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THE SKILL TO COPE WITH PSYCHOLOGICAL DIFFICULTIES IN LEARNING UNDER THE ACADEMIC CREDIT SYSTEM OF UNIVERSITY OF TECHNOLOGY EDUCATION STUDENTS

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PREAMBLE

1. Reasons to choose the topic

Professional learning activity is a key one of student age. For highly specialized knowledge and strong professional qualification in professional activities, students have been required to adapt to learning activities and professional skill practice since studying at universities. However, in such process, besides advantages, they also have to face difficulties and challenges, including psychological difficulties. Thus, in order to achieve the purpose, the students must know to promote and make efforts to respond to and overcome difficulties. Skill formation and cultivation to cope with the difficulties is extremely important for everyone and helps them overcome all difficulties to better themselves and achieve goals. For students, to achieve professional learning goals, they also have skills to respond to and overcome such difficulties, especially the psychological ones.

Vietnam higher education is in process of the mode-of-study transition from academic year to academic credit system. Training under the academic credit system brought radical changes compared with the academic year system, which sets high requirements for both teachers and students and it has created many difficulties for students. Of which, there are subjective difficulties such as misconceived and incomplete awareness or, embarrassment, pessimism, depression and lack of confidence in learning and etc which have great influence on the process of professional learning and cultivation of students. They are psychological difficulties that students must obtain appropriate coping capacity to be able to achieve the purpose of learning for the best.

Over the years, in the fact, Universities of education and technology have changed to mode of study under the academic credit system. One of functions by Universities of technology education is to train students of education and technology with Bachelor’s Degree. However, in overall situation, university of technology education students also face many difficulties in their learning psychology, but they nearly have no effort or they do not know how to cope with and overcome such difficulties to achieve their professional learning goals.

There have been studies on coping with disadvantages and psychological difficulties in learning in general and students’ learning in particular. However, study in coping with psychological difficulties in learning under the academic credit system of university students isn’t still clarified.

Therefore, in the higher education situation of our country which is

strongly transferred to the academic credit system, the research on skills to cope with psychological difficulties in learning under the academic credit system of university students is an urgent issue. Clarifying theory and reality of skills to cope with psychological difficulties in learning under the academic credit system of university of technology education students will contribute to improving skills for students - one of key skills has a great influence on learning performance.

Derived from the aforementioned reasons, we have chosen to study the following topic: ***"Skills to cope with psychological difficulties in learning under the academic credit system of university of technology education students".***

2. Purposes of study

Study theory and reality of skills to cope with psychological difficulties in learning under the academic credit system of university of education and technology students. On this basis, propose measures of psychological and pedagogical impact to cope with psychology difficulties in learning under the academic credit system of university of education and technology students.

3. Subject and object of the study

3.1. Subject of the study: Expression and level of skills to cope with psychological difficulties in learning under the academic credit system of university of technology education students.

3.2. Object of the study

- Object to survey the reality: 687 students of Bachelor's Degree Program of 03 following universities: Hung Yen University of Technology and Education, Nam Dinh University of Technology and Education and Vinh University of Technology Education.

- Empirical object: 25 students of Bachelor's Degree Program of Vinh University of Technology Education.

4. Scientific hypothesis

4.1. University of technology education students have psychological difficulties in learning under the academic credit system at high levels but the skill to cope with psychological difficulties in learning under the academic credit system at the average level is poor. This skill shows in: skill to identify psychological difficulties; skill determine how to solve the psychological problems and skill to perform how to cope with psychological difficulties in learning under the academic credit system. The expression level of this skill is not uniform among groups of student, among composition skills of the coping-with skill and among specific learning tasks under the academic credit system.

4.2. The skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students is influenced by many objective and subjective factors. Of which, organization of students' learning methods and teachers' teaching methods makes the greatest influence.

4.3. It is able to improve the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students by improving and training this skill for students.

5. Study tasks

5.1. Develop theoretical bases of the study in the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students

such as: development of instrument concepts, expressions and levels, factors having an impact on this skill of students.

5.2. Identify reality of the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students and factors having an impact on this skill of university of technology education students

5.3. Propose and experiment psychological – pedagogical measures in learning under the academic credit system of university of technology education students.

6. Limits on scope of the study

6.1. Limits on the study contents

Psychological difficulties and skills to cope with psychological difficulties in learning under the academic credit system of students can study in many aspects and expressions are diverse in many different learning tasks. However, in this study, we only learn the expression and level of this difficulty and three component skills: skill to identify psychological difficulties, skill to determine how to cope with psychological difficulties and skill to perform how to cope with psychological difficulties in academic planning; group learning and self-studying.

6.2. Limits on objects and location of the study

The study was conducted on687 students of Bachelor's Degree Program of 03 following universities: Hung Yen University of Technology and Education, Nam Dinh University of Technology and Education and Vinh University of Technology Education.

