

The situation of implementing the homeroom teacher competencies through practicum for pre-service teacher training in Vietnam

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Abstract

The research determines the situation of implementing the homeroom teacher competencies for pre service teachers along with practicum in Vietnam, in regard to training teacher adapting national curriculum innovation in Vietnam. There were 342 participants involving data collection. They are pre-service teachers, lecturers from pedagogy universitie. The findings show that homeroom teacher competencies play an importance part in teacher training. Pre service teachers often performed competencies during practicum. However, the effectiveness of implementation was uneven, especially the competencies of psychological counseling for students. Student teachers had many difficulties in implementing activities in the real classroom. Common areas of activity should be diversified between universities of pedagogy and schools tighterly to increase the time student teacher practicum at school in the role of homeroom teacher. The factors should focus on improving the homeroom teacher competencies for student teachers along with practicum to develop the professionalism of pre-service students to prepare for future careers.

Keywords: Homeroom teacher, practicum, pre-service teacher, teacher training, competency

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Introduction

Homeroom teachers play an important role in educating students. Homeroom teachers as class managers are expected to have adequate classroom management competencies suitable for their students that they are assigned to support and go with the students through tertiary education time (Voss et al., 2011; Okumura, 2017; Engreini, 2018). These competencies help them support their students in achieving the vision, missions and goals of the class that refer to the vision, mission and objectives of the school and have been formulated jointly between students and homeroom teachers (Duong, 2013; Chu, 2017). Homeroom teachers should have to build and disseminate classroom vision, mission, and goals to all students in their classroom. They are responsible for helping their students perform and present in each action and behavior; developing their potentials both in the academic field appropriately and non-academic talents, interests (Matts, 2011; Chin, 2015). Homeroom teachers can do that because they understand students' characteristics better than other teachers and they have a close psychological distance from students. Therefore, the requirement set for a homeroom teacher is to have the knowledge of classroom management: maximizing the amount of time taught, handling class events, teaching at a steady pace, and maintaining clear instruction in lessons. (Voss et al., 2011; Okumura, 2017; Engreini, 2018).

These competencies need to be equipped for student teachers at the beginning of the time they are in pedagogical universities. Competencies should be developed and sharpened through practicum process. Practice assignments / tasks of being a homeroom teacher is one of core student teachers' activities. It has become a mandatory in most of teacher training curriculum. Pedagogical students also have opportunities to change / adjust their activities in accordance with educational practice through practicum. (Gebhard, 1990; Zeichner, 2002)

In the practicum, the pre service teachers observe the classroom, cooperate and support the teachers. After that Students use the knowledge they have equipped to apply the work of a homeroom teacher with a critical classroom, so that student teachers should practice the job of being a homeroom teacher in practice. Through this process, pedagogical students will have an opportunity to transfer the accumulated knowledge for situations in classroom practice. (Gebhard et al., 1990; Selçuk, et al., 2019).

In Vietnam, the practicum process includes teaching and homeroom teacher activities (MOET, 2003; My, 2013; Dinh, 2013). However, the researches have been focused on developing and improving the quality of teaching activities. Others have paid more attention to look for the models to innovate Vietnamese teacher training (My, 2012; Duong, 2013; Nguyen, 2015).

Through practicum, pedagogical universities can not only examine the students' theoretical but also practical preparation for the independence of their work. At the same time, the process gives pre service teachers the broad ability in solving the work of the homeroom teacher. Theoretically, pedagogical practice helps students shed light on the theoretical basis of class homeroom activities, the artistry of pedagogical labor of teachers, on which students will more accurately assess their competence. In practice, pedagogical practice helps student teachers associate theories about being a teacher at university in real class.

The purpose of the research focuses on:

The importance of the competencies relating to homeroom teacher in practicum;

The level of implementation and effectiveness of the homeroom teacher competencies in training pre – service teacher in Vietnam through practicum.

Literature Review

In order to become a teacher, they are responsible for teaching and being able to understand their students. The homeroom teachers' competences in practicum are the basis for pedagogical

universities to build their training programs (Dinh, 2013, p.5). In the role of a homeroom teacher, the educational competency is the first task which a teacher has to implement.

