

Original Research Article

# Improving the Quality of Managing Students' Self-Study Activities at Van Hien University, Ho Chi Minh City

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## Article History

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**Abstract:** The purpose of this study is to explore the basic issues of managing students' self-study activities at Van Hien University, Ho Chi Minh City; to correctly assess the current status of these activities, to point out the achievements, shortcomings and limitations; the causes of the weaknesses and limitations; from there, to propose solutions to improve the quality of managing students' self-study activities at Van Hien University, contributing to improving the quality of education and training at Van Hien University. To achieve that goal, this study surveyed 207 managers, lecturers and students of Van Hien University. The survey results showed that managers, lecturers and students of Van Hien University had important assessments of students' self-study activities and management of students' self-study activities. However, some still do not have a correct perception of this activity, so this activity is still underrated and has not achieved good results. There are many objective and subjective reasons why this activity has not achieved good results. Based on the analysis and assessment of the current situation, compared with previous research results, this study recommends solutions to improve the quality of management of students' self-study activities at Van Hien University, Ho Chi Minh City in the future.

**Keywords:** Improve Quality, Manage Self-Study Activities, Students of Van Hien University, Ho Chi Minh City.

## 1. INTRODUCTION

Self-study is a form of learning in the process of perfecting personality and developing intellectual qualities, a job associated with the whole life of each person. Self-study is an important activity in the process of human cognition to acquire human knowledge and discover scientific laws, review, consolidate, deepen, and expand knowledge for learners. Therefore, self-study activities must be oriented, organized, and managed methodically for students. Self-study will help students form intellectual qualities and train their personality. From there, create a scientific lifestyle and work for learners.

During the process of studying at university, if the necessary will and self-study capacity are nurtured, it will awaken in students their inherent great potential, creating an internal motivation in the learning process, overcoming all difficulties and external obstacles. The quality and effectiveness of education are improved when the creativity of learners is created by turning the educational process into a self-education process. Resolution II of the Central Committee (8th term) clearly states the tasks of education and training: "Innovating teaching and training methods, overcoming one-way transmission, training learners' habits and creative thinking disciplines. Gradually applying advanced and modern methods to the teaching and learning process, ensuring conditions and time for self-study and self-research for learners" to be able to take on important responsibilities in the future.

Article 5 of the Law on Education stipulates: "Educational methods must promote the positivity, self-awareness, proactiveness, and creative thinking of learners; fostering learners' self-study capacity, practical ability, passion for learning, and will to improve"; "... ensuring time for self-study and self-research for students to develop the self-study and self-training movement..."; "... creating the creative self-study capacity of each student" (National Assembly, 2005). To

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promote their initiative and creativity, first of all, students need to practice self-study. This is a basic and important requirement for students.

Self-study is learning about oneself, asking questions to review and asking questions to know what one understands and does not understand in order to continue researching and referring. Self-study is finding reading materials, asking questions, listening and digging deeper to understand the problem. Students need to cultivate the skills of choosing reading materials and appropriate reading methods. Students can self-study at home, in the library, to improve and supplement knowledge for subjects. In education in general and learning in particular, self-study plays a very important role. Self-study helps learners understand deeply, expand, consolidate and remember lessons firmly thanks to the ability to self-analyze and synthesize documents, thereby being able to apply learned knowledge to solve new learning tasks. At the same time, self-study helps learners form a positive, independent and self-conscious attitude in learning as well as a scientific working style. From there, it determines the development of personality qualities and determines the quality of students' learning.

Because the learning method at university is fundamentally different from the learning method at high school, in university there is no daily testing by teachers, so students' learning is mostly self-study. It is an activity that takes place continuously, in a large scope to acquire a lot of knowledge. It can be said that: The nature of self-study work of university students is the process of self-awareness, positivity, self-reliance without the direct guidance of teachers to achieve the goals and tasks of teaching. In other words, self-study outside the classroom plays an important role in university.

In addition, self-study also plays a great role in improving students' ability to understand and absorb new knowledge. Many famous educators have raised the urgent need to skillfully organize self-study for students (Tuan, 2022). Self-study with effort and creative thinking has created conditions for learning knowledge deeply and understanding the nature of truth. In the process of self-study, students will encounter many new problems and finding answers to those problems is the best way to stimulate students' intellectual activities. Without the students' efforts in self-study, the results cannot be high no matter how favorable the external conditions are (good teachers, good materials) (Ngoc, 2009; Hong, 2022).