7. Research methods

7.1. Research methodology

- Operating principles

- System principles
- Development principles

7.2. Research methods

- Method of document research
- Method of investigation by questionnaire
- Method of observation
- Method of in-depth interviews
- Method of activity product research
- Method of solving case studies
- Method of mathematical statistics
- Empirical methods of pedagogical impact.

8. New contributions of the topic

8.1. Theory

- Develop the concepts: coping skill, skill to cope with psychological difficulties in learning under the academic credit system, skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students, then supplement theories of the coping skill.

- Define three component skills of the skill to cope with psychological difficulties in learning under the academic credit system: skill to identify psychological difficulties; skill determine how to solve the psychological difficulties and skill to perform how to cope with psychological difficulties in learning under the academic credit system. Give factors having an impact on this skill of students.

8.2. Reality

- Identify that university of technology education students have psychological difficulties in learning under the academic credit system at high levels. The skill to cope with psychological difficulties in learning under the academic credit system is mainly at the average and below-average level. In term of component skills of the skill to cope with psychological difficulties: skill to identify psychological difficulties is at the highest level and skill to determine how to solve the psychological difficulties is the lowest level. In term of learning tasks: skill to cope with psychological difficulties in academic planning is at the lowest level and skill to self-study is at the highest level.

- Memtion two factors: organization of students' learning methods and teachers' teaching methods makes the greatest influence on the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students.

- Propose impact measures: training to improve the skill to cope with psychological difficulties in group learning and self-study, which helps to enhance this skill for students.

9. Thesis's structure

The thesis includes: Preamble, 03 chapters, conclusion, recommendation, list of published works, references and appendixes. There are 25 data tables.

Chapter 1
THEORETICAL BASES OF THE SKILL TO COPE WITH PSYCHOLOGICAL DIFFICULTIES IN LEARNING UNDER THE ACADEMIC CREDIT SYSTEM OF UNIVERSITY OF TECHNOLOGY EDUCATION STUDENTS

1.1. Overview of reality of studying the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students

1.1.1. Oversea Studies of the skill to cope with psychological difficulties in learning under the academic credit system of students

Psychological difficulties and skills to cope with psychological difficulties are crucial issues in psychology, so it attracts research concern from national and international psychologists. The studies of foreign authors about the psychological difficulties in learning of students mentioned many expressions of psychological difficulties and also gave reasons for those psychological difficulties. In addition, the authors propose ways to help students overcome those psychological difficulties to learn better. The studies of coping and skills to deal with difficulties are mainly concentrated on underage, especially at the age of junior high school students. We have not found many studies of skills to cope with psychological difficulties in learning of foreign authors. A few studies say that the coping skill will affect on physical and mental health. There are many ways to coping and how to measure coping behaviors. We have not seen the studies that mention the skills to cope with psychological difficulties in learning under the academic credit system of university of technology education students.

1.1.2. Studies of the skill to cope with psychological difficulties in learning under the academic credit system of students in Vietnam.

In Vietnam, there were quite a lot of studies about the psychological difficulties of students' learning. The authors interested in researching the

psychological difficulties of students' learning have shown signs of psychological difficulties in learning at all three aspects of awareness, attitudes, and behaviors associated with specific learning activities. Also determine the causes and propose psychological measures to contribute to prevention of psychological difficulties in learning for students. There weren't a lot of studies of psychological difficulties in learning under the academic credit system. Especially, we haven't seen any comprehensive studies of psychological difficulties in learning under the academic credit system of university of technology education students. The coping and skill to cope with difficulties is interested in research in Vietnam. Studies are focused on the skill to cope with general difficulties and the skill to cope with psychological difficulties is a relatively new issue, no many people are interested and go depth research, especially the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students hasn't been researched by any author. This is an issue need to be researched and clarified. In situation of Vietnamese universities taking the mode of study under the academic credit system, the topic "the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students" is really meaningful in theory and reality.

1.2. Learning under the academic credit system

1.2.1. Concept of learning under the academic credit system

** Features of training under the academic credit system*

We shall summarize and give some features of *training under the academic credit system as follows:*

(1) The academic credit system allows students to obtain Bachelor's Degrees through the accumulation of all kinds of different educational knowledge is measured in credits.

(2) Flexible training program

(3) Students who enroll at the beginning of each semester, and classes are organized in each module based on the academic registration of students in each semester.

(4) Student-centered teaching

(5) Unit of educational affairs is semester.

(6) Students are ranked in training based on the accumulated credits

(7) Independent supervisors

(8) Evaluate the learning results of students by regular assessment with grade.

** Concept of learning under the academic credit system:*

Overview of studies, we conceived as follows:

Learning under the academic credit system means activities to self-organize, control and adjust learning to synthesize knowledge and attitudes and form correspondingly professional skills with instruction by lecturers to accumulate a sufficient number of credits prescribed for a defined career.

