

In addition to the participants who chose a pedagogical career according to their capacity and personal interests, a proportion of students were not really passionate about the job and lacked teacher qualities. Some of them even displayed an unclear teacher ideology that may cause serious issues in teaching later. Thus, counselling and career orientation in high schools need to promote self-discovery and career exploration activities so that high school students can fully realize their strengths and weaknesses, the necessary qualities of a teacher so that they can choose the suitable majors. Moreover, attitude and love for pedagogy, as well as the competencies as a teacher, need to be fostered and nurtured in the training process so that the graduated pre-service teachers can be fully qualified teachers. The training process should focus on professional practices to help pre-service teachers gain confidence, professional knowledge, and skills. Last but

not least, teacher educators should guide their students to self-practice and reflect so that they can perfect themselves through studying and teaching.

5. Conclusion

It can be concluded that most of the pedagogical students in the Northwest region of Vietnam choose their majors mostly based on their internal qualities, including their love of teaching and their suitable abilities as teachers. Most of them had a clear goal of becoming a teacher or working in the education field after graduation, even if they had to work in a remote area. They also demonstrated positive attitudes and a clear ideology toward the pedagogical profession. They self-reported that they had competences in many aspects of being a “good teacher” including teacher ideology and qualities, professional skills, and necessary soft skills. Most of them articulated rather clearly their strengths and limitations. However, a small number of student teachers could not specify their appropriate qualities or limitations as teachers. In fact, some Vietnamese student teachers choose their career not based on their own will, interest, and characteristics but based on other external reasons including free tuition fees, their parents’ choice, or simply because they failed the entrance exam for other majors. Therefore, this should be a remarkable point for stakeholders to plan and develop a better selection procedure to choose suitable candidates for this critical career in training citizens and the future workforce. Nevertheless, the respondents were still worried about the lack of confidence and professional knowledge and skills, which led to the need for more effective training in these objectives of the pedagogical programs. Further research on how to reform the teacher education program in Vietnam should be conducted for better applications because the problem of low effective teacher training on professional knowledge and professional skills was indicated more than ten years ago and still remains.

6. Limitations and Further Study

The study relied on the self-assessment of the pedagogical students; therefore, the data were not triangulated using other methods. Further interviews and observations should be conducted for more information so that more effective implications and suggestions could be withdrawn.

Acknowledgments

The authors wish to express their high appreciation and thanks to the fund of the Ministry of Education and Training of Vietnam, which financed the research under the B2022-TTB-02.

Authors’ Contributions

The authors affirmed that there are no conflicts of interest in this article. Author 1 conducted the field work, prepared the literature review, and overlooked the

write-up of the entire article. Author 2 performed the data entry. Authors 3, 4, and 5 performed the statistical analysis and interpretation of the results. Author 4 wrote the entire article in English. Authors 6 and 7 re-checked the analysis data and the entire article.