Not only that, self-study also plays a great role in educating and shaping students' personalities. Self-study trains students to think independently, to solve difficult problems in their careers and in life, helping them to be more confident in choosing their own lives. Moreover, self-study promotes students' love of learning, love of knowledge, desire to reach the heights of science, and live with ambitions and dreams. Therefore, it can be said that self-study of students is not only an important factor in acquiring knowledge but also has great significance in shaping students' personalities.

Although it has been implemented, the training results of the university are gradually being highly appreciated by society, affirming its reputation. However, besides the results achieved in managing students' self-study activities, there are still some gaps that need to be given due attention, such as students' limited research, self-study, and reliance on others. If the management of self-study activities of Van Hien University students is done well, it must be suitable for the training form, the training quality of the university will be continuously improved. Based on the above reasons, the study of "Management of self-study activities of Van Hien University students, Ho Chi Minh City" to improve the self-study efficiency of students, thereby contributing to improving the training quality of the university is really necessary.

## **2. LITERATURE REVIEW**

### **2.1. Concept of Self-Study Activities**

Self-study activities are the process of cognition, independent creativity of learners and are organized in certain pedagogical conditions, aiming to acquire, consolidate and apply knowledge, techniques and skills to meet the training requirements of the school. Self-study is a form of cognitive activity with strong personal nuances (Hang, 2020). In which students independently and creatively organize their cognitive process to effectively acquire knowledge, process and accumulate knowledge, as well as practice professional skills and develop scientific thinking.

The self-study process is the process of the learner moving from not knowing to knowing and knowing more and more deeply and completely (Rubakin, 1995). From mastering knowledge, they master skills and techniques and at an increasingly higher level, applying knowledge, skills, techniques and situations from simple to complex, thereby contributing to the formation of the qualities and abilities of the learner (Duchiep, 2022).

The self-study activities of students not only follow the rules of the cognitive process but also originate from the motivation of self-study activities. This is the result of the process of resolving inherent contradictions in the self-study process (Ngoc, 2009). In this process, we must mention the contradiction between the high training requirements and the limited ability level of students. Resolving this contradiction in the self-study process will help students improve their

awareness, perfect and consolidate their knowledge system, technical skills and professional skills (Center for Research and Development of Self-Study, 1998).

Thus, it can be said that in essence, the self-study activities of students are a cognitive process without direct control of the lecturer, but the lecturer only plays the role of an organizer and an indirect guide to help students carry out learning tasks. This is truly a difficult and arduous learning process that requires learners to have clear motivations and goals, have the determination to overcome difficulties and challenges, regularly build and effectively implement learning plans, choose suitable learning methods, and make good use of existing learning facilities.

Students' self-study activities require the subject to promote cognitive positivity, which will contribute to resolving the conflicts of the learning process. The positivity of cognitive activities can be generalized in two forms: internal and external. Specifically: (i) Internal: is the attitude of the active subject, which is voluntary, self-aware, needs to be interested in learning, has the effort to try, perseveres in overcoming difficulties in the process of acquiring knowledge and can orient towards cognitive tasks. (ii) External: It is the highest mobilization of psychological functions to acquire knowledge; its external manifestation is positive states of activity. For example, concentration, intellectual tension, taking advantage of time to implement the study plan and the ability to solve situations creatively.

Thus, self-study is the process in which students brainstorm, think, use their intellectual abilities and have both their muscles and qualities, as well as their emotional motivations, outlooks on life, and worldviews to occupy a certain field of human knowledge, turning that field into their possession. Self-study will be conducted when the learner has a need to understand a certain knowledge and tries to acquire that knowledge through their efforts.

In universities in general and Van Hien University in particular, self-study is necessary and is a way of studying at university. It is a form of organizing individual cognitive activities to acquire the system of knowledge and skills carried out by the learner himself. When students mobilize all their own qualities and abilities to conduct independent exploration and discovery activities with the aim of acquiring knowledge, they are conducting self-study activities.

