



Pedagogical Business Training Activities for Majors in Primary Education Students from a Management Perspective: A Quantitative Survey

Tuyet, Lam Thi Bach^{1*}

¹Postgraduate, Faculty of Educational Management, Hanoi National University of Education, Hanoi, Vietnam

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INTRODUCTION

In the process of developing social life and science and technology of countries, the role and position of teacher training institutions and human resource training to meet the needs of modern society are becoming increasingly important.

Research on pedagogical business training in teacher training is of interest to many scientists. Pedagogical training in general and pedagogical business training in particular have always been important issues in all eras and all countries.

that time, learners are equipped with the necessary knowledge and skills to perform teaching tasks. The content and requirements of each teacher training course are different for each country and each training sector.

Studies on teacher training management and pedagogical business training management have shown that in the pedagogical training program, in addition to the professional knowledge, each country has a different amount of pedagogical practice time.

include: The current status of pedagogical training in pedagogical schools and proposed solutions to improve the quality of pedagogical training. Most studies have identified that the current status of pedagogical business training in pedagogical schools is inadequate, and the formation of a system of pedagogical competence for students still has many shortcomings, specifically:

- i. The team of lecturers teaching pedagogical skills is the key to improving the quality of education. However, the reality shows that several teachers teaching professional subjects have not yet met the standard criteria of university teachers and the needs of society, including limitations in professional qualifications or pedagogical skills that are not yet solid, or limited experience and practical understanding.
- ii. The organization of planning and directing pedagogical business training activities still focuses too much on basic science and majors, with little focus on pedagogical skills. The teaching of pedagogical skills modules is fragmented and has no unified connection. In each module, the form of organizing theoretical and practical teaching is unclear. The time for arranging pedagogical skills modules is not reasonable, and the source of investment is low. Pedagogical training is often focused on the final years of the internship period at high school, while to have pedagogical competence, interns need to be trained right from the time they enter school, which is rarely paid attention.
- iii. The connection between teacher training schools and high schools in pedagogical business training: The connection between teacher training schools and high schools where teachers are recruited is not tight and regular: teacher training schools only contact high schools when students go to practice pedagogical practice; high schools perform the task of guiding and helping teachers mostly in mandatory situations. The contact between students and high schools is not regular and too little, making it difficult for them to detect and solve problems arising from pedagogical situations. In addition, the internship content often focuses on teaching activities, underestimating educational practice. At the same time, the quality of the practice of these contents does not meet the requirements of professional practice because students do not have an orientation process to practice to meet the requirements of general education, students have little time to practice the profession, and when they get used to it, the time runs out. For educational situations, especially complex situations, students do not have the conditions

to find effective and thorough solutions, and there are not many practical lessons learned for students, etc.

- iv. Most studies have shown that solutions must be implemented starting from raising awareness, fostering expertise and skills of those involved in pedagogical business training, including managers and lecturers teaching pedagogical skills, to innovating programs, content, and organizational processes in the direction of increasing duration, increasing practice, and linking with general education right from the program content to organizing practice and pedagogical internships to form a system of professional skills for students; especially, it is necessary to build standards of knowledge and skills on pedagogical skills for students based on professional standards for teachers at all levels. Thus, studies have shown that there are many management measures to help pedagogical business training activities for students achieve good results.

Although management measures are not always implemented in the same way at different times and in different areas, they always play an important role in improving the quality of pedagogical business training for students. If the above management measures are applied, it will contribute to improving the quality of pedagogical business training for students. To apply them to pedagogical training for primary education students at universities in the Mekong Delta, it is necessary to survey the necessity and feasibility of the proposed measures to have a practical basis for the effective application process. Surveying the necessity and feasibility of the measures, analyzing, evaluating, and comparing to determine the correct measures is the task and purpose of this study.

LITERATURE REVIEW

Pedagogical Business and Pedagogical Business Training

Currently, there are many different concepts of pedagogical business. According to the Vietnamese Dictionary: "Business" is the specialized work of each profession; "Pedagogy" is the science of teaching and education (Phe, 1998). Pedagogical business is a combination of "Business" and "Pedagogy". According to author Nguyen Nhu Y and colleagues (1997) in the Great Vietnamese Dictionary, it is defined: "Business is the specialized work of each profession. Pedagogy is the science of education and teaching, the discipline of the teaching profession". According to author Nguyen Thi Kieu Oanh (2013): "Pedagogical business of a teacher is the system of pedagogical competencies and necessary qualities to effectively implement educational activities, teaching and self-improvement".

According to experts in the field of education, pedagogical business is the entire system of knowledge, professional skills in teaching and education of teachers. In teacher training programs, the professional knowledge block includes psychology, pedagogy, subject teaching theory, scientific research methods, application of information technology in teaching and especially practice, and pedagogical internship, the key areas to ensure that teachers can effectively perform the function of teaching and education (Thuan & AnLong, 2021). Pedagogical business is the knowledge, skills, and teaching methods for individuals who are oriented to work in the education sector. Pedagogical business includes specific knowledge, skills, and abilities related to the teaching process such as program analysis, design of teaching and education activities, organization, classroom management, handling situations in teaching practice, monitoring, testing and evaluating students' learning and training results, etc. Pedagogical business or professional practice is mandatory content in teacher training programs in the professional education knowledge block. This is a form of direct connection between specialized theory and pedagogical practice. Because "Practice gives birth to knowledge, knowledge leads to theory, theory leads to practice" (Alis Oancea, *et al.*, 2021).