1.2.2. Features of learning under the academic credit system

Within the scope of thesis, although learning under the academic credit system has many features, we mention three basic features as follows:

- *Firstly*, students are required to make learning plans to accumulate fully required credits.

- *Secondly*, students are required to be self-motivated in group working to accumulate fully required credits.

- *Thirdly*, students are required to be self-conscious in learning and self-study to accumulate fully required credits.

1.3. Psychological difficulties in learning under the academic credit system of university of technology education students

1.3.1. Learning under the academic credit system of university of technology education students

Learning under the academic credit system of university of technology education students means activities to self-organize, control and adjust learning to synthesize knowledge and attitudes and form correspondingly professional skills with instruction by lecturers to accumulate a sufficient number of credits prescribed for a defined career and professional certificates of vocational training.

***1.3.2. Concept of* psychological difficulties in learning under the academic credit system of university of technology education students**

* *Difficulty:* Difficulty is an obstacle/ prevention of the subject's activities.

* *Psychological difficulties:* There are many authors studying the psychological difficulties. In this study, we conceive: The psychological difficulties mean psychological factors preventing the subject from efficiency during process of activities

* *Psychological difficulties in learning:*

In our opinion, psychological difficulties in learning mean psychological factors preventing the subject from efficiency during the learning process.

* *Psychological difficulties in learning under the academic credit system of university of technology education students:*

In the research scope of this thesis, associated with the features of

learning under the academic credit system and learning goals of university of technology education students, we define: Psychological difficulties in learning under the academic credit system of university of technology education students mean psychological factors preventing the subject from efficiency in academic planning, group learning and self-studying of university of technology education students.

1.3.3. Expression of psychological difficulties in learning under the academic credit system of university of technology education students

Psychological difficulties in learning under the academic credit system are the same as other psychological phenomenon, which is expressed in three aspects: awareness, emotion and behavior. These three aspects are expressed in followings:

+ Psychological difficulties in academic planning
+ Psychological difficulties in group learning
+ Psychological difficulties in self-studying

1.4. The skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students

1.4.1. Coping skill

1.4.1.1. Concept of skill

The concept of "skill" were interested in by many Vietnamese and international authors. By literature review, we synthesize 03 basic approaches:

- 1st approach: Skill is considered as technical aspect of action.
- 2nd approach: Skill is considered as expression of personal capacity.
- 3rd approach: Skill is considered as personal behavior

By analyzing national and international concepts of skill, in this thesis, we consider the skill as both the technical aspect of action and the personal capacity and we conclude that Skill is application of knowledge and experiment in activities to perform them effectively.

1.4.1.2. Concept of coping:

Some opinions of the coping as follows:

- Coping shall be construed as a psychological self-defense method used to reduce stress. The effectiveness of defense is assessed on the basis of effectiveness of individual copings.

- Coping is considered as unique characteristics of the individual's personality, as a relatively stable tendency of individuals to respond to the difficult situation in a certain way.

- Coping takes account into specific requirements of specific circumstances; the coping considered in this regard is not relevant to the

defense as well as the unique characteristics of that individual, it is subject to circumstances.

- Coping is an active aspect of the subject. Coping is individual efforts, including external action and inner psychology to address the circumstances that cause fatigue or exceed capacity of individuals, forcing individuals to attempt to resolve.

Through analysis of the aforementioned concept of coping, we define: Coping is the action of individuals to recognize the need to resolve, identify appropriate ways to settle and implement such settlement.

1.4.1.3. Concept of coping skill

From of the aforementioned concepts of "Skill" and "Coping", we conceive of the coping skill as follows: The coping skill is use of knowledge and experience to recognize things necessary to resolve, defines appropriate solutions and implement such solutions in order to implement effective activities.

1.4.2. Concept of skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students

1.4.2.1. Concept of skill to cope with psychological difficulties in learning

** Skill to cope with psychological difficulties:*

In our opinion, skill to cope with psychological difficulties is use of knowledge and experience to identify and determine solutions for psychological factors preventing the subject from efficiency of activity performance.

** Skill to cope with psychological difficulties in learning:*

From of the aforementioned concepts, we define: Skill to cope with psychological difficulties in learning is use of knowledge and experience to recognize, define and perform solutions of psychological factors preventing the subject from learning efficiency in order to achieve better learning performance.

1.4.2.2. Concept of skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students

On the basis of inheriting the views from scientists and the concepts of coping skill, characteristics of learning under the academic credit system, the psychological difficulties in learning under the academic credit system of university of technology education students as analyzed in the previous section, in this thesis, we introduce the concept as follows:

The skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students is use of knowledge and experience to recognize, define and perform

solutions of psychological factors preventing the subject from learning efficiency under the academic credit system in order to achieve better learning performance.