## **2.2. The concept of Managing Students' Self-Study Activities**

Management is the control of a system of social activities at both macro and micro levels. It is a type of labor to control workers (Chi & Loc, 2014). It is a historical attribute, eternal (Vu, 2022). In other words, "Management is the organized, targeted impact of the management subject on the management object and subject in order to most effectively use the resources and opportunities of the organization to achieve the set goals in the context of an ever-changing environment." According to Harold Koontz, *et al.*, (1986): "Management is an essential activity, it ensures the coordination of individual efforts to achieve group goals. The goal of every manager is to form an environment in which people can achieve group goals with the least amount of time, money, material and personal dissatisfaction. As a practice, management is an art, and organized management knowledge is a science" (Kiem, 2006).

According to the perspective of system theory: "Management is a method of intentional impact of the management subject on the system, including a system of binding rules on behavior for all objects at all levels in the system to maintain the rational dominance of the structure and bring the system to reach its goals soon" (Marx & Engel, 1884). "Management is the purposeful and planned impact of the management subject on the collective of workers in general, which is the management object, in order to achieve the expected goals" (Center for Research and Development of Self-Study, 1998).

Managing self-study activities is one of the key tasks in educational management in general and school management in particular, and is a component of the management system of the education and training process in schools (Chi & Loc, 2014). Managing students' self-study activities includes two basic processes: managing self-study activities during class hours and managing self-study activities outside of class hours, which are carried out both at school and at home. Managing self-study activities is the impact of the management subject on the self-study process of students, making them active and proactive in acquiring knowledge through their own efforts (Thuan & AnLong, 2022). Managing students' self-study activities is closely related to the teaching and learning organization process of teachers.

From the above understanding, it can be conceived that managing university students' self-study activities is an organized, purposeful, and planned activity of the management subject that impacts the students' self-study process and ensures conditions to continuously improve the quality of students' learning and training, meeting the goals and training requirements of the university. Thus, managing self-study activities is a system of pedagogical impacts with purposes, methods, and plans of educational forces inside and outside the school on the entire self-study process of students to promote students' self-awareness, positivity, and initiative in acquiring knowledge through their efforts. If students' self-study activities are well managed, they will create their inherent resources to ensure quality and vice versa, if poorly managed, they will weaken resources and reduce the quality of students' learning.

### 3. RESEARCH METHODOLOGY

#### 3.1. Theoretical Method Group:

Analyze, synthesize, and systematize domestic and foreign documents related to the research problem to build a theoretical basis, thereby establishing a basis for building a survey questionnaire, assessing the current situation and proposing measures to manage students' self-study activities.

#### 3.2. Practical Method Group:

##### Questionnaire Survey Method:

This is the main method that we use questionnaire system designed according to the research purpose of the topic to find out the current situation of managing students' self-study activities as well as factors affecting the effectiveness of managing students' self-study activities at Van Hien University, Ho Chi Minh City. This study conducted interviews with managers, teachers and students of Van Hien University, Ho Chi Minh City, to collect more information and to check the reliability of the information and data collected in the survey method.

##### Observation Method:

Observe the expression of students' self-study activities within the scope of the research topic and further confirm the reliability obtained from the investigation method.

##### Group of Mathematical Statistical Methods:

Use this method to process and summarize information and data obtained from the above research methods. To analyze the data, we use SPSS 18.0 software.

##### Scope of Survey Subjects:

The survey subjects are students of Van Hien University, Ho Chi Minh City and managers and lecturers working at Van Hien University, Ho Chi Minh City. The sample size for students is 207 people and for managers and lecturers is 48 people.

##### Number of Points:

Each question will have 3 levels of answers with the number of points specified respectively as follows: (i) Disagree/ Not important/ Not often/ Not proficient/ Not influential/ Not implemented/ Not effective/ Not urgent/ Not feasible/ Weak: 1; (ii) Agree/ Important/ Regular/ Proficient/ Influential/ Occasionally/ Effective/ Urgent/ Feasible/ Average: 2; (iii) Strongly agree/ Very important/ Very often/ Very proficient/ Very influential/ Frequently implemented/ Very effective/ Very urgent/ Very feasible/ Good: 3.

Average score of the scale: (i) From 0 to 1: Disagree/ Not important/ Not often/ Not proficient/ Not influential/ Not implemented/ Not effective/ Not urgent/ Not feasible/ Weak; (ii) From 1 to 2: Agree/ Important/ Regular/ Proficient/ Influential/ Occasionally/ Effective/ Urgent/ Feasible/ Average; (iii) From 2 to 3: Strongly agree/ Very important/ Very frequent/ Very Proficient/ Very influential/ Frequently implemented/ Very effective/ Very urgent/ Very feasible/ Good.