From many different concepts of pedagogical business, it can be understood that pedagogical business

training is the professional work of the teaching profession, including program analysis, design of teaching and educational activities, organization, classroom management, handling situations in teaching practice, monitoring, testing and evaluating students' learning and training results, etc. That is teaching and educating students in the professional activities of teachers. Pedagogical business is not only a system of educational science knowledge but also includes pedagogical skills along with the professional qualities required of teachers. Thus, pedagogical business training is an important part of the teaching profession, including all the knowledge, skills and tasks that teachers need to have to carry out the teaching process, educate students and develop themselves, is a continuous and unceasing training process, and teachers need to continuously update and improve their pedagogical skills to meet the requirements of teaching work.

Pedagogical Business Training Program for Primary Education Students

Pedagogical business training for students is an important activity, a special feature of vocational training in the training program, thereby distinguishing teacher training from training in other majors. The purpose of pedagogical business training is to develop professional and theoretical and practical competencies for students of pedagogy - future teachers. Knowledge of pedagogical business in primary education includes (Figure 1):

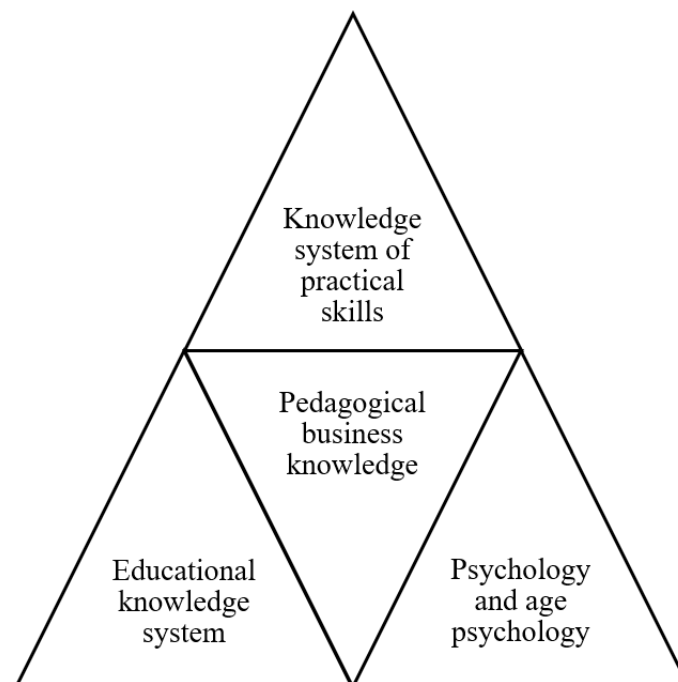


Figure 1: Knowledge of pedagogical business in primary education (Source: Author)

During the training of primary school teachers, pedagogical business content helps pedagogical students gradually adapt to the activities of primary school teachers in the future, arranged according to a system of theory and practice, pedagogical internship including psychology, pedagogy, teaching methods of subjects in

primary school, regular pedagogical business training (165t), pedagogical internship period 1, pedagogical internship period 2. Therefore, the quality of pedagogical business training is assessed through the following aspects (Figure 2):