During the pedagogical practicum period, the student teachers must perform two tasks at the same time: Teaching and homeroom teacher practice (Dinh, 2013; MOET, 2003 & 2017; Nguyen, 2015). In this process, they take a new position: shifting from a student teacher to a probationary teacher. With this new position, the student teachers are placed in the conditions closely with the latter's independent work. They have the chance to do the work of a real teacher: penetrating the school practice, educating students through teaching, imparting knowledge and testing their student's level of acquisition, exposure, comprehension and working with students as wholly and as well as individually. They also have to conduct knowledge relating to homeroom teacher tasks, interact with their students' parents, solve everything that happens in the classroom. They are in charge of as a subject teacher and as a homeroom teacher. That position makes the student teachers both excited, motivated, and have to "adapt" step by step real teachers' qualities of the teachers to fit the requirements of pedagogical activities.

- Pedagogical practicum is considered as a necessary condition for student teachers to grasp the theory more deeply, creatively and more consciously. It is an opportunity for them to show their talents and accumulate career experience (Dinh, 2013; Nguyen, 2015).

- Pedagogical practicum is the conditions for student teachers to build up their professional skills, especially creative pedagogical skills (My, 2012; Stojanovska, 2014; Nguyen, 2015; Engreini, 2018).

- Pedagogical practicum also rectifies the comprehension of the theory, all that is still vague and hidden in universities will become clear and accurate. Through pedagogical practicum content implemented in reality, students must solve specific pedagogical tasks (in order to use all theoretical and practical knowledge), they must acquire pedagogical theory in more positive ways because they try to find solutions for problems being still stuck (Liang, 2011; Voss, et. al., 2011; My, 2012). This enhances their comprehensive pedagogical knowledge, trains the ability to apply theoretical knowledge into practice, creating a positive critical "questioning" thinking.

- In addition, through penetrating schooling practice, students will have an overview of its practical activities, students' psychological characteristics, about teachers' portrait ... It needs to develop future career sentiments, set up pedagogical trends, form students' career awareness, build a model of a future teacher, and at the same time evaluate himself / herself to adjust activities accordingly (Voss, et al., 2011; My, 2012; Nguyen, 2015; Engreini, 2018).

There are a number of models of professional development for candidate teachers. Universities have also emphasized the need to build homeroom teacher competencies for future teachers. Managers need to develop and apply appropriate practical models so that student teachers have more opportunities to participate and practice in professional activities to improve their professional and career competencies of future teachers (Matts, et al., 2011)

Ernesto Cuadra et al (World Bank, 2011) proposed a set of teachers' competencies, consisting of three competency groups with 12 basic competencies in which the work of the head teacher, was to focus on:

- Evaluating student teachers' progress according to the required capacity-building orientation,
- Plan teaching and education of students,
- Handle diverse situations,
- Integrate ICT in teaching and education,
- Coordinate and cooperate the educational forces to fulfill the educational goals of the school,

- Cooperate with colleagues in development and evaluation. the capacity specified in the program and attention to the needs of students.

In Ernesto's opinion, 12 general competencies and homeroom class competencies must be present in any educational training program, with varying degrees of requirements, depending on the program. Initial training, apprenticeship or continuous professional development. (The World Bank, 2011).

Koşar & Bedir (2019) considered that practicum play a pivotal role in teacher training programs. Practicum experiences helped pre service teachers enhance their professional learning. Practicum helped participants have a chance to implement the theoretical knowledge conveyed at university in real classroom environments.

In a study carried out by Grudnoff, Haigh & Mackisack (2017), the collaborative work carried out by schools and universities generated a practicum model enabling reinforcement in professional engagement and learning for all the parties, teachers, teacher educators and student teachers.

In teaching practicum, pedagogical students need to perform their joint basic competencies (MOET, 2003). The tasks that homeroom teachers have to respond should be performed as follows:

- To attend class meetings hosted by the instructor teacher, drawing lessons
- To directly take charge of being a homeroom teacher in a class: including to develop a homeroom plan for the whole period and for each week, to monitor the class morality, study, health and Youth Union activities. Students have recorded comments and learned from experience.
- To manage the class meeting activities.
- To visit student's family
- To coordinate with parents, teachers and other forces to educate students.