### 4. RESEARCH RESULTS AND DISCUSSION

#### 4.1. Perception of Student Self-Study Management

**Table 1: Assessment of managers and lecturers on the importance of student self-study management**

Order	Level	N (people)	%
1	Not important	0	0
2	Important	11	22,9
3	Very important	37	77,1

Through the survey results, it can be seen that 100% of lecturers and managers evaluate self-study activities as important for students, of which 22.9% evaluate them as important and 77.1% as very important. Thus, according to lecturers and managers, this is an indispensable activity for students during their study at university. This is the basis for promoting the need to improve the management system to improve the quality of management, thereby contributing to improving the quality of students' study.

**Table 2: The interest of lecturers and managers of Van Hien University, Ho Chi Minh City in the issue of self-study of students**

Order	Level	N (people)	%
1	Not interested	1	2,1
2	Less interested	31	64,6
3	Very interested	16	33,3

According to the survey results, although 100% of lecturers and managers assessed that self-study activities play an important role for students, teachers have not paid much attention to the issue of self-study of students (33.3% of teachers are very interested, 64.6% of teachers are less interested and 2.1% of teachers are not interested). Although the percentage of teachers who are not interested is low, in order for students' self-study activities to be effective, it is necessary to ensure that teachers thoroughly understand the spirit and awareness of the role of self-study in universities for students. Although at the university level, the main process of knowledge accumulation is self-study and self-research, self-study activities need guidance, instruction and assessment from lecturers to ensure that students are on the right track and self-study effectively. Only then can we improve the quality of self-study of students in particular and the quality of university training in general.

**Table 3: Assessment of managers and lecturers on the importance of managing students' self-study activities**

Order	Level	N (people)	%
1	Not important	1	2,1
2	Important	32	66,7
3	Very important	15	31,3

The survey results show that the majority of lecturers are aware of the importance of managing students' self-study activities, of which 31.3% rated it as very important, 66.7% rated it as important, and 2.1% rated it as unimportant. When the importance of the issue is recognized, implementation, change, and development will be more favorable than not recognizing the issue. However, it is also necessary to see that although the percentage of lecturers who think that self-study is not important is quite small, this is an incorrect perception and goes against the spirit of teaching methods at university. Therefore, it is important that school leaders need to further educate lecturers and students about the awareness of the role of self-study at university, because only with correct perception can correct action be taken.

#### 4.2. Current Status of Managing Students' Self-Study Activities

*Managing the development of plans to organize students' self-study activities:*

Through the survey, this study obtained results on the management and development of plans to organize students' self-study activities, shown in Table 4.

**Table 4: Assessment of managers and lecturers on the management of the development of plans to organize students' self-study activities**

Order	Manage self-study plan development	Level of implementation				
		Not often	Often	Very often	Average Score (ĐTB)	Standard Deviation (ĐLC)
		%	%	%		
1	Create a daily self-study plan	0,0	31,3	68,8	2,69	0,468
2	Create a weekly self-study plan	2,1	29,2	68,8	2,67	0,519
3	Create a monthly self-study plan	6,3	37,5	56,3	2,50	0,619
4	Create a semester self-study plan	4,2	39,6	56,3	2,52	0,583
5	Create a school year self-study plan	4,2	31,3	64,6	2,60	0,574

The research results on the management of students' self-study plan development have been properly concerned, with regular and very regular guidance in the development of "Daily self-study plan" (Frequently: 31.3%: Very frequently: 68.8%) and "Weekly self-study plan" (Frequently: 29.2%: Very frequently: 13%), mainly "Monthly self-study plan" (Frequently: 59%: Very frequently: 56.3%), "Semesterly self-study plan" (Frequently: 39.6%: Very frequently: 56.3%) and "Yearly self-study plan" (Frequently: 31.3%: Very frequently: 64.6%). Thus, every time a student's self-study plan is formed and receives attention from administrators and lecturers, there will be appropriate bases for evaluating and checking students' self-study activities as well as adjusting self-study activities to bring about effectiveness. From there, it can be seen that planning is the first basic function of management work and from this planning, all future successes are determined.