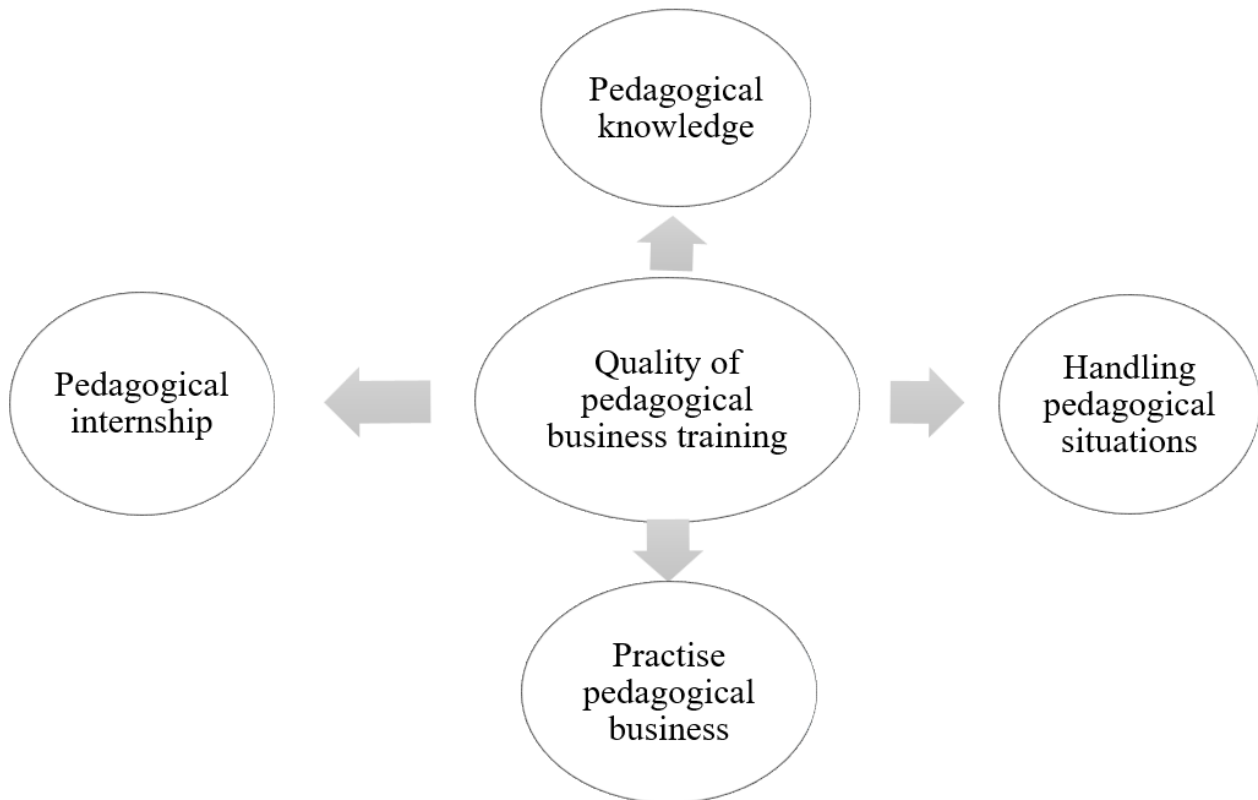


Figure 2: Quality of pedagogical business training (Source: Author)

In general, in the teacher training program of most pedagogical schools, the ratio of pedagogical business knowledge compared to basic knowledge of the industry and industry knowledge is still relatively low (under 20%) which is not appropriate, in which pedagogical practice accounts for 4.5%, professional subjects (teaching methods, psychology, pedagogy, consulting, testing - evaluation, state management, administrative management) are under 15%. According to many authors, this ratio is small compared to its importance (in many countries this ratio is over 30%) and the program is still heavy on specialized scientific knowledge (Chi&Loc, 2004; Dung, 2017, Hong, 2022). Therefore, the pedagogical capacity of newly graduated students does not meet the requirements of practical teaching in general schools. Most majors spend about 10% of their time on practical activities and there is almost no discussion, no focus on skill training and a close connection with general education practice (Khoi, 2009; Bao, 2010; Linh, 2019).

The relationship between training institutions and general schools in teacher training: The connection between teacher training institutions and general schools where student teachers are teachers needs to be close and regular: Pedagogical schools contact general schools when students come to practice pedagogical practice; general schools are required to perform the task of guiding and helping students in situations. If students' contact with general schools is not regular and too little, they will not have the conditions to detect and solve problems arising from pedagogical situations. The content of the practice must be consistent between teaching activities and educational practice. If the quality of the internship content does not meet the requirements of professional practice and students do not have an orientation process to practice to meet the requirements of general education, the lessons learned in practice.

Pedagogical Business Training Management

In Vietnam, there are not many research works on pedagogical business training management. In general, research works on pedagogical business training

management mostly focus on the aspect of pedagogical internship - content in the content of pedagogical business activities. However, studies have provided theoretical bases for pedagogical practice, and pedagogical practice management, and there have been many valid opinions on some aspects of pedagogical practice management such as the issue of goals, content, and methods of organizing pedagogical practice to research to better manage pedagogical business training activities in real conditions at a specific pedagogical school.

There has been no scientific research on pedagogical business training management for students of universities in the Mekong Delta region to meet the output standards. Thereby contributing to improving the quality of teacher training today. In the field of teacher training, to ensure the quality of training to meet the needs of human resources, pedagogical business training management and vocational training are still new issues that need to be researched. Proposing scientific, suitable and feasible solutions for managing pedagogical business training is extremely important and necessary to train teachers with the ability to develop themselves appropriately with changes in education, contributing to improving the quality of teacher training to meet the

requirements of fundamental and comprehensive innovation of the country's education.

Research on managing pedagogical business training activities in schools - teacher training institutions are mainly scientific seminars and master's theses, most of the research projects on managing pedagogical business training activities for students are researched at a specific school. Thus, an overview of research on managing pedagogical business training shows that the core of the training model is the teacher training program including basic science training, pedagogical business training and competency-based pedagogical practice associated with general schools.

MATERIAL AND METHOD

This study is based on theories of management in general (Table 1), and theories of management of pedagogical training (Table 2). These theories are the material for the author to design measures of pedagogical business training management for primary education students at universities in the Mekong Delta region, which have both common elements of management activities and unique features, suitable for the Mekong Delta of Vietnam.