1.4.3. Expression of the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students

Based on a process of intellectual activity: identify problems and determine how to resolve the problems and perform problem solving. To cope with psychological difficulties well, it is neccessary to follow this order: indentifying of difficulties, finding out appropriate solutions and performing such solutions.. We define the basic expression (component skills) of the skill to cope with psychological difficulties in learning under the academic credit system as follows:

1.4.3.1. Skill to identify psychological difficulties in learning under the academic credit system

- Know to identify psychological factors of obstacle (identify expression of psychological difficulties) in learning under the academic credit system:

+ Know to identify psychological factors of obstacle in academic planning;

+ Know to identify psychological factors of obstacle in group learning;

+ Know to identify psychological factors of obstacle in self-studying;

- Know to identify causes of psychological factors of obstacle (identify causes of psychological difficulties) in learning under the academic credit system:

+ Know to identify causes of psychological factors of obstacle in academic planning;

+ Know to identify causes of psychological factors of obstacle in group learning;

+ Know to identify causes of psychological factors of obstacle in self-studying;

1.4.3.2. Skill to define solutions for psychological difficulties in learning under the academic credit system

- Know to collect data on solutions for psychological difficulties:

+ Know to collect data on solutions for psychological difficulties in academic planning;

+ Know to collect data on solutions for psychological difficulties in group learning;

+ Know to collect data on solutions for psychological difficulties in self-studying;

- *Know to analyze solutions:*

+ Know to analyze solutions for psychological difficulties in academic planning;

+ Know to analyze solutions for psychological difficulties in group learning;

+ Know to analyze solutions for psychological difficulties in self-studying;

- *Know to made a decision on choosing solutions:*

+ Know to made a decision on choosing solutions for psychological difficulties in academic planning;

+ Know to made a decision on choosing solutions for psychological difficulties in group learning;

+ Know to made a decision on choosing solutions for psychological difficulties in self-studying;

1.4.3.3. Skill to perform solutions for psychological difficulties in learning under the academic credit system

- *Know how to consistently perform the chosen solutions for psychological difficulties:*

+ Know how to consistently perform the chosen solutions for psychological difficulties in academic planning;

+ Know how to consistently perform the chosen solutions for psychological difficulties group learning;

+ Know how to consistently perform the chosen solutions for psychological difficulties in self-studying;

- *Know to perform the chosen solutions for psychological difficulties in reality.*

Know to perform solutions for psychological difficulties in learning under the academic credit system through three groups of solution as follows: solution with personal efforts, solution with assistance from others and solution with negative response. It is specified in following learning activities:

+ In reality, know to perform the chosen solutions for psychological difficulties in academic planning;

+ In reality, know to perform the chosen solutions for psychological difficulties in group learning;

+ In reality, know to perform the chosen solutions for psychological difficulties in self-studying;

1.4.4. Level of the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students

In the research scope of thesis, we we rely on three characteristics as adequacy, fluency and flexibility to develop creteria to assess the coping skill

and three component skills analyzed in the above sections, the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students is assessed in 05 levels (low to high): Very Bad, Bad, Average, Good, Very Good.

1.5. Factors affecting the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students

There are many factors affecting the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students, however, we only mention some following factors:

1.5.1. Subjective factors

- Understanding of learning under the academic credit system

- Confident to participate in learning activities

- Interested in learning activities

- Organization of learning methods

1.5.2. Objective factors

- Organize and deploy university's training under the academic credit system

- Lecturers' teaching methods

- Roles of academic advisors

- Facilities invested in learning under the academic credit system.

Chapter 2
RESEARCH ORGANIZATION AND METHODS

2.1. Some information of research area and objects

2.1.1. Research area

The thesis is carried out on 03 universities: Hung Yen University of Technology and Education, Nam Dinh University of Technology and Education and Vinh University of Technology Education.

2.1.2. Research objects

Research objects are 687 full-time students from sophomore to senior in Information Technology, Electric – Electronic Engineering, Mechanical Engineering and Automotive Engineering.

2.2. Research process

2.2.1. Stage of theoretical research

- Have an overview if national and international studies, develop concepts of instrument and theoretical frame for the studied issue.

- Develop criteria of assessment, prepare a scale of the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students, make a real survey note (referendum note, questionnaires…); Test the instruments and analyze reliability of the scale.

2.2.2. Stage of reality research

- Choose to develop the scale of skill to cope with psychological difficulties in learning under the academic credit system.
- Test surveys and check design characteristics of the scale.
- Survey the reality on level of the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students and factors affecting the skill to cope with psychological difficulties in learning of students.
- Analyze the results of surveying the reality on level of the skill to cope with psychological difficulties in learning of students.
- Propose some psychological - pediagigical measures to improve the level of the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students

2.2.3. Stage of pedagogical experiment

Organize to experiment the impact; compare and analyze the results on expression of the skill to cope with psychological difficulties to evaluate the feasibility of impact measures.