The competency to understand students as well as their own characteristics and needs

Teachers need to have the competency to understand their students and the educational environment. They have to study about the content and educational environment to help them fulfill their teaching and educational tasks. For pedagogical students, this competency will make good practice in educating and teaching (My, 2013, p.30). Homeroom is a person who has the first opportunity to improve the learning quality through its role in nurturing, guiding, and preparing students psychologically for the creation of a conducive for effective learning environment. Well-conducted management has great impacts on improving the quality of graduate school (Engreini, 2018). When homeroom teachers understand students as well as their own characteristics and needs, they can find solutions to various problems and issues that help interfere with improving the quality of teaching and learning and student learning outcomes (Gaspersz, 2008).

The competency to collaborate with other teachers and the students' parents or caregivers

Thuneberg, H., et al., (2013) showed that homeroom teachers' tasks include systematically cooperating with others, such as school nurses, special education teachers, psychologists, and a school social worker. Besides, a homeroom teacher also has the conventional tasks that refer to recording students' absence, preparing quarterly reports on pupil's achievements and department, managing school registry and registration certificates, preparing and issuing certificates and report cards, making decisions, caring out pedagogical measures etc. (Stojanovska & Barakoska, 2014; Okumura, 2017).

The competency of giving students advice and timely support

A homeroom teacher is so close to his or her students that counseling provided to them is based on their characteristics and behaviors. Pedagogical tasks, as the most important ones, include pedagogical classroom guidance, answering educational problems, acknowledgements, awards, sanctions, as well as realization of debates themed "School" (formation of class operation rules,

responding to classroom incidents, discipline, hygiene, conduct code, student health care, ecology...) and practice of life skills curriculum (Stojanovska, Barakoska, 2014). When homeroom teachers have a close distance to their students, it's easy to learn, and control their class (Okumura, 2017).

The competency to organize classroom activities

Voss, Kunter & Baumert (2011) expressed that homeroom teacher need to have knowledge of classroom management: maximizing the quantity of instructional time, handling classroom events, teaching at a steady pace, maintaining clear direction in lessons. The homeroom teacher has their organizational tasks which refer to organizing the curriculum and extra-curriculum activities, such as taking part in competitions, visits and excursions, forums, meetings etc. (Stojanovska & Barakoska, 2014). Wu et al. (2015) approved that classroom management had long been an important indicator in assessing a teacher's professional development. As the way a homeroom teacher behaves might directly impact on their students academically (Wang & Yang, 2021; Rahmawati, 2020), a homeroom teacher must be expected to maximize their effectiveness in the skill of classroom management, which grows proportionally to his/her professional capabilities. Since improving the effectiveness of classroom management is the most visible approach for a homeroom teacher to display his/her expertise. Good classroom management skills are the basic requirement for a homeroom teacher thirsty for effectively achieving his/her educational goals, collaborating with their colleagues in schools, in different subjects (Ministry of Education, Quebec, 2021) to promote their students' learning performance.

Methodology

Data sources

Questionnaires were utilized to provide data sources. Questionnaires can obtain information from a large population of lecturers and students who could provide practical knowledge regarding the situation in implementing homeroom teacher competencies of pre – service teacher through practicum. In this study, the characteristics of homeroom teacher consisting of responsibilities, competencies in teacher career were used as a theoretical framework to set up specific themes and questions for the questionnaires. Accordingly, the questionnaires focus on determining awareness and attitudes implemented by lecturers and students in practicum in Vietnam. In this study, the data come from the two main sources.

- Student teacher questionnaires,
- Lecturers questionnaires.

The questionnaires have applied similar content with an emphasis on specific, visible and measurable manifestations of homeroom teacher competencies implemented by perspective teachers through practicum. Specifically, the questions were about:

- The importance of homeroom teacher competencies in pre – service teacher education through practicum in Vietnam nowadays;
- How these competencies of homeroom teacher being applied during the practicum including awareness and implementation in Vietnam nowadays;

The questionnaires were used in closed-ended questions with 5-point Likert scale. By answering the questions, the extent of perspective teachers' implementation of their homeroom teacher competencies through practicum can be revealed and recognized.