Table 1: Studies on management

Order	Researchers (year)	Research content
1	Taylor (1903)	Management is knowing exactly what you want others to do and then understanding that they have done the job in the best and cheapest way
2	Paul Hersey & Ken Blanc Heard (1995)	Management is a process of working together between the manager and the managed to mobilize other resources through the activities of individuals and groups to achieve the goals of the organization
3	Linh, C. T. H. (2019)	Management is the process of achieving the organization's goals by applying activities (functions), planning, organizing, directing (leading) and controlling
4	Coursera (2022)	Management is the process of directing the management subject to achieve the goals set in the operation of a unit or organization; at the same time, management activities aim at the compliance of individuals in the organization to achieve the basic goals set, bringing about the existence and development of the organization.
5	Duchiep, <i>et al.</i> , (2022)	Management is the process in which all activities of members in the organization are operated according to a common regulation under the guidance of a person or a group of people to achieve the goals set in the organization's operation process
6	Thuan, P.V. & Anlong, D.N (2021&2023)	Management is the purposeful and planned impact of the management subject on the management object to achieve the set goals; in the process of that impact, many measures are implemented and the measures are all target-oriented

With the viewpoints stated in Table 1, the content of the training management process is specified as follows (clearly shown in Figure 3).

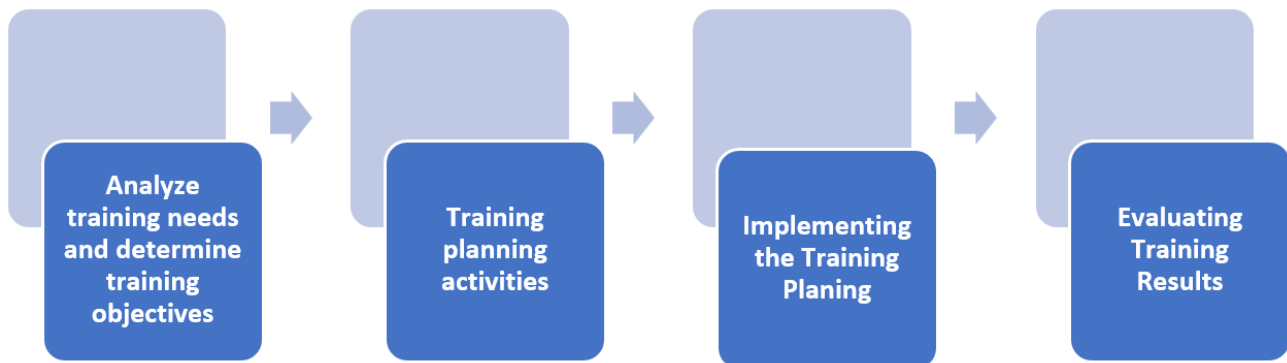


Figure 3: Training management model (Source: Author)

Table 2: Management of pedagogical business training for students

Order	Researchers (year)	Research content
1	Wilson, <i>et al.</i> , (2001)	To manage pedagogical business training activities for students, it is necessary to establish a relationship between professional teacher training and practical implementation in high schools professional training for teachers to perform their tasks.
2	Darling Hammon (2006)	In the teacher training program, the knowledge framework includes knowledge about learners, theories of learning and development of learners, knowledge related to the content, the curriculum of the course to be taught in high schools and knowledge of pedagogical methods in a specific context. According to him, the role of practice is very important and will guide the content and training methods for students.
3	Hanoi National University of Education 2 (2014)	To achieve good results in teacher training activities, it is necessary to focus on the following management measures: (i) Solutions to develop teacher training programs at local universities to meet the requirements of innovation in general education programs after 2018; (ii) Building and developing teacher training programs to meet the requirements of innovation in general education and preschool education; (iii) Coordination between training institutions and teachers with practice and pedagogical internship institutions in training general and preschool teachers; (iv) Vocational skills requirements for pedagogical students to meet the requirements of innovation in general and preschool education; (v) Improving the capacity of university lecturers in developing training programs to meet social requirements.
4	Hanh, L. H. (2018)	The solution must be implemented starting by raising awareness, fostering expertise and skills of those participating in pedagogical business training, including managers and lecturers teaching pedagogical skills, to innovating the program, content, and organizational process in the direction of increasing duration, increasing practice, linking with general education right from the program content to organizing practice and pedagogical internship to form a system of professional skills for students; in particular, it is necessary to develop standards of knowledge and skills on pedagogical profession for students based on the professional standards for teachers at all levels of education.
5	Hang, L.T., <i>et al.</i> , (2020)	Training organization still focuses too much on basic and specialized sciences and less on pedagogical skills. Teaching pedagogical courses is fragmented and has no unified connection. In each course, the form of organizing theoretical and practical teaching is unclear. Therefore, it is necessary to have measures to direct training activities, combining.

6	Vu, H. V. (2022)	For training activities to be successful, organizing training for teachers is a key step in improving the quality of education. However, the reality shows that due to the weak organization of teacher training, several teachers teaching pedagogical professions have not yet met the standard criteria of university teachers and the needs of society, including limitations in professional qualifications such as pedagogical profession not yet solid, or experience and practical understanding are still limited.
7	Thuan, P.V. & Anlong, D.N (2021&2023)	To manage pedagogical business training activities for students, it is necessary to establish a relationship between professional teacher training and practical implementation in high schools professional training for teachers to perform their tasks.