2.3. Research methods

The thesis applies following research methods:

- Method of document research

- Method of investigation by questionnaire

* *Questionnaire No. 1:* Find out the real level of expression of psychological difficulties, how to cope with psychological difficulties and psychological factors affecting the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students. Contents specified as follows:

1) For level of psychological difficulties in learning under the academic credit system, including 3 items;

(2) For level of expression of psychological difficulties in learning under the academic credit system, including 27 items.

(3) For solutions of psychological difficulties: coping with psychological difficulties by personal efforts, including 19 items, by assistance from others, including 18 items and by negative responses, including 18 items.

(4) For factors affecting the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students, including 35 items.

* *Questionnaire No. 2:* Defining level of expression of psychological difficulties in learning under the academic credit system of university of technology education students in: academic planning, group learning and self-studying. Contents are specified as follows:

(1) For the skill to cope with psychological difficulties in academic planning, including 41 items;

(2) For the skill to cope with psychological difficulties in group learning, including 41 items;

(3) For the skill to cope with psychological difficulties in self-studying, including 41 items;

Assessment on the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students is based on average point (AP) and standard deviation (SD) of distributing the obtained results to divide into 05 following levels: Very Good, Good, Average, Bad, Very Bad.

In addition, the thesis also uses some other methods such as: Method of observation; Method of in-depth interviews; Method of activity product research; Method of solving case studies;

- Method of mathematical statistics

The obtained data after real surveys will be procesed with SPSS 20.0 software

- Empirical methods of pedagogical impact

Use the psychological - pedagogical experriment to improve the skill to cope with psychological difficulties in learning under the academic credit system for students.

Chapter 3
RESULTS OF REAL RESEARCH IN THE SKILL TO COPE WITH PSYCHOLOGICAL DIFFICULTIES IN LEARNING UNDER THE ACADEMIC CREDIT SYSTEM OF UNIVERSITY OF TECHNOLOGY EDUCATION STUDENTS

3.1. Reality of psychological difficulties in learning under the academic credit system of university of technology education students

3.1.1. General assessment on the level of expression of psychological difficulties in learning under the academic credit system of university of technology education students

Table 3.1: Level of psychological difficulties in learning under the academic credit system of university of technology education students

No.	*Psychological difficulties in*	AP	SD	Level of psychological difficulties									
				Very low		***Low***		***Average***		***High***		***Very high***	
				Q	*%*	*Q*	*%*	*Q*	*%*	*Q*	*%*	*Q*	*%*
1	Academic planning	3,67	1,14	29	4,2	88	12,8	108	15,7	308	44,8	152	22,1
2	Group learning	3,74	1,02	28	4,1	63	9,2	85	12,4	390	56,8	121	17,6
3	Self-studying	3,85	1,02	39	5,7	48	7	50	7,3	386	56,2	164	23,9
	General (n = 687)	***3,75***	***1,06***	***32***	***4,7***	***67***	***9,7***	***81***	***11,8***	***361***	***52,6***	***146***	***21,2***

(Note: The lowest AP is 1 and the highest AP is 5).

Comments: The survey results mentioned in Table 3.1 show that students have psychological difficulties in learning under the academic credit system at the high level and intend the very high level (21.2%) through students' self-assessment. The obtained results also show trend of divergence in the level expressed all assessment aspects of students on their psychological difficulties in learning under the academic credit system, the standard deviation fluctuates between 1.02 and 1.14; of which there is the greatest divergence of students on psychological difficulties in "Academic planning" (standard deviation = 1.14).

The data table also shows that students have psychological difficulties in majority of learning under the academic credit system. Of which, students mainly have psychological difficulties in "self-studying" (AP = 3.85 – ranking 1) and rarely have psychological difficulties in "Academic planning" (AP = 3.67 – ranking 3).

In fact, currently universities of technology education have transferred from the academic year system to the academic credit system. This training form facilitates for students to accumulate knowledge, job change, inter-university transfer and transition to the next grade. However, this training form also sets high requirements for both lecturers and students. In technology education, students are required to be self-motivated and active in self-studying of theory and practice, should share knowledge and cooperate with others and need to acquire and complete professional knowledge and skills… Those requirements create psychological difficulties for students and requiring them to overcome before they can achieve the best results.

3.2. Reality of the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students

3.2.1. General assessment on the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students

Table 3.6: Level of the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students

No.	Expression of the skill	ĐTB	ĐLC	Level of the skill									
				Very bad		*Bad*		*Average*		*Good*		*Very good*	
				SL	*%*	*SL*	*%*	*SL*	*%*	*SL*	*%*	*SL*	*%*
1	Skill to identify psychological difficulties	2,63	0,95	109	15,9	147	21,4	353	51,4	43	6,2	35	5,1
2	Skill to determine solutions for psychological difficulties	2,19	0,93	221	32,2	247	36	123	17,9	59	8,6	37	5,4
3	Skill to perform solutions for psychological difficulties	2,34	0,92	82	11,9	387	56,3	154	22,4	28	4,1	36	5,3
	General (n = 687)	***2,38***	***0,93***	***137***	***19,9***	***261***	***38***	***210***	***30,6***	***43***	***6,3***	***36***	***5,2***

(Note: The lowest AP is 1 and the highest AP is 5).

