

ENHANCING MANAGEMENT MEASURES ON STUDENTS' SELF-STUDY ACTIVITIES AT THAI NGUYEN UNIVERSITY OF SCIENCES

Phi Dinh Khuong*, Lam Thuy Duong
TNU - University of Sciences

ABSTRACT

This study indentified the performance of the self-study activities of students in terms of: students' awareness on self-study, study skills, services for self-study, teaching method and administration. Specially, it aimed to find out the factors both externally and internally that may affect the activities of students' self-study; to find out the relationship between self-study activities and factors affecting the self-study activities; to identify the different management measures of self-study activities; to assess the necessity and feasibility of the management measures for self-study activities; to develop a management measures for students self-study activities based from its necessity and feasibility. It is designed to help determine the extent to which different variables are related to each other in the population of interest. The study would provide leaders with a clear idea on how effective and successful they should have in the work as management of self-study in university.

Keywords: *Self-study activities; management of self-study; management measures of self-study activities; characteristics of students' self-study activities; the nature of management of self-study activities.*

Received: 22/8/2019; Revised: 23/9/2019; Published: 30/9/2019

NÂNG CAO BIỆN PHÁP QUẢN LÝ HOẠT ĐỘNG TỰ HỌC CỦA SINH VIÊN TRƯỜNG ĐẠI HỌC KHOA HỌC - ĐẠI HỌC THÁI NGUYÊN

Phí Đình Khương*, Lâm Thùy Dương
Trường Đại học Khoa học - ĐH Thái Nguyên

TÓM TẮT

Nghiên cứu đã xác định được thực trạng của hoạt động tự học của sinh viên về các phương diện: nhận thức, kỹ năng, các điều kiện phục vụ cho tự học, phương pháp giảng dạy, công tác quản lý. Xác định các yếu tố ảnh hưởng đến hoạt động tự học bao gồm cả yếu tố khách quan và yếu tố chủ quan. Tìm ra mối quan hệ giữa hoạt động tự học và yếu tố ảnh hưởng đến hoạt động tự học, đề xuất các biện pháp quản lý hoạt động tự học. Tác giả đã sử dụng phương pháp mô tả, phân tích để tìm ra được sự liên quan đến nhận thức giữa các nhóm đối tượng, đồng thời tìm ra những yếu tố có ảnh hưởng đến hoạt động tự học của sinh viên. Nghiên cứu sẽ cung cấp cho các nhà lãnh đạo một ý tưởng rõ ràng về hiệu quả và thành công của các hiệu trưởng trong công việc quản lý hoạt động tự học của sinh viên trong trường đại học.

Từ khóa: *Hoạt động tự học; quản lý hoạt động tự học; biện pháp quản lý hoạt động tự học; đặc điểm của hoạt động tự học của sinh viên; bản chất của quản lý hoạt động tự học.*

Ngày nhận bài: 22/8/2019; Ngày hoàn thiện: 23/9/2019; Ngày đăng: 30/9/2019

* Corresponding author. Email: khuongpd@tnus.edu.vn

DOI: <https://doi.org/10.34238/tnu-jst.2020.03.1984>

1. Introduction

For the level of higher education, the requirements on methods in Article 40 of the Vietnamese Law on Education (2005) states: "Methods of college and university education must pay attention to the advancement of the self-consciousness in study, of ability of self-study, self-taught, developing creative thinking, drilling of practical skills, facilitate students in participating in research, experimentation and application"[1]. Thai Nguyen University of Sciences (TNUS) was established on 24 October 2002 on the foundation of Faculty of Natural and Social Sciences-Thai Nguyen University. TNUS has total staff of over 300 in which, there are 8 associate professors, 90 doctors, 138 masters and 66 teachers are taking PhD courses. The number of students in 2018- 2019 is 4000. Its goal is to become a university which educates and trains students in multi disciplines and branches, and serves as a research centre of science and technology, meeting the need of economic, cultural and social development in Thai Nguyen province and her neighbors. However with the increasing requirements on the qualification of human resources, the schools should have the synchronized solutions to improve the quality of training. These solutions must be oriented to students- the subject of the training process. From the above problems, the identification of measures to organize, manage study activities of students of TNUS in order to improve the quality of school education is a critical issue.