Proposed Research Model:

From the theoretical basis and previous studies (the contents are listed in Table 1 and Table 2), we can see that there are 06 measures to manage pedagogical business training activities, specifically:

Measure 1: Organize to raise awareness for management staff, teachers, staff, employees, primary schools and stakeholders about the necessity of pedagogical business training activities for majors in primary education students at Mekong Delta universities;
Measure 2: Strengthen innovation in planning pedagogical business training activities for majors in primary education students at Mekong Delta universities;
Measure 3: Strengthen direction and supervision of the implementation of pedagogical business training activities for majors in primary education students at Mekong Delta universities;
Measure 4: Innovate the inspection and evaluation of pedagogical business training activities for majors in primary education students at Mekong Delta universities;
Measure 5: Strengthen the conditions of facilities, equipment, staff and financial resources for pedagogical

business training activities for majors in primary education students at Mekong Delta universities;

Measure 6: Innovate the model, organize feedback, adjust and improve the pedagogical business training process for primary education students at Mekong Delta universities.

To accurately assess the measures to manage pedagogical business training activities for majors in primary education students at Mekong Delta universities, the author surveyed 315 people, specifically: 53 managers and lecturers who are currently teaching and participating in pedagogical business training activities for majors in primary education students at Mekong Delta universities; 205 majors in primary education students studying at 05 Mekong Delta universities and 57 alumni who studied at 03 Mekong Delta universities. The results of Cronbach's Alpha scale testing showed that all six independent variables have high reliability (Table 3).

Table 3: Test scale of Cronbach's Alpha

Order	Content (scale)	Number of variables accepted	Cronbach's Alpha
1	Measure 1: Organize to raise awareness for management staff, teachers, staff, employees, primary schools and stakeholders about the necessity of pedagogical business training activities for majors in primary education students at Mekong Delta universities	7	.791
2	Measure 2: Strengthen innovation in planning pedagogical business training activities for majors in primary education students at Mekong Delta universities	6	.786
3	Measure 3: Strengthen direction and supervision of the implementation of pedagogical business training activities for majors in primary education students at Mekong Delta universities	7	.775
4	Measure 4: Innovate the inspection and evaluation of pedagogical business training activities for majors in primary education students at Mekong Delta universities	6	.781
5	Measure 5: Strengthen the conditions of facilities, equipment, staff and financial resources for pedagogical business training activities for majors in primary education students at Mekong Delta universities	7	.762

6	Measure 6: Innovate the model, organize feedback, adjust and improve the pedagogical business training process for primary education students at Mekong Delta universities	5	.697
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After assessing the reliability of the scale using Cronbach's Alpha coefficient, 38 variables of the scale of measures to manage pedagogical business training activities for primary education students in the Mekong Delta. Through EFA analysis, we have identified 06 management measures as shown in Table 3.

The Contents of the Test and Convention are as Follows:

Investigation of the necessity of measures according to 4 levels: very necessary, necessary, less necessary and unnecessary; investigation of the feasibility of measures according to 4 levels: very feasible, feasible, less feasible and not feasible;

To assess the urgency and feasibility of the proposed measures, quantitatively process the evaluation opinions by scoring as follows: Very necessary/Very feasible = 4 points; Necessary/Feasible = 3 points; Less

necessary/Less feasible = 2 points; Unnecessary/Not feasible = 1 point.

RESULTS

Results of Testing the Necessity of Measures

The survey results in Table 4 shows that: On average, 87,03% of respondents said that the above measures are "Necessary" and "Very necessary" in managing pedagogical business training activities for students majoring in primary education at Mekong Delta universities; only 3.54% of respondents answered "Not necessary" and 9,47% of respondents answered "Less necessary". With all measures $\bar{X} = 3,35$ at the "necessary" level. However, the level of assessment of the necessity of each measure is not uniform, as shown in Figure 3.

Table 4: Results of testing the necessity of proposed measures

Order	Measures	Very necessary		Necessary		Less necessary		Unnecessary		\bar{X}	Ranking
		Frequency	Ratio (%)	Frequency	Ratio (%)	Frequency	Ratio (%)	Frequency	Ratio (%)		
1	Measure 1	166	52,70	112	35,56	29	9,21	8	2,54	3,38	3
2	Measure 2	170	53,97	113	35,87	25	7,94	7	2,22	3,42	2
3	Measure 3	158	50,16	113	35,87	32	10,16	12	3,81	3,32	4
4	Measure 4	155	49,21	112	35,56	35	11,11	13	4,13	3,30	5
5	Measure 5	176	55,87	119	37,78	17	5,40	3	0,95	3,49	1
6	Measure 6	143	45,40	107	33,97	41	13,02	24	7,62	3,17	6
Total average		161,33	51,26	111,67	35,77	29,83	9,47	11,17	3,54	3,35	6