Participants

We collected 4 sets of questionnaires. The sample comprised 342 responses from 97 lecturers of whom 72,5 % were female and 27,5% were male and most of them aged 35- 40; from 245 student teachers, among whom 25% were male and 75% were female. Most of them were aged 22-23, amounting to a proportion of 80%.

Data analysis

Data analysis was completed using SPSS v. 20 (IBM, 2012). KMO index and Sig value of <0.005 show that the scale is eligible for factor analysis. The internal consistency was measured using Cronbach's α . Descriptive results were presented using mean scores and standard deviations. Reliability analysis was conducted to measure the consistency of the scale. The results of the reliability analysis of the teacher competence measuring instrument show that the sub-scales of this measurement have an alpha reliability coefficient from 0.544 to 0.969, which ensure the decent reliability of the measurement instrument.

The scale consisted of 4 group with 20 items contents relating to the situation in implemeting homeroom teacher competencies in practicum in Vietnam. All of the 20 items focus on the competency to understand students as well as their own characteristics and needs; the competency to collaborate with other teachers and connect with families adjusts student's behavior, the competency to organize activities in accordance with the characteristics of the student's homeroom and the competency to advice and timely support student competency.

Results

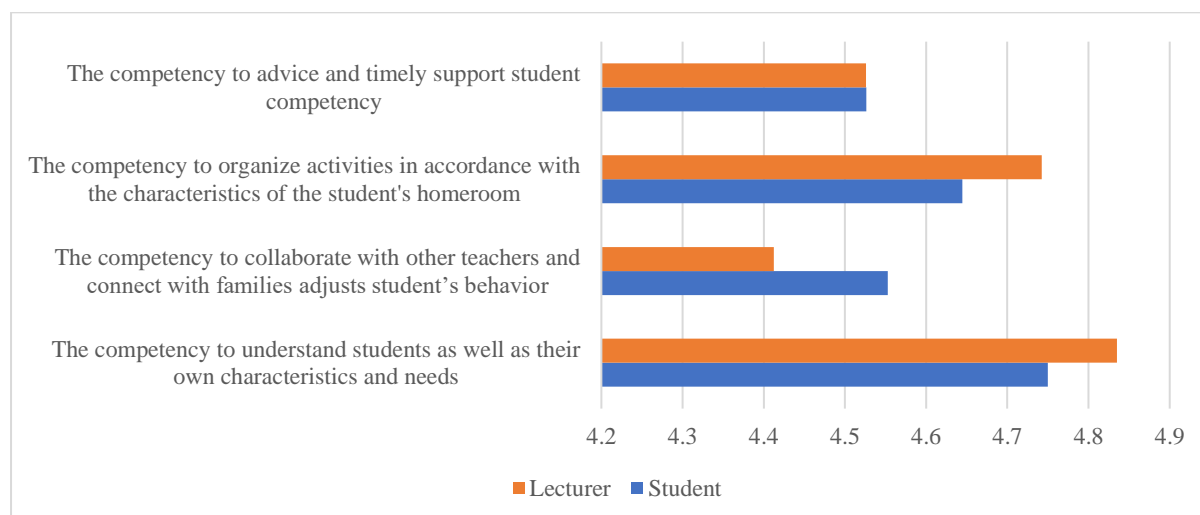


Figure 1: Lecturers and students assess the importance of practicing educational competencies in pedagogical practicum

As can be seen from the data in Figure 1, the lecturers and student teachers being surveyed believe that the competency to understand students as well as their own characteristics and needs is an element that can explain the most important competency needed in pedagogical practicum. However, the lecturers appreciated the importance of this competency higher than students. Specifically, the lecturers evaluated the importance with an average of 4,8351 and the students rated it with an average of 4,7500. Student behavior management competencies relating to the competency to organize activities in accordance with the characteristics of the student's homeroom were also rated as the second most important by the lecturers and students, with an average of 4.7423 and 4.6447. There was a difference in the assessment between lecturers and students about the competency to collaborate with other teachers and connect with families adjusts student's behavior. Students assessed this competency a little higher than lecturers, with an average of 4.5526 and 4.4124. The competency to advice and timely support student was rated by faculty and students with approximately the same average, at 4,526. However, in order of importance, the lecturers rated this competency higher than students.