Comments: The skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students expressed in many aspects (identifying psychological difficulties, determining solutions for psychological difficulties, performing solutions for psychological difficulties) is mainly at the average level and intends the bad level (Average point = 2.38).

Synthesise students's self-assessment on expressed aspects of the skill to cope with psychological difficulties of students and the results mentioned in Table 3.6 shows that: In general, students have expression of the skill to cope with psychological difficulties, which expresses in the aspects of identifying psychological difficulties, determining solutions for psychological difficulties and performing solutions for psychological difficulties at the level of "rarely thinking and doing" (bad level), trend the level as "sometimes think and do" (average level). Up to 38.1 % of students with the skill to cope with psychological difficulties at the bad level; 30.6% of students with the skill to cope with psychological difficulties at the average level and only 5.2% of students with the skill to cope with psychological difficulties at the very good level (referred as "Very often think and do").

Analyzing the results more specifically, students have expression of the skill to identify psychological difficulties at the lowest level (Average point =

2.19). In this skill, it includes 36% of students with the very bad level and 32.2% of students with the bad level. This shows that students “rarely think and do”, only 5.4% of students coping with psychological difficulties at the very good level, it means that they “usually think and do”. Almost students (51.4%) achieve the average level (rarely think and do) in the skill to identify psychological difficulties and only 5.1% of students have the skill to identify psychological difficulties at the very good level. Although students with the very bad level are lower (11.9%), the skill to perform solutions for psychological difficulties in learning under the academic credit system accounts for the large number of students (53.6%) with the bad level. That result shows that more than a half of students have no the skill to perform solutions for psychological difficulties in learning under the academic credit system.

From this situation, we explain as follows: Students of Bachelor’s Degree Program of university of technology education have relatively low entrance exam point (mainly at standard point as prescribed). When entering universities, after the first academic year, they are assessed to be admitted to the technology education program based on their GPA of the first academic year. From the second academic year, learning professional knowledge of technology and vocational training operations is conducted in parallel. We can say that learning contents are quite heavy while attendant time with instruction from lecturers is little and entrance qualification is quite low, so learning skills of a majority of students don’t meet requirements of learning under the academic credit system. This results in psychological difficulties and they don’t know how to solve effectively.

Therefore, it is realized that students haven’t been aware of necessity to cultivate the skill to cope with psychological difficulties and haven’t been motivated to find out solutions for these psychological difficulties to improve learning effectiveness.

3.2.2. Specific expressions of the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students

3.2.2.1. The skill to identify psychological difficulties in learning under the academic credit system of university of technology education students

The survey results show that:

- Almost university of technology education students have the skill to identify psychological difficulties in academic planning at the low level (Average point = 2.53). Of which, students identify causes of psychological difficulties (Average point = 2.63) better than expressions of psychological difficulties in academic planning (Average point = 2.47).

- Almost university of technology education students have the skill to identify psychological difficulties in group learning at the low level (Average point = 2,68). However, this skill is higher than the skill to identify psychological difficulties in academic planning.

- University of technology education students have the skill to identify psychological difficulties in self-studying at the low level (Average point = 2,72). However, this skill is the highest of the skill to identify psychological difficulties in 03 following activities: academic planning, group learning and self-studying.

3.2.2.2. The skill to determine solutions for psychological difficulties in learning under the academic credit system of university of technology education students

The survey results show that:

- University of technology education students have the skill to determine solutions for psychological difficulties in academic planning at the bad level (Average point = 2.11). At this level, university of technology education students rarely know how to collect data on solutions for psychological difficulties and make a decision on selecting solutions for psychological difficulties in academic planning.

- University of technology education students have the skill to determine solutions for psychological difficulties in group learning at the bad level (Average point = 2,25).

- University of technology education students have the skill to determine solutions for psychological difficulties in self-studying at the bad level (Average point = 2,18). The results also show that a majority of students haven’t known how to understand clearly psychological difficulties need to be solved, then analyze objective and subjective conditions to determine best solutions for themselves and current conditions to solve psychological difficulties in self-studying.

3.2.2.3. The skill to perform solutions for psychological difficulties in learning under the academic credit system of university of technology education students

The survey results show that:

- University of technology education students have the skill to perform solutions for psychological difficulties in academic planning at the bad level (Average point = 2,26). At this level, they haven’t been determined to perform and haven’t ignored other factors to be patient to perform choosen solutions for psychological difficulties to achieve the best learning results.