2. Literature review

Entering the twenty-first century, human beings have encountered drastic changes of modern civilization as the result of the achievements of science and technology created breakthroughs in all areas of social life [2], [3]. Education is considered a key factor for the development of the society as required by that trend. With the development of science and technology, the amount of

human knowledge has been increased every second while time for learning in the school is limited. Therefore, being equipped with self-study method to acquire the knowledge is an inevitable trend [4], [5].

Many authors mentioned and approached self-study, our perspective self-study is a form of cognitive activity of individuals [6]. It is a voluntary and positive activity, self-promote their own internal resources to acquire knowledge, skills and techniques [7], [8]. Self-study is a way of study in which people study with self-awareness, positively, proactively, independently to capture knowledge in a certain area of life in order to achieve their goals [9].

Over the past years, TNUS has made great efforts in training human resources for Thai Nguyen province and the region, due to the increasing requirements on the qualification of human resources, the university should have the synchronization solutions to improve the quality of training. These solutions must be oriented to students - the subject of the training process [10], [11]. In fact, most of the fresh students do not have the habit of active and positive study, self-study skills but their study mainly relies on the knowledge imparted by college instructors [12],[13]. In addition, factors such as physical facilities, textbooks and curricula for teaching and learning have many shortcomings affect the quality of school education [14], [15]. With the above reasons, author chose the topic: "Enhancing the management measures of students' self-study activities at Thai Nguyen University of Sciences" to propose management measures with the aim of improving the university's quality of education.

3. Methodology

Scope and Limitation of the Study

This study was conducted at TNUS. The respondents were composed of 148 administrators and 308 students from the different faculties and departments of TNUS.

Population and Sampling

148 of teaching staff (65 %) of nine functional departments and training divisions and 308 of students (10 %) of eight faculties of the university were requested to answer the questionnaires.

Instrumentation

The author designed a questionnaire, which is a main tool in gathering data. The questionnaires are divided into parts namely: survey questionnaire on the status, the survey on the necessity and feasibility of the measures.

Data Gathering Procedure

The researcher asked permission from different heads of TNUS to conduct his study. Upon approval, he administered the questionnaire to his respondents. He explained clearly the purpose of the study and after answering the instrument, he retrieved them on the same day. The data were tallied, tabulated and analyzed afterwards.

Statistical Treatment

- Weighted mean was utilized to describe the perception of the status of self-study activities, the factors that may affect the students' self-study activities, the management measures.
- Chi-square test, for determining the significant relationship of the self-study activities and the factors that may affect the students' self-study activities.
- To see the correlation between the necessity and feasibility of the self-study activities management measures as

mentioned, we use the formula coefficients' hierarchy Specimen to calculate.

4. Results and discussions**4.1. Results**

This study will be beneficial to objects listed as follows:

Students: They will be benefited by this study because they are the main concern of training process. From the results of the study, students can recognize both strengths and weaknesses of situation on students' self-study activities in so that each student should clearly identify their motivation, attitude and self-study methods to achieve high academic results.

Lecturers: The outcome of the study is of great help to lectures have more awareness of the factors affecting the activities of students' self-study. Since then, each lecturer will take measures to raise awareness and self-study skills for students, making them more active and proactive in self-study activities. Also, this study will help them identify measure to improve the efficiency of selflearning activities for students to contribute to improving the quality of school education

Administrators: It is hoped that the study will help the administrators to see the status of self-study activities, the management of self-study activities of the school, and provide them with the management measures used for reference in managing selfstudy activities of students in the university.

4.2. Discussions*Status of the self-study activities*

Table 1. Frequency and Weighted Mean Distribution on the status of students' self-study activities as to its awareness on self-study

Statement	VMA 4	A 3	NA 2	SNA 1	WM	QD
I am aware of the;						
Activities of the self-study program.	73	244	11	3	3.17	A
Goals/objectives of the self-study program.	64	251	10	1	3.16	A
University program on self-study.	66	253	11	0	3.16	A
Procedure on how to conduct the self-study activities.	48	235	37	5	3.0	A
Benefits of the self-study activities.	131	185	12	2	3.36	A
Average weighted mean					3.17	A

Table 1 points out the result of self-study cognition activities on 5 contents, weighted average result is 3.17, meaning that students all are aware of the importance of the self-study. Criterion number 5 is 3.36 points, revealing that students are aware of the benefits of the self-study at the highest level.