Table 1: Opinions on the competency to understand students as well as their own characteristics and needs in student teachers' pedagogical practicum

NO	Items	Level of implementation						Effectiveness of implementation					
		Lecturer			Student teacher			Lecturer			Student teacher		
		Mean	Std. Deviation	Rank	Mean	Std. Deviation	Rank	Mean	Std. Deviation	Rank	Mean	Std. Deviation	Rank
1	Find out characteristics of the homeroom student with the prescribed framework	4.0103	.92977	3	4.1645	.86414	3	4.0612	.83501	3	4.1747	.71024	3
2	Make homeroom planning with the prescribed framework and based on the activity of the class assigned	4.1649	.82513	2	4.1905	.90318	2	4.1122	.74450	1	4.1790	.79378	2
3	Organize weekend activities	4.2268	.87208	1	4.2727	.85419	1	4.0918	.73340	2	4.1965	.73197	1

The table shows that lecturers evaluate students' "Organize weekend activities" at the most frequent level of work to be done. The task "Find out characteristics of the homeroom student with the prescribed framework" was rated the lowest among the duty to be done, but still ranked level 4 on a 5-level scale with an average of 4,0103. The task "Make homeroom planning with the prescribed framework and based on the activity of the class assigned" is assessed at an average level with regard to the competencies in needs of a homeroom teacher in practicum.

Illustrated from the table, it indicates that the lecturers rated "Make homeroom planning with the prescribed form and based on the activity of the class assigned" the most effectively with an average of 4.1122 followed by the "Organize weekend activities" which are performing effectively in average. The task "Find out characteristics of the homeroom student with the prescribed framework" is done at the least effectively level. Students showed that the item "Organize weekend activities" they perform most effectively in related the job followed by "Make homeroom planning with the prescribed framework and based on the activity of the class assigned". The undergraduates agreed with their university teachers that the item "Find out characteristics of the homeroom student with the prescribed framework" was rated at the lowest.

Table 2: Opinions on the competency to organize activities in compliance with the characteristics of the student teachers' homeroom in pedagogical practicum

NO	Items	Level of implementation						Effectiveness of implementation					
		Lecturer			Student teacher			Lecturer			Student teacher		
		Mean	Std. Deviation	Rank	Mean	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Std. Deviation	Rank
1	Design experience activities basing on class activities	3.8061	.98083	5.5	4.0390	.97054	5	4.1250	.71451	3	4.2412	.66945	2
2	Ensure the time, feasibility and logic of the implementation process.	3.8469	.97761	4	3.9394	1.05326	6	3.9583	.76663	6	4.1184	.75034	6

3	Design specific activities, allocate time appropriately for each of them	3.8061	1.09975	5.5	4.0779	.96594	3	4.0729	.74332	5	4.206	.7370	3
4	Specify the work to be prepared, facilities and people to do	4.1531	.82926	2	4.1645	.87910	1	4.2083	.69459	1	4.267	.6526	1
5	Coordinate with instructors, other students, class staff and students, parents to participate in the activity	4.1224	.89977	3	4.1255	.93101	2	4.1146	.70889	4	4.201	.7412	4
6	Organize activities of creative experience according to the design and model	4.2041	.82436	1	4.0433	.98150	4	4.1667	.72062	2	4.197	.7090	5

The above table described that "Specify the work to be prepared, facilities and people to do" reaches the highest performance with the mean at 4.2675, in the level 5 on the 5-level rating scale. The duty relating to "Ensuring the time, feasibility, logic of the implementation process" has not been performed well and the effectiveness is not high, being evaluated with an average score.

Based on the data sheet, it could be seen that the task "Organize activities of creative experience according to the design and model" has a difference in the evaluation of lecturers and students, while the university teachers evaluate it well and effectively (with the 2nd position in the ranking, the point 4.1667), the student has the opposite view (they ranked it the fifth with the point 4.197).