References

- [1] ALLEN, Q. (2015). Race, culture and agency: Examining the ideologies and practices of US teachers of Black male students. *Teaching and Teacher Education*, 47, pp. 71-81.
- [2] BARNI, D., DANIONI, F., & BENEVEENE, P. (2019). Teachers’ self-efficacy: The role of personal values and motivations for teaching. *Frontiers in psychology*, 10, 1645.
- [3] BARTOLOMÉ, L. I., & TRUEBA, E. T. (2000). Beyond the politics of schools and the rhetoric of fashionable pedagogies: The significance of teacher ideology. *Immigrant voices: In search of educational equity*, pp. 277-292.
- [4] CHVALA, L. (2020). Teacher ideologies of English in 21st century Norway and new directions for locally tailored ELT. *System*, 94, 102327.
- [5] GLASER, B. G., & STRAUSS, A. L. (1967). *The Discovery of Grounded Theory Strategies for Qualitative Research*. Aldine Transaction. New Brunswick (U.S.A.) and London (U.K.), 271 pages.
- [6] KAMARUDDIN, I., TANNADY, H., AL HADDAR, G., SEMBIRING, D., & QURTUBI, A. (2023). The Effect of Direct Compensation and Work Motivation on Teacher Productivity at Private Senior High School in Jakarta. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(2), pp. 472-482.
- [7] KENYON, E. A. (2017). Lived experience and the ideologies of preservice social studies teachers. *Teaching and Teacher Education*, 61, pp. 94-103.
- [8] LE HA, P., & VAN QUE, P. (2006). Vietnamese educational morality and the discursive construction of English language teacher identity. *Journal of Multicultural Discourses*, 1(2), pp. 136-151.
- [9] LI, J. (2016). *Definition of Teaching Evaluation in Higher Education* (p. 101). Wuhan University Press.
- [10] LOO, D. B., MAIDOM, R., & VARAH, E. (2023). ‘The Path of Least Resistance’ as Agency grounded in Morality: Meeting Teaching and Research Expectations in an Asian Higher Education Context. *Asian Journal of University Education*, 19(1), pp. 235-243.
- [11] MESTECHKINA, T., SON, N. D., & SHIN, J. Y. (2013). *Parenting in Vietnam. In Parenting across cultures: Childrearing, motherhood and fatherhood in non-western cultures* (pp. 47-57). Dordrecht: Springer Netherlands.
- [12] NGUYEN, T. C., & HOANG, H. H. (2019). Educating Qualities and Ethics of Teachers - an Urgent Requirement for Students of Pedagogical Schools. *Vietnam Journal of Education*, 445(1), pp. 10-13.
- [13] NGUYEN, T. S. (2019). Educating Professional Ethics for Students Majoring in Early Childhood