Table 2. *Frequency and Weighted Mean Distribution on the status of students' self- study activities as to its study skills*

Statement	SA 4	A 3	D 2	SD 1	WD	QD
The Self-study activities help me to:						
Enhance my critical thinking skills.	141	177	9	1	3.39	SA
Enhance my comprehension skills.	143	174	11	0	3.40	SA
Develop my reading skills.	128	180	14	6	3.32	SA
Develop my note taking skills.	132	176	18	2	3.34	SA
Develop my time management skills	120	192	12	4	3.30	SA
Enhance my problem solving skills.	116	182	26	4	3.25	SA
Average Weighted Mean					3.33	SA

Table 2 shows the evaluation results of the self-study impact on improving learning skills. The weighted average result is 3.33, the skill that is assessed to be at highest point level is the 2nd skill – comprehension skills with the 3.4 weighted average points; the skill assessed to be the lowest point is the recording skill.

Table 3. *Frequency and Weighted Mean Distribution on the status of students' self- study activities as to students' habits during self- study*

Statement	O 4	S 3	R 2	N 1	WD	QD
I browse the headings, pictures, chapter questions and summaries before I start reading a chapter.	153	149	25	1	3.39	O
When I self-study, I do first the difficult subject.	126	155	41	6	3.23	S
I try to get the meaning of new words as I see them for the first time.	118	147	56	7	3.15	S
I review my class notes after class.	107	152	56	13	3.07	S
I take notes as I read my text books/reading materials.	90	136	73	29	2.82	R
I study for a length of time then take a short break before returning to studying.	123	145	49	11	3.16	S
I have all my supplies handy when I study, such as pens, paper, calculator, etc.	196	95	32	5	3.47	O
Average Weighted Mean					3.18	S

Table 3 shows assessment result on 07 habits in the self-study, the result of these seven contents is 3.18 point, which is at credit level; the highest score is of the 7th content with 3.47 point, ie that the students have habits to prepare well the learning tools. The most popular habit in the self-study is to review the class notes.

Table 4. *Frequency and Weighted Mean Distribution on the status of students' self- study activities as to Services for self-study support*

Statement	SA 4	A 3	D 2	SD 1	WD	QD
There is an available place to conduct self-study around the school campus.	150	132	36	10	3.29	SA
Books and other reading materials are available to use for self-study.	132	157	35	4	3.27	SA
Wi-fi /Internet access is provided for self- study.	148	143	30	7	3.32	SA
The library is always available for self- study	155	149	18	6	3.38	SA
Vacant classrooms are allowed to be used for self-study.	128	151	42	7	3.22	A
Resources like radio, television and other electronic media are available for self-study.	112	166	45	5	3.17	A
Average Weighted Mean					3.28	SA

Table 4 shows the survey of services for the self-study support with six contents, with the result of 3.28 point, ie basically, service conditions for the self-study have met the needs of students. Accordingly, the library service is assessed to be at the highest level of 3.38, the media is at the lowest level with 3.17. This reflects correctly the reality of the university currently.

Table 5. *Frequency and Weighted Mean Distribution on the status of students' self- study activities as to Teacher initiative*

Statement	SA	A	D	SD	WD	QD
	4	3	2	1		
Teacher plans specific activities outside class hours and self-study activities of students.	147	159	20	2	3.38	SA
Teachers give tasks to do at home.	120	195	12	1	3.32	SA
Teachers require students to engage in self-study activities daily.	110	188	30	0	3.24	A
Teachers ask students to read books and references before and after class.	146	159	21	2	3.37	SA
Teaching method use promotes the self- study activities	125	178	24	1	3.30	SA
Methods of testing and assessment require students to do self-study.	113	181	32	2	3.23	A
Average Weighted Mean					3.31	SA

Table 5 shows the assessment of the teacher initiative with seven contents. Average result is 3.31, ie the contents are highly appreciated and activities of teachers have great effect on the self-study of students.