Table 3: Opinions on the competency to collaborate with other teachers and the students' parents or caregivers in pedagogical practicum

NO	Items	Level of implementation						Effectiveness of implementation					
		Lecturer			Student teacher			Lecturer			Student teacher		
		Mean	Std. Deviation	Rank	Mean	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Std. Deviation	Rank
1	Observing classroom space: decorating, designing positions for teachers and students, learning and playing space	4.0947	.88815	2	4.1946	.89095	2	4.1939	.72735	1	4.2489	.71359	1
2	Comprehensive classroom behavior: taking notes and understanding student population, statistics recording student sitting position	4.2421	.89580	1	4.2081	.86452	1	4.1735	.76016	2	4.2356	.68307	2
3	Statistics of observed behaviors in each student	3.8632	.95216	4	4.1086	.89289	4	4.0408	.89579	3	4.1467	.72629	7

4	Classify behavior observed in students and determine the level of behavior	3.852 6	1.0102 5	5	4.0814	.94034	6	3.8980	.92491	7	4.1511	.72845	6
5	Share with other teachers and families about student behavior	3.842 1	.94886	7	3.9910	.99540	8	3.9796	.75954	5	4.1556	.72443	4
6	Comment, assess student behavior to take appropriate measures	3.915 8	.96385	3	4.1176	.93162	3	4.0102	.83103	4	4.1556	.71824	4
7	Coordinate with teachers and families to find out the cause of unexpected student behavior in the classroom	3.852 6	1.0207 3	6	4.0498	.95454	7	3.9082	.88617	6	4.1244	.73350	8
8	Share with other teachers and families about effective ways to manage student behavior	3.726 3	1.1055 2	8	4.0905	.94914	5	3.8163	.88919	8	4.1644	.75272	3

The table describes that both of the lecturers and their students evaluate “Observing classroom space: decorating, designing positions for teachers and students, learning and playing space” and “Comprehensive classroom behavior: taking notes and understanding student population, statistics recording student sitting position” with the best at the highest average of 4.2489.

The items “Share with other teachers and families about effective ways to manage student behavior” and “Share with other teachers and families about student behavior” are done by students often and effectively and is not high with the highest average of 4.0905 and 4.1556 respectively. The remaining jobs are ranked at an average level; the undergraduates and their teachers both have opinions in common that “Classify behavior observed in students and determine the level of behavior” and “Coordinate with teachers and families to find out the cause of unexpected student behavior in the classroom” have the lowest level of effectiveness.

Table 4: Opinions on the competency of giving students advice and timely support in pedagogical practicum

NO	Items	Level of implementation						Effectiveness of implementation					
		Lecturer			Student teacher			Lecturer			Student teacher		
		Me an	Std. Deviation	Rank	Mea n	Mean	Std. Devi ation	Mean	Std. Devia tion	Mean	Std. Devia tion	Std. Devia tion	Rank
1	Assess the common psychological characteristics of the whole class.	3.97 96	.94137	1	4.08 81	.91748	1	4.071 4	.7356 9	1	4.215 9	.6599 2	1
2	Evaluate / identify the need for psychological support of a student or group of students in class.	3.75 51	1.10352	3	4.06 17	.92444	2	3.949 0	.8169 9	2	4.185 0	.6920 2	3

3	Planning school psychosocial counseling for students or groups of students	3.76	1.05323	2	4.0529	.96250	3	3.8265	.88546	3	4.1894	.73127	2
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Based on the data in table above, teachers and students evaluate “Assess the common spoken characteristics of the whole class” with the highest level of regularity and efficiency, the participants rated this content as a level 4 in the 5-level rating scale, the lowest also had an average score of 3.9796. Teacher students in pedagogy practicum will spend all the time sticking with the high schools, with homeroom class, thus having a close relationship with their homeroom class themselves. In addition, the rapid assessment of the general psychological characteristics of the class will help other activities be conducted appropriately and in accordance with the characteristics of the student. “Evaluate/identify the need for psychological support of a student or group of students in class” and “Planning school psychosocial counseling for students or groups of students” were rated lower. In general, there is no difference between lecturers’ opinions and the students’ ones on its performance level of the competency of advice and timely support student in pedagogical practicum. However, the average score in the students’ opinions is higher than their instructors’ ones (approximately, the student's score is about 4.07, and the lecturer’s one is approximately 3.80).