- Education at Dien Bien Pedagogical College. *Vietnam Journal of Education*, 464(2), pp. 39-43.
- [14] TRAN, T. T. (2013). Limitation on the development of skills in higher education in Vietnam. *Higher Education*, 65(5), pp. 631-644.
- [15] VIETNAM GOVERNMENT (2020). *Decree 116/2020/ND-CP stipulating policies to support tuition fees and living expenses for pedagogical students*.
<https://vanban.chinhphu.vn/default.aspx?pageid=27160&docid=201084>
- [16] VIETNAM MINISTRY OF EDUCATION AND TRAINING (2020). *Circular No. 09/TT-BGDĐT Introducing regulation of admission to undergraduate programs and early childhood education college degree programs*.
<https://moet.gov.vn/giaoducquocdan/giao-duc-chuyen-nghiep/Pages/chi-tiet-van-ban-quy-pham-phap-luat.aspx?ItemID=1344>
- [17] VIETNAM POLITICAL BUREAU (2022). *Decision No. 72-QĐ/TW, dated July 18, 2022 of the Central Committee on the payrolls of Party agencies, National Front, socio-political organizations at the Central Committee and the Party Committees of the provinces, cities, and party committees of the centrally-affiliated bloc under the Central Committee for the period 2022-2026*. Appendix 4: Supplementing the payroll for the public preschool and general education career in the school year 2022-2023.
<https://sonoivu2.namdinh.gov.vn/van-ban/quyet-dinh-so-72-qdtw-ngay-1872022-cua-ban-chap-hanh-trung-uong-ve-bien-che-cac-co-quan-dang-mat-tran-to-quoc-to-chuc-3013>
- [18] ZABIDI, M. M., ARSHAD, A. M., AB HAMID, N., et al. (2020). The Lecturers' Belief on Ethics and Professional Moral Values in Teaching Practice. *Asian Journal of University Education*, 16(2), pp. 77-83.
- [19] ZU, S., ZENG, Q., & ZHANG, J. (2022). Investigation on the teachers' morality in universities: a comparative study of teacher-student evaluations. *Advances in Applied Sociology*, 12(3), pp. 53-68.
- 参考文献:**
- [1] ALLEN, Q. (2015). 种族、文化和机构：审视美国黑人男学生教师的意识形态和实践。教学和教师教育, 47, 第 71-81 页。
- [2] BARNI, D., DANIONI, F. 和 BENEVENE, P. (2019). 教师的自我效能：个人价值观和教学动机的作用。心理学前沿, 10, 1645。
- [3] BARTOLOMÉ, L. I., 和 TRUEBA, E. T. (2000). 超越学校政治和流行教育学的修辞：教师意识形态的意义。移民的声音：寻求教育公平, 第 277-292 页。
- [4] CHVALA, L. (2020)。21 世纪挪威的英语教师意识形态以及本地定制英语教学的新方向。系统, 94, 102327。
- [5] GLASER, B. G., 和 STRAUSS, A. L. (1967)。定性研究扎根理论策略的发现。阿尔丁交易。新不伦瑞克（美国）和伦敦（英国），271 页。
- [6] KAMARUDDIN, I., TANNADY, H., AL HADDAR, G., SEMBIRING, D. 和 QURTUBI, A. (2023)。直接薪酬和工作动机对雅加达私立高中教师生产力的影响。教育杂志：教育科学杂志, 4(2), 第 472-482 页。
- [7] KENYON, E. A. (2017)。职前社会研究教师的生活经验和意识形态。教学和教师教育, 61, 第 94-103 页。
- [8] LE HA, P., 和 VAN QUE, P. (2006)。越南教育道德与英语教师身份的话语建构多元文化话语杂志, 1(2), 第 136-151 页。
- [9] LI, J. (2016)。高等教育教学评价的定义（第 101 页）。武汉大学出版社。
- [10] LOO, D. B., MAIDOM, R. 和 VARAH, E. (2023)。作为植根于道德的机构的“阻力最小之路”：满足亚洲高等教育背景下的教学和研究期望。《亚洲大学教育杂志》，19(1), 第 235-243 页。
- [11] MESTECHKINA, T., SON, N. D. 和 SHIN, J. Y. (2013)。在越南养育孩子。跨文化育儿：非西方文化中的育儿、母亲和父亲（第 47-57 页）。多德雷赫特：荷兰施普林格。
- [12] NGUYEN, T. C., 和 HOANG, H. H. (2019)。师德教育——师范学校学生的迫切要求。越南教育杂志, 445(1), 第 10-13 页。
- [13] NGUYEN, T. S. (2019)。奠边师范学院幼儿教育专业学生职业道德教育[J]。越南教育杂志, 464(2), 第 39-43 页。
- [14] TRAN, T. T. (2013)。越南高等教育技能发展的限制。高等教育, 65(5), 第 631-644 页。
- [15] 越南政府 (2020)。第 116/2020/ND-CP 号法令规定了支持师范生学费和生活费的政策。
<https://vanban.chinhphu.vn/default.aspx?pageid=27160&docid=201084>
- [16] 越南教育培训部 (2020)。第 09/TT-BGDĐT 号通知介绍了本科课程和幼儿教育大学学位课程的招生规定。
<https://moet.gov.vn/giaoducquocdan/giao-duc-chuyen-nghiep/Pages/chi-tiet-van-ban-quy-pham-phap-luat.aspx?ItemID=1344>
- [17] 越南政治局 (2022)。中央委员会 2022 年 7 月 18 日第 72-量子点/台湾号决定, 关于中央机关、民族阵线、中央社会政治组织、省、市党委和各省、市党委的工资单 2022 年至 2026 年期间中央委员会领导的中央集团。附录 4: 补充 2022-2023 学年公立学前教育和普通教育事业的工资单。
<https://sonoivu2.namdinh.gov.vn/van-ban/quyet-dinh-so-72-qdtw-ngay-1872022-cua-ban-chap-hanh-trung-uong-ve-bien-che-cac-co-quan-dang-mat-tran-to-quoc-to-chuc-3013>

- [18] ZABIDI, M. M., ARSHAD, A. M., AB HAMID, N. 等人。(2020)。讲师在教学实践中的道德信念和职业道德价值观。《亚洲大学教育杂志》，16(2)，第 77-83 页。
- [19] ZU, S., ZENG, Q., 和 ZHANG, J. (2022)。高校师德调查：师生评价的比较研究应用社会学进展，12(3)，第 53-68 页。