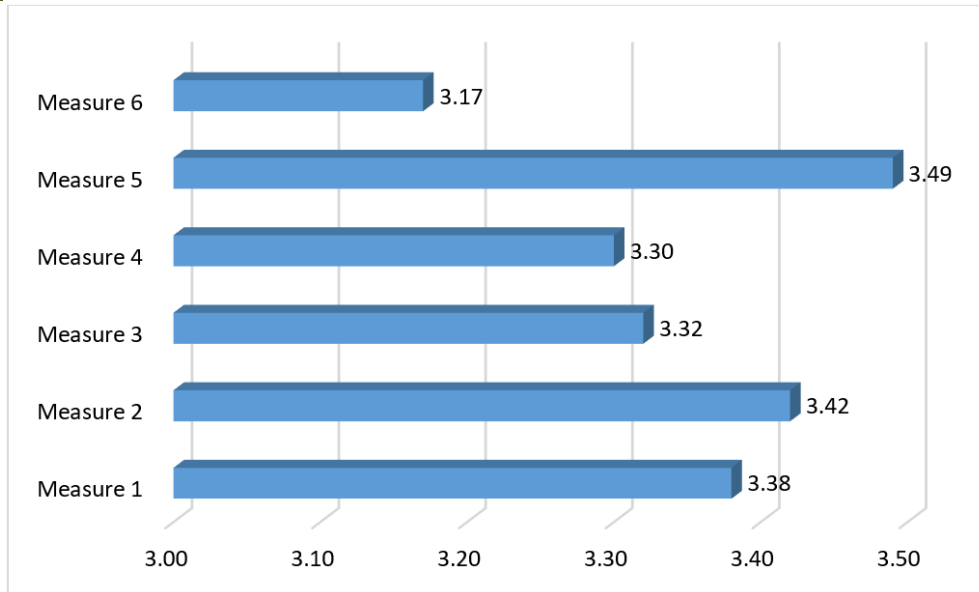


Figure 4: Comparison of the necessity of measures

The survey results show that, among the 06 measures, measure 5: “Enhancing the conditions of facilities, equipment, staff and financial resources for pedagogical business training activities for majors in primary education students at Mekong Delta universities” is rated the most necessary, with $\bar{X} = 3,49$ (ranked 1). Measure 2: “Enhancing innovation in planning pedagogical business training activities for majors in primary education students at Mekong Delta universities” is ranked 2 with $\bar{X} = 3,42$. Measure 1: Organizing awareness raising for the force of managers, teachers, staff, alumni and staff about the necessity of pedagogical business training activities for majors in primary education students at Mekong Delta universities” is ranked 3 with $\bar{X} = 3,38$. Measure 3: “Strengthening the direction and supervision of the implementation of pedagogical business training activities for students majoring in primary education at Mekong Delta universities” ranked 4 with $\bar{X} = 3,32$. Measure 4: “Innovating the inspection and evaluation of

pedagogical business training activities for students majoring in primary education at Mekong Delta universities” ranked 5 with $\bar{X} = 3,30$. Measure 6: “Innovating the model, organizing feedback, adjusting and improving the pedagogical business training process for students majoring in primary education at Mekong Delta universities” was rated the lowest (ranked 6) with $\bar{X} = 3,20$.

Results of the Feasibility Test of the Measures

The survey results in Table 5 show that: On average, 83,75% of respondents believe that the above measures are “Feasible” and “Very feasible” in managing pedagogical business training activities for students majoring in primary education at Mekong Delta universities; only 5,90% of respondents answered “Not feasible” and 11,06% of respondents answered “Less feasible”. With all measures $\bar{X} = 3,27$ at the “Feasible” level. However, the level of feasibility assessment of each measure is not uniform, as shown in Figure 5.

Table 5: Results of the feasibility test of the proposed measures

Order	Measures	Very feasible		Feasible		Less feasible		Not feasible		\bar{X}	Ranking
		Frequency	Ratio (%)	Frequency	Ratio (%)	Frequency	Ratio (%)	Frequency	Ratio (%)		
1	Measure 1	158	50,16	109	34,60	32	10,16	16	5,08	3,30	2
2	Measure 2	162	51,43	111	35,24	29	9,21	13	4,13	3,34	1
3	Measure 3	155	49,21	112	35,56	32	10,16	16	5,08	3,29	3
4	Measure 4	149	47,30	112	35,56	37	11,75	17	5,40	3,25	5
5	Measure 5	154	48,89	110	34,92	35	11,11	16	5,08	3,28	4

6	Measure 6	144	45,71	107	33,97	44	13,97	20	6,35	3,19	6
Total average		153,67	48,78	110,17	34,97	34,83	11,06	16,33	5,90	3,27	6

The survey results show that, among the 06 measures, measure 2: “Enhancing innovation in planning pedagogical business training activities for majors in primary education students at Mekong Delta universities” is rated as the most feasible (ranked 1) with $\bar{X} = 3,34$. Measure 1: “Organizing awareness raising for managers, teachers, staff, alumni and employees about the necessity of pedagogical business training activities for majors in primary education students at Mekong Delta universities” is ranked 2, with $\bar{X} = 3,30$. Measure 3: “Enhancing the direction and supervision of the implementation of pedagogical business training activities for majors in primary education students at Mekong Delta universities” is ranked 3 with $\bar{X} = 3,29$.