- University of technology education students have the skill to perform solutions for psychological difficulties in group learning at the bad level (Average point = 2,31). Many students choose solutions for psychological difficulties in group learning with assistance from lecturers and friends (Average point = 3,18 and 3,13).

- University of technology education students have the skill to perform solutions for psychological difficulties in self-studying at the bad level (Average point = 2,43). However, this level is higher than the level of the skill to perform solutions for psychological difficulties in academic planning and group learning. This shows that self-studying in training under the academic credit system is compulsory and they won't pass subjects if their self-studying isn't completed. Therefore, many students perform the skill to cope with psychological difficulties in self-sudying well.

** Reality of the level to choose and use solutions for psychological difficulties in learning under the academic credit system of university of technology education students*

Table 3.16: The level to choose and use solutions for psychological difficulties in learning under the academic credit system of university of technology education students

No.	***Solutions for psychological difficulties***	**AP**	**SD**	**Ranking**
1	Solution by personal efforts	2.24	0.93	3
2	Solution by assistance from others	2.47	0.97	2
3	Solution by negative responses	3.09	0.93	1
	General (n = 687)	***2.60***	***0.94***	

Comments:

Data on table 3.16 shows that: A majority of students choose solutions for psychological difficulties by negative responses (Average point = 3.09 – ranking 1). The level to choose solutions for psychological difficulties by personal efforts is very low (Average point = 2.24 – ranking 3). This result reflects a fact that students haven't make efforts to solve problems when having psychological difficulties in learning. Students rarely choose to cope with psychological difficulties by assistance from others. They choose to with psychological difficulties by negative responses at the highest level (Average point = 3.09). This shows that students aren't self-motivated to cope with psychological difficulties, so these psychological difficulties have impact on learning effectiveness.

Through the reality of solutions for psychological difficulties as mentioned above, it is necessary to educate and train students with solutions by personal efforts to contribute to completion of learning duties.

3.2.3. Reality of the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students as compared under variables

* *Comparison by gender:* In general, male students have the better skill to cope with psychological difficulties in comparison with female students.

* *Comparison by academic year:* There's significant difference in the level of the skill to cope with psychological difficulties in learning under the academic credit system among students of different academic years.

* *Comparison by university area:* Nearly the skill to cope with psychological difficulties in learning under the academic credit system among students of Vinh University of Technology and Education is lower than the others, however, this difference has no meaning of statistics.

* *Comparison by the result in students' credit accumulation:* There is a positive correlation between the skill to cope with the psychological problems of the students in learning under the academic credit system and results in student's credit accumulation with $r = 0.38$ and $p = 0.04$. This means that students having high-distinction and distinction results in student's credit accumulation have the better skill to cope with the psychological problems of the students in learning under the academic credit system in comparison with students having lower learning results.

3.3. Reality of factors affecting the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students

The survey results show that there are many factors affecting the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students. The research results indicate the factor with the most affecting is the way to organize learning methods of students and teaching methods of lecturers. There is a positive correlation between affecting factors and the skill to cope with psychological difficulties in learning under the academic credit system.

3.4. Results of affecting experiment

Based on the results of research in theory, reality and factors affecting the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students, we propose experimental methods: Further training for students to improve the skill to cope with psychological difficulties in group learning and self-studying. The results are specified as follows:

Table 3.25: The results before and after the experiment of the level of the skill to cope with psychological difficulties in group learning and self-studying of the experimental group

Expression of the skill	**Before experiment**		**After experiment**		**Meaning of statistics**
	AP	***SD***	***AP***	***SD***	
Indentify psychological difficulties in group learning	1,61	0,78	2,99	0,98	0,05
Determine solutions for psychological difficulties in group learning	1,82	0,77	2,12	0,66	0,00
Perform solutions for psychological difficulties in group learning	2,08	0,90	2,82	0,73	0,00
Skill to cope with psychological difficulties in group learning	***1,83***	***0,81***	***2,64***	***0,79***	***0,03***
Indentify psychological difficulties in self-studying	2,32	0,74	2,84	0,94	0,12
Determine solutions for psychological difficulties in self-studying	1,76	0,78	2,38	0,87	0,00
Perform solutions for psychological difficulties in self-studying	1,85	0,84	2,36	0,65	0,00
Skill to cope with psychological difficulties in self-studying	***1,97***	***0,78***	***2,52***	***0,82***	***0,00***

(Note: The lowest AP is 1 and the highest AP is 5).

Comments:

After period to conduct affecting measures on the experimental group, we take the measurement of results in the experimental group after experiment. The results obtained in the Table 3.25 show that all expressions of the skill increase.

- For the skill to cope with psychological difficulties in group learning: Average point increases from 1.863 to 2.64 and this increase is meaningful with $p < 0,05$. This indicates that after further training, the skill to cope with psychological difficulties in group learning of the experimental group of students improve significantly. Before experiment, expressions of the skill chosen to experiment are at the bad level, but the skill to cope with psychological difficulties increases to the average level after experiment. At this level, university of technology education students have known to perform sometimes fully, sometimes unfully, sometimes quickly, sometimes slowly, sometimes flexibly and sometimes inflexibly for identifying, determining and performing solutions for psychological difficulties in group learning.