Table 6. *Frequency and Weighted Mean Distribution on the status of students' self- study activities as to self- study location*

Statement	O	S	R	N	WD	QD
	4	3	2	1		
I usually do my self-study at.....						
Home	234	70	19	5	3.63	O
Friends house	59	74	55	140	2.16	S
Dorm	156	118	46	6	3.30	O
Quiet place	32	166	105	27	2.62	S
Any vacant space around the campus	64	180	57	27	2.86	S
Vacant classroom	58	115	88	67	2.49	R
Library	50	100	87	91	2.33	S
Average Weighted Mean					2.77	S

The survey result shows that learning at home is the most popular choice with 3.63 average points, next is the self-study at silent places with 3.30 points. General result is 2.77 points, meaning that students do not choose any fixed place.

Table 7. *Frequency and Weighted Mean Distribution on the status of students' self- study activities as to administration*

Statement	ACO	CO	UNO	NCO	WD	QD
	4	3	2	1		
Manages faculty's teaching activities to influence student self-learning.	125	154	35	13	3.20	CO
Motivates students to engage in self-study activities to enhance learning.	70	186	69	3	2.99	CO
Supervise monitoring and assessment of students' learning outcomes based from self- study activities.	50	176	89	12	2.80	CO
Manages self-study activities outside of class hours.	92	173	47	16	3.05	CO
Manages the implementation of students' self-study activities.	105	187	33	2	3.2	CO
Coordinates departments and organizations in the implementation of students' self-study activities..	65	177	67	19	2.89	CO
Average Weighted Mean					3.02	CO

Table 7 shows the evaluation of the university management on the self-study activities with six contents, the average result of management content is 3.02 points, ie these contents are frequently carried out. The 1st content gets the highest score with 3.2 points; it is the management on teaching activities of teachers to positively affect on the self-study of students. The lowest score is of management on the self-study activities outside of class time with 2.8 points. This fact is consistent with the actual situation of the university.

Survey results

Measure 1: Planning management of the self-study, necessity to evaluate average point $X=2.95$, ranking 5th order; feasibility $X=2.87$ ranks 5th order.

Measure 2: Organizing activities to raise awareness, building attitude and self-study skills training for students, necessity to evaluate average point $X=2.98$ ranking 1st order; feasibility $X=2.96$ ranking 2nd order.

Measure 3: Implement renovation of teaching method in order to develop the self-study activeness, necessity of evaluation $X=2.97$ average point ranking 2nd order; feasibility $X=2.96$ ranking 2nd order.

Measure 4: Strengthening scientific research activities to promote the self-study motivation, necessity of evaluation with average point of $X=2.97$ ranking 2nd order; feasibility $X=2.97$ ranking 1st order.

Measure 5: Organizing and managing extra curriculum activities of students, necessity of evaluation $X=2.97$ average point ranking 2nd order; feasibility $X=2.91$ ranking 3rd order.

Measure 6: Manage and use efficiently facilities for the self-study activities, necessity of evaluation $X=2.97$ average point ranking 2nd order; feasibility $X=2.88$ ranking 4th order.

In terms of necessity, ranking 1st order is the 1st measure with $X=2.98$ average point; The measure of activity organization to enhance awareness, to construct motivation, attitude

and self-study skill for students is one, which directly affects on students.

In terms of feasibility, ranking 1st order is the 4th measure with $X=2.97$ average point; the measure of scientific research activity increase to develop self-study motivation is a good method to arouse the independence, creativeness of learners.

In order to see correlation between the necessity and the feasibility of the management measures of the students' self-study activities, the author uses the ranking correlation coefficient formula of Specimen: $R=0.88$ showed the following:

- The relationship between the necessity and feasibility of the management measures are positively correlated because $R=0.88$ marked (+), which is closely correlated, ie the necessity and feasibility of the management measures are highly relevant.

- The necessity of measures is at which extent, the feasibilities will be at the respective level. From the test results, teachers and managers interviewed appreciated the necessity and feasibility of the measures proposed by the author. This shows that the proposed measures in the thesis is the basis for the practical application of the self-study management of students' TNUS.