Measure 5: “Enhancing facilities, equipment, staff and financial resources for pedagogical business training for students majoring in primary education at Mekong Delta universities” ranked 4 with $\bar{X} = 3,28$. Measure 4: “Innovating the inspection and evaluation of pedagogical business training for students majoring in primary education at Mekong Delta universities” ranked 5 with $\bar{X} = 3,25$. Measure 6: “Innovating the model, organizing feedback, adjusting and improving the pedagogical business training process for students majoring in primary education at Mekong Delta universities” was rated the lowest (ranked 6) with $\bar{X} = 3,19$.

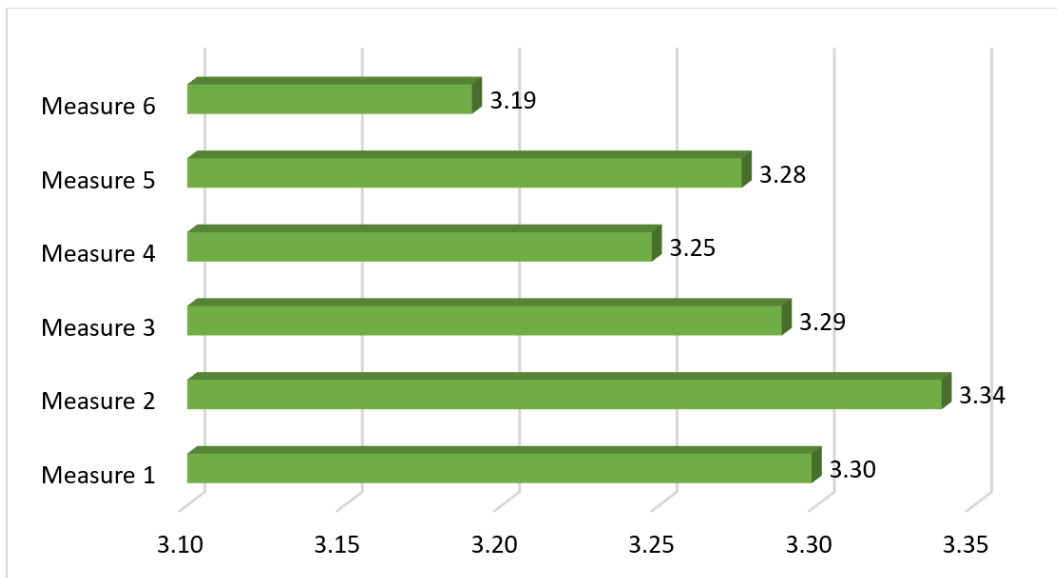


Figure 5: Comparison of the feasibility of measures

DISCUSSION

In reality, sometimes measures are necessary but not feasible. On the contrary, some measures are feasible but not necessary. This leads to the situation of inconsistent assessment of measures at different times, different spaces and different times. From the results of

the test on the necessity and feasibility of the measures, comparing the results of the \bar{X} survey through the chart will show the correlation between the necessity and feasibility of the measures. The comparison results are in Figure 6.

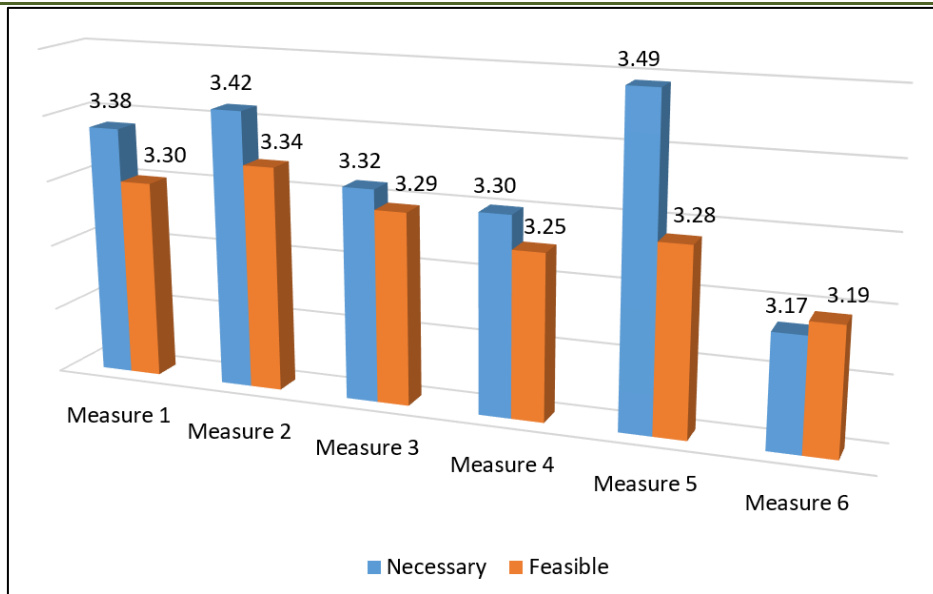


Figure 6: Comparison of the results of the test of the necessity and feasibility of the measures