- For the skill to cope with psychological difficulties in self-studying:

the bad level increases to the average one (Average point increases from 1.97 to 2.52), this increase is meaningful with $p < 0,05$. This indicates that after further training, the skill to cope with psychological difficulties in self-studying of the experimental group of students also improve. Sometimes students know to identify, determine and perform solutions for psychological difficulties in self-studying. This is an significant change to contribute to the improvement of self-studying effectiveness for students.

Therefore, it is able to confirm that measures applied in the furrther training to improve the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students are effective.

CONCLUSION AND RECOMMENDATION

1. Conclusion

From findings of the theoretical and real research of the thesis, we may give some following conclusions:

1.1. For theory

The coping skill plays an important role to help university of technology education students to overcome psychological difficulties in learning in order to perform learning activities under the academic credit system effectively.

The skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students is use of knowledge and experience in identifying, determining solutions and perform such solutions for psychological difficulties in learning under the academic credit system of university of technology education students in order to achive the best learning result.

The skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students is expressed in 03 component skills: Skill to identify psychological difficulties in learning under the academic credit system; Skill to determine solutions for psychological difficulties in learning under the academic credit system; Skill to perform solutions for psychological difficulties in learning under the academic credit system.

Formation and development of the skill to cope with psychological difficulties in learning under the academic credit system is affected by many objective and subjective factors.

1.2. For reality

The results of real research show that:

Students have psychological difficulties in learning under the academic credit system at the high level. Of which, students mainly have psychological difficulties in self-studying.

Currently, the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students is at the average and bad level. This level is expressed in the skill to cope with psychological difficulties in general and in each component skill: identify psychological difficulties, determine solutions for psychological difficulties and perform solutions for psychological difficulties. Of which, the skill to determine solutions for psychological difficulties has the lowest level and the skill to identify psychological difficulties has the highest level.

There is difference in the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students under aspects of gender, field of study, academic year, university area but it isn’t significant.

There are many subjective factors from students and objetcive factors affecting the skill to cope with psychological difficulties in learning under the academic credit system of university of technology education students. Of which, the way to organize learning methods of students and teaching methods of lecturers has the greatest impact.

It is able to improve the skill to cope with psychological difficulties in group learning and self-studying for university of technology education students by the further training to improve this skill for students. The experimental results allow to confirm effectiveness of the proposed psychological – pedagogical impact.

With aforementioned research results, the thesis competed the proposed research duties. The research results confirm the aforementioned scientific hypothesis.

2. Recommendation

2.1. For universities

- Organize the further training to improve professional knowledge and operations in training under the academic credit system for lecturers, academic advisors and students. It may invite experts experienced in training under the academic credit system to exchange with lecturers, academic advisors and students.

- Focus on builidng facilities to meet requirements of teaching and learning under the academic credit system. Especially, it is neccessary to

supplement documents and materials and fully update new materials to serve students's learning.

- Develop a network of professional academic advisors; focus on developing the skill of academic consultancy for academic advisors to improve quality of academic consultancy and quality of training under the academic credit system.

2.2. For lecturers and academic advisors

- Lecturers should be self-motivated to acquire new requirements in training under the academic credit system. Carefully research in training nature of the academic credit system to give the most appropriate requirements for students's duties. Strengthen to exchange for experiences in teaching and advising in training under the academic credit system

- Focus on instruction of learning methods for students. Strengthen positive methods under the spirit of instruction. Change teaching habits under the academic year system, form new methods and actions to meet requirements of the academic credit system and instruct students to perform learning activities under the academic credit system.

- Focus on formaton of soft skills during learning under the academic credit system for students as follows: skill of self-assessment, skill of time control, skill of task planning, skill of problem solving upon difficulties...

- Academic advisors should focus on practising skill of academic consultancy under the academic credit system; be self-motivated to understand demand of academic consultancy under the academic credit system of students, then give orientations of academic consultancy for students effectively.

2.3. For students

- Self-motivated to learn about training under the academic credit system from various sources such as regulations, rules, lecturers, academic advisors, friends... to have the right and in-depth awareness of this training form. In addition, students need to learn about functions and duties of functional departments and professional faculties and academic advisors to be convenient during academic consultancy and handle works related to learning. Students also strengthen relationship with academic advisors and professional faculties to be advised fully.

- Should be active, self-motivated and creative to participating in learning activities under the academic credit system. Need to make academic plans for the whole course to have a clear learning route and orientation in every academic year and semester as well.

- Cultivate positive learning methods appropriate with training under the academic credit system. Strengthen group learning and cooperation and self-learning to complete learning duties.

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