Discussion

There are similarities in the assessment between lecturers and students about the competency to understand students with their characteristics and needs. Students and lecturers, think that “Find out characteristics of the homeroom student with the prescribed framework” and “Make homeroom planning with the prescribed framework and based on the activity of the class assigned” is less effective in tasks exposed for homeroom in pedagogical practicum. However, the job “Make homeroom planning with the prescribed form and based on the activity of the class assigned” is rated as the most effective by the lecturers, the students suppose it as the second ranking.

There is a clear difference between the lecturers’ assessment and students’ ones on the level of performance in the student teacher’s competency to organize activities in pedagogical practicum. Lecturers believed that “Organize activities of creative experience according to the design and model” was most often done but students only evaluate this item on the fourth. Similarly, “Specify the work to be prepared, facilities and people to do” are rated by both of students and their lecturers as the most frequent item in common.

The competency to organize activities is a required competency to a homeroom teacher in the teacher training program, especially to meet the 2018 General Education Curriculum and innovate Vietnam general education according to competence-based approach. Basically, teacher students have been equipped with competence-based instruction that is equivalent to their career in the future adapted to the new education curriculum. Curriculum assessment is scientifically designed and step by step revised to the competence-based instruction as well. The students’ practical application process needs to be evaluated based on their performance progress in practicum. This would be supposed as the reason why the evaluation of lecturers and students is different from each other.

However, there is also a similarity in the lecturers and students’ opinions. They in common said that “Specify the work to be prepared, facilities and people to do” is done with the most efficient level and “Organize activities of creative experience according to the design and model” were done with the least efficient level.

In general, lecturers and students do not have much difference in assessing the performance level of the competency “to collaborate with other teachers” and the students’ parents or caregivers”. They

mostly said that "Comprehensive classroom behavior including taking notes and understanding student population, statistics recording student sitting position" was done with the most frequent level. However, the university teachers said that the work "Share with other teachers and families about student behavior" is done most often, while their teacher students only rate its frequency in the fifth within eight relevant items. Activities related to the future homeroom teachers' capacity to connect with teachers and student families during pedagogical practicum are not good, there are many limitations. Practicum in the role as a homeroom teacher is the apprenticeship stage in pre-service teacher education. This is also the initial time for students to approach the actual work of a homeroom teacher, the time is not long, about 10 weeks divided into one or two installments (MOET, 2013). It is supposed that the time is not enough for teacher students to build up their competencies as homeroom teachers at schools. Hopefully, with the assignments assigned by their university teachers, students can envision the competency in needs for their career in the future.

The competency of advice and timely support student is the new content included in the pedagogical practice program, associated with the task of psychological counseling that high school teachers will have to undertake in accordance with MOET regulations (MOET, 2017). Therefore, contents related to this competency are quite new to students. Although both lecturers and students argue that "Assess the common said characteristics of the whole class." achieved the highest efficiency, but there was a difference in the order of effectiveness of "Evaluate / identify the need for said support of a student or group of students in class." and "Planning school psychosocial counseling for students or groups of students". Besides, the average score of students is also higher than that of lecturers.

Conclusion

There are two basic competencies that any teacher training program must form for pedagogical students concluding: teaching and educating competencies. In some countries, a number of teachers have been set up for classroom management and homeroom teachers. In Vietnam, homeroom teachers are often part-time duty of teachers. Some private schools have their own homeroom teachers. Therefore, pedagogical universities need to have proper investment to develop the competencies of homeroom teachers. Teacher training is not just about equipping teaching knowledge and skills. To meet with the Vietnamese education innovation, student teachers should be equipped with the competencies of mentoring, counseling, career guidance, behavior management, and coordination of forces in educating students. Graduated Student teachers should become teachers and educators, both professional and educational researcher. In order for students to increase adaptability to careers, pedagogical practicum activities need to be full of diverse content, forms and riches, necessarily increasing the amount of time students practices directly at the school. Student teachers learn through Practical experience activities

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