#### *Managing the Selection of Self-Study Content for Students:*

The results of the study on the importance of managing students' self-study content show that content management is carried out with an important and very important level in all contents (Average score > 2.2). The results are shown in Table 5.



**Table 5: Evaluation of administrators and lecturers on the importance of managing students' self-study content selection**

Order	Contents	Level			Average Score (ĐTB)	Standard Deviation (ĐLC)
		Not important	Important	Very important		
		%	%	%		
1	Detect and select self-study issues	0,0	29,2	70,8	2,71	0,459
2	Make a self-study plan	0,0	60,4	39,6	2,40	0,494
3	Read more documents and textbooks	0,0	33,3	66,7	2,67	0,476
4	Take full notes when reading documents	0,0	62,5	37,5	2,37	0,489
5	Summarize information by each issue	0,0	29,2	70,8	2,71	0,459
6	Implement the self-study plan that has been made	0,0	52,1	47,9	2,48	0,505
7	Listen and take notes on the issues that the lecturer teaches in class	0,0	56,3	43,8	2,44	0,501
8	Systematize the knowledge learned	0,0	20,8	79,2	2,79	0,410
9	Create a research outline for a topic that you like	0,0	22,9	77,1	2,77	0,425
10	Compare, contrast, and analyze the knowledge learned with practice	4,2	33,3	62,5	2,58	0,577
11	Exchange and discuss self-study issues with friends and lecturers	4,2	39,6	56,3	2,52	0,583
12	Apply information technology to self-study	6,3	31,3	62,5	2,56	0,616
13	Supplement and complete information after reading different documents	0,0	45,8	54,2	2,54	0,504
14	Apply learned theories to practice exercises	0,0	31,3	68,8	2,69	0,468
15	Self-check self-study results	0,0	54,2	45,8	2,46	0,504
16	Always combine many different self-study methods	0,0	37,5	62,5	2,63	0,489

The results of the study on the level of implementation and importance of self-study content management of students show that content management is implemented with an important and very important level in all contents (47% - 75%). In the self-study contents of students, there is attention and guidance from lecturers. The management content that can be implemented very importantly is "Systematizing learned knowledge" (Important: 20.8%: Very important: 79.2%) followed by the content "Making a research outline for a topic that you like" (Important: 22.9%: Very important: 77.1%), Besides, it is also very important in managing other contents such as "Summary of information by each issue" (Important: 29.2%: Very important: 70.8%), "Applying learned theory to practice exercises" (Important: 31.3%: Very important: 68.8%) "Detecting and selecting self-study problems" (Important: 29.2%: Very important: 70.8%), "Reading more documents and textbooks" (Important 33.3%. Very important 66.7%), the content "Applying information technology to self-study" (Important 31.3%. Very important 62.5%), "Exchange, discuss self-study issues with friends, with lecturers" (Important 39.6%. Very important 56.3%). There are still some contents of interest with a very low level of importance such as "Take full notes when reading documents" (37.5%), "Make a self-study plan" (39.6%), "Listen and take notes on issues taught by lecturers in class" (43.8%). Thus, in general, the self-study contents of students are of interest to staff and lecturers and are valued, which contributes to improving and enhancing the learning efficiency of students at the school when implementing self-study contents corresponding to their awareness.

**Table 6: Assessment of management staff and lecturers on the management level of implementing the selection of self-study contents of students**

Order	Contents	Level			Average Score (ĐTB)	Standard Deviation (ĐLC)
		No frequent	Frequent	Very frequent		
		%	%	%		
1	Detect and select self-study issues	0,0	62,5	37,5	2,71	0,459
2	Make a self-study plan	0,0	41,7	58,3	2,40	0,494
3	Read more documents and textbooks	0,0	64,6	35,4	2,67	0,476
4	Take full notes when reading documents	6,3	47,9	45,8	2,37	0,489
5	Summarize information by each issue	2,1	54,2	43,8	2,71	0,459
6	Implement the self-study plan that has been made	0,0	62,5	37,5	2,48	0,505