5. Conclusions and recommendation

5.1. Conclusions

Based on the findings, the reseacher came up with the following conclusions:

1. For students' level of awareness on the self-study activities with an average weighted mean of 3.17 following Likert. Students' awareness on self- study: Students are obtaining better outcomes for the improvement of their academics as resulted from the institution's program on self- study
2. For students' self- study skills with an average weighted mean of 3.33. Study skills: Students have good understanding of the importance of study skills for their enhancement in academic performances.

3. For students' habits during self-study with an average weighted mean of 3.18. Habits during self-study basically meet the requirement of self-study. They spend time to review the class notes after class and prepare all the supplies handy when studying. The habits during self-study that require the initiative and creativity in self-study of students is not high. They mainly focuss on the content following the guidance of teacher.

4. Services for self-study support with an average weighted mean of 3.28. Services for self-study generally provide the the basic need of students for their study but the study resources are not highly appreciated.

5. Teaching method with an average weighted mean of 3.31. Self-study location is the attracted issue to student. In general, students are facing with difficulties in finding a place to study. Students often choose to study at home and a quiet place

6. Self-study location with an average weighted mean of 2.77. Teaching initiative is considered the decisive factor to the self-study method of students.

7. Administration with an average weighted mean of 3.02. Administration level reflects that the school have been applying the certain measures for self-study management.

5.2. Recommendation

Based on the findings of the study, the following are recommended:

- The director board should pay more attention to policies, direction in management of students' self-study activities. Concretize them in written documents; the guiding ideology of the school to the relevant department implemented a basis.
- Enhanced direct the innovation of teaching methods, assessment of teachers towards promoting positivity of the school; organizing regularly practical activities, forging skills for students.

- Give more investment on facilities catering for teaching and learning in a systematic and modern standard. Effective exploitation of the Center for Information and electronic library to provide full and timely documentation of teaching and in service learning.

- Enhance training methods and student study skills, self-study, arouse desire in student learning, making students more interested in learning.

- Organize multiple playgrounds, useful forum for students, such as students studying science club courses, conferences and seminars on self-learning method for students; Stock powerful movement for autonomy in learning; movement launched initiatives proposed in academic and creative ideas.

- The director board should pay more attention to organize activities for students practical approach, promoting the spirit of volunteerism for community life, such as voluntary youth movement; application of scientific advances to life, linking theory with practice through which students are constantly learning and trying in practice, there is more a sense of responsibility for themselves, their community and society.

REFERENCES

- [1]. *Education Law*. National Political Publishing House, Hanoi, 2005.
- [2]. H. C. Nguyen, *Vietnam Education early years of the twenty-first century*. Education Publishing House, 2007.
- [3]. *Forecast for the twenty-first century*. Statistical Publishing House, 1998.
- [4]. Q. B. Dang, *A new approach to scientific management and the application in educational management*, 1995.
- [5]. C. D. Vu, *Curriculum research methodology*. Education Publishing House, 2007.
- [6]. F. E. Weinert, *The development of cognitive learning and teaching*. Education Publishing House, 1998.
- [7]. T. N. Pham, *Management of quality in higher education*. National University Publishing House, Hanoi, 2000.

-
- [8]. C. T. Nguyen, *The process of self-study training, study and train how to study*, 2004.
- [9]. C. T. Nguyen, *Collection of works of self-learning and self-education self-study*. Educational publishing house, 2001.
- [10]. Ministry of Education & Training, *Regulation of higher education and college system of government under the credit system*, 2007.
- [11]. V. D. Nguyen, *Self- study is the experience of a lifetime of every human being, self-learning and self-training - the strategic thinking of Vietnamese educational development*. Education Publishing House, Hanoi, 1998.
- [12]. K. D. Tran, *Management and quality control of personnel training*. Education Publishing House, 2004.
- [13]. P. Exipov, *The theoretical basis of teaching*. Educational Publishing House, Hanoi, 1997.
- [14]. K. C. Pham, *Commenxiki-father of modern pedagogy*. Education Publishing House, 1997.
- [15]. D. C. Nguyen, *Quality Management training-thematic project for junior teachers*, 2004.