The comparison results in Figure 6 show that: In all measures, up to 05 measures have feasibility lower than the necessity of the proposed measures, and only measure 06 has feasibility higher than necessity. There are different levels of high but the difference is not much. Specifically, in measure 5, necessity is rated highest with $\bar{X} = 3,49$ (ranked 1), then feasibility $\bar{X} = 3,28$ (ranked 4). According to the assessment: The reason for the difference between the necessity and feasibility of measure 5 may be because, currently, for the school’s activities to run well, there must be enough funding, adequate and spacious facilities, and adequate and qualified teaching staff. However, all these factors cannot be implemented immediately due to mechanisms and policies, especially the training of teachers to study for a doctorate cannot be implemented immediately within from 1 to 2 years; this assessment was agreed upon by most of the managers interviewed. What is necessary to do right now is to have sanctions to attract qualified teachers to work at the school and have

measures to attract financial resources and investment in facilities from socialized sources.

The survey results obtained above demonstrate that the system of proposed measures is appropriate, meeting the requirements of innovative management of pedagogical business training activities for students of majors in primary education at Mekong Delta universities; contributing to improving the quality of comprehensive education for children at preschool level. However, to effectively implement management work, it is necessary to carry out synchronous and systematic measures; this measure is the premise, the basis for the other measure; they are closely related and complement each other, promoting each other to improve the quality of pedagogical business training activities for students majoring in primary education at Mekong Delta universities.

In addition, to make a more accurate assessment, the thesis also compared the hierarchy of necessity and feasibility of the measures, shown in Table6.

Table 6: Comparison of the results of the test of the necessity and feasibility of the measures through the ranking coefficient

Order	Measure	Necessary		Feasible		Difference coefficient (d ₁ - d ₂) ²
		X _{TB}	Ranking d1	X _{TB}	Ranking d2	
1	Measure 3	3,38	3	3,30	2	1
2	Measure 4	3,42	2	3,34	1	1
3	Measure 5	3,32	4	3,29	3	1
4	Measure 6	3,30	5	3,25	5	0
5	Measure 5	3,49	1	3,28	4	9
6	Measure 6	3,17	6	3,19	6	0

To compare the hierarchical correlation between the necessity and feasibility of the measures, the

thesis continues to use the Spearman function as follows:

$$R = 1 - \frac{6 \sum D^2}{n(n^2 - 1)} \quad (1)$$

In this formula: R is the correlation coefficient; n is the number of proposed measures; D is the difference coefficient between the order of necessity and feasibility. R ranges from negative 1 (-1) to positive 1 (+1). After substituting the numbers and performing the calculation, if $0 < R < 1$, then necessity and feasibility are positively

$$R = 1 - \frac{6(1+1+1+0+9+0)}{6(36-1)} \rightarrow R = 1 - \frac{6(12)}{6(35)} = 1 - 0,34 = 0,66$$

Based on the calculation results of the formula, it can be concluded that the necessity and feasibility of the measures are positively and closely correlated with each other. That is, the measures are both necessary and highly feasible. That is, if the proposed measures are applied in practice, they will contribute to improving the quality of pedagogical business training for students in primary education at Mekong Delta universities.

CONCLUSION

Based on theoretical issues as well as practical surveys through 37 independent variables, this study has proposed 06 measures to manage pedagogical business training activities for majors in primary education students at Mekong Delta universities, specifically as follows:

Measure 1: Organize awareness raising for management staff, teachers, staff, employees, primary schools and stakeholders about the necessity of pedagogical business training activities for majors in primary education students at Mekong Delta universities.

Measure 2: Strengthen innovation in planning pedagogical business training activities for majors in primary education students at Mekong Delta universities.

Measure 3: Strengthen direction and supervision of the implementation of pedagogical business training activities for majors in primary education students at Mekong Delta universities.

Measure 4: Innovate the inspection and evaluation of pedagogical business training activities for students majoring in primary education at Mekong Delta universities.

Measure 5: Strengthen the conditions of facilities, equipment, staff and financial resources to serve pedagogical business training activities for students majoring in primary education at Mekong Delta universities.

Measure 6: Innovate the model, organize to collect feedback, adjust and improve the process of pedagogical business training for students majoring in primary education at Mekong Delta universities.

correlated, meaning that the measure is both necessary and feasible. If R is closer to 1, the positive correlation is stronger. If R is closer to 0, the correlation is positive but not strong. If R is outside the above-defined range, necessity and feasibility are negatively correlated. That is, the more necessary the measure is, the less feasible it is.

From the data in Table 6, substituting the numbers into formula (1), we have:

The test results on the necessity and feasibility of the measures show that: The measures are not assessed as equal, in which 05 measures are assessed as having lower feasibility than necessity, and only measure 06 has higher feasibility than necessity. However, through the correlation method, the proposed measures have an organic relationship and have a mutual influence on each other, no measure stands alone. Therefore, when applying, no measure should be overemphasized or underestimated. Each measure has an important highlight to overcome the causes leading to its existence, thereby providing content and implementation methods to improve the quality and effectiveness of managing pedagogical business training activities for students majoring in primary education at Mekong Delta universities.

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