7	Listen and take notes on the issues that the lecturer teaches in class	2,1	72,9	25,0	2,44	0,501
8	Systematize the knowledge learned	8,3	54,2	37,5	2,79	0,410
9	Create a research outline for a topic that you like	2,1	54,2	43,8	2,77	0,425
10	Compare, contrast, and analyze the knowledge learned with practice	8,3	47,9	43,8	2,58	0,577
11	Exchange and discuss self-study issues with friends and lecturers	0,0	62,5	37,5	2,52	0,583
12	Apply information technology to self-study	0,0	56,3	43,8	2,56	0,616
13	Supplement and complete information after reading different documents	0,0	58,3	41,7	2,54	0,504
14	Apply learned theories to practice exercises	0,0	54,2	45,8	2,69	0,468
15	Self-check self-study results	2,1	62,5	35,4	2,46	0,504
16	Always combine many different self-study methods	0,0	56,3	43,8	2,63	0,489

The survey results on the management of the level of implementation of self-study content by students show that it is mainly at a regular level. The most frequent implementation level is “Listening and taking notes on issues taught by lecturers in class” (72.9%). Other self-study content management includes “Exchanging and discussing self-study issues with friends and lecturers” (62.5%), “Reading more documents and textbooks” (64.6%). In addition, there are still contents implemented at a low regular level such as “Listening and taking notes on issues taught by lecturers in class” (25.0%), “Self-checking self-study results” (35.4%).

#### ***Managing the Implementation of Students’ Self-Study Activity Plans:***

To assess the current status of measures to manage the implementation of students’ self-study activity plans, we conducted a survey according to the sample, the results are shown in Table 7.

**Table 7: Assessment of managers and lecturers on the implementation of measures to manage the implementation of students’ self-study activity plans**

Order	Contents	Level of implementation			Average Score (ĐTB)	Standard Deviation (ĐLC)
		Not implemented	Sometimes	Regularly implemented		
		%	%	%		
1	Managing training objectives	0,0	64,6	35,4	2,35	0,483
2	Managing training program content	8,3	52,1	39,6	2,31	0,624
3	Organizing and compiling textbooks and lectures	4,2	52,1	43,8	2,40	0,574
4	Innovating teaching methods of lecturers	2,1	52,1	45,8	2,44	0,542
5	Developing learning management plans	4,2	60,4	35,4	2,31	0,552
6	Educating students’ spirit, motivation and learning attitudes	0,0	54,2	45,8	2,46	0,504
7	Building discipline - teaching and learning order	2,1	54,2	43,8	2,42	0,539
8	Organizing extracurricular learning activities for students	0,0	62,5	37,5	2,38	0,489
9	Managing and using the library well - fully equipping textbooks and reference materials for learners	0,0	43,8	56,3	2,56	0,501
10	Managing and using facilities for teaching and learning activities	0,0	58,3	41,7	2,42	0,498
11	Coordinating educational forces in the school to organize self-study activities for students	2,1	56,3	41,7	2,40	0,536
12	Coordinating between schools and families in managing students’ self-study	0,0	60,4	39,6	2,40	0,494

13	Innovating assessment and evaluation work	0,0	64,6	35,4	2,35	0,483
14	Innovating emulation and reward work	2,1	58,3	39,6	2,38	0,531

The survey results show that: All measures to implement the student self-study activity plan are implemented regularly (average > 2.3). The most frequently implemented measure is “Manage and use the library well - provide adequate textbooks and reference materials for learners” (56.3% regularly implemented). Using the library well - providing adequate textbooks and materials is an important content in the school’s professional management. The school always creates favorable conditions in terms of time and budget to help lecturers have more access to documents and be more convenient in their teaching work. The next most frequently implemented measure is “Innovate teaching methods of lecturers” (45.8% regularly implemented). Innovation in teaching methods is an important factor determining students’ learning activities and improving training quality.

To promote students’ self-study, lecturers must actively innovate teaching methods, this measure is always of interest to the school. Although the school has had many positive measures in the movement of innovation in teaching methods such as organizing teaching conferences, observing classes, etc., in reality, innovation in teaching methods in faculties and departments still faces many difficulties and has not had positive changes. The causes of these limitations are due to the lack of facilities and equipment for teaching and learning activities, the lack of laboratories for the large number of students as present, the awareness of students is limited, not proactive in learning, the majority of lecturers teach according to traditional teaching methods because they are afraid of not ensuring time and the amount of knowledge imparted.

The school has always paid attention to educating students’ spirit, motivation and learning attitude (45.8% regularly do this). According to the opinions of the lecturers, after enrolling at the school, the school organized a week of activities at the beginning of the course called the week of activities at the beginning of the course to disseminate the training objectives, regulations, school regulations on studying and training of students, and educate the spirit of studying for students. Classes organize activities once a week to assess the spirit of studying of students, thereby detecting students who do not have the right spirit and motivation for timely education.

The implementation of planning, discipline, and order in teaching and learning plays a very important role in creating a serious working atmosphere, contributing to improving productivity and quality of work. According to the survey results, “Building discipline - order in teaching and learning” (43.8% regularly implemented), “Working on building a plan to manage studying” (35.3% regularly implemented). This shows that the school has paid attention to organizing activities to build discipline and order in the school.

Program content management includes two basic contents: Building training programs and implementing training programs. Program content management is always paid attention to and closely monitored through program design. According to the survey results, “Managing training program content” (39.6% regularly implemented). Training program design is built for each training major, each subject, each knowledge block including general knowledge block, basic knowledge block, foundation, specialized knowledge. The implementation of training content and programs is always of interest to faculties and departments.

The school always pays attention to the facilities serving teaching and learning activities (41.7% regularly implemented). The equipment serving the teaching and learning activities of teachers and students of the school has been invested heavily, meeting the actual needs of learners. The equipment serving teaching is still lacking in many places such as Over head machines, projectors are still lacking and do not meet the current teaching methods, professional practice rooms have not been invested and built, the efficiency of use is not high. With the current limitations in the facilities, it has a significant impact on improving the quality of teaching and learning of teachers and students of the school. According to the survey results, “Innovation in investigation and assessment work” is of interest to the school (35.4% regularly implemented). The school’s direction and organization of exams and tests in recent years have been closely monitored and managed from the stages of creating exam questions, invigilation, cutting, grading, and managing scores with software... the motto of “real learning, real testing” has always been put forward. However, there are still loopholes in the process of organizing tests and evaluating students’ learning outcomes.

Emulation and reward work plays an important role in motivating students to be enthusiastic and proactive in their studies. The school pays attention to organizing emulation and reward activities to encourage students (39.6% regularly do so). The school regularly organizes and launches emulation activities in studying between classes and branches in the whole school. On the occasion of celebrating major holidays of the year, organizing year-end summaries, praising and rewarding groups and individuals with high achievements in studying and training.



Some measures implemented with low frequency are “Managing training goals” (64.6% occasionally, 35.4% regularly), “Managing training program content” (52.1% occasionally, 39.6% regularly), “Coordinating between schools and families in managing students’ self-study” (60.4% occasionally, 39.6% regularly), “Coordinating educational forces in schools to organize self-study activities for students” (56.3% occasionally, 41.7% regularly) and “Organizing extracurricular learning activities for students” (62.5% occasionally, 37.5% regularly).

#### ***Managing the Selection of Forms of Organizing Self-Study Activities for Students:***

To investigate the current status of managing the selection of forms of organizing self-study activities for students, we conducted a survey according to the sample. The survey results are shown in Table 8.

**Table 8: Assessment of managers and lecturers on managing the selection of forms of organizing self-study activities for students**

Order	Organizational form	Implementation Level		Effectiveness Level	
		Average Score (ĐTB)	Standard Deviation (ĐLC)	Average Score (ĐTB)	Standard Deviation (ĐLC)
1	Systematize the content learned in class	2,23	0,472	2,37	0,570
2	Assign individual homework	2,29	0,582	2,23	0,592
3	Require reading and answering questions related to the new lesson	2,29	0,504	2,29	0,651
4	Assign group discussion topics, group reports	2,23	0,660	2,37	0,531
5	Guide students to self-study content from monographs, textbooks, lectures, online documents, etc.	2,08	0,679	2,31	0,468

The survey results show that for the lecturers, “Systematizing the content learned in class” has a high level of implementation (Average = 2.23) with high efficiency (Average = 2.37). For “Assigning individual homework”, the highest level of implementation is (Average = 2.29) with high efficiency (Average = 2.23). For “Requiring students to read and answer questions related to the new lesson”, the implementation is high (Average = 2.29) and effective (Average = 2.29). For “Assigning group discussion topics, group reporting” the implementation is high (Average = 2.23) and effective (Average = 2.37). Regarding “Guiding students on self-study content from monographs, textbooks, lectures, online documents...”, the level of implementation is regular (Average = 2.08) and effective (Average = 2.31).

#### ***Managing the Selection of Methods for Organizing Students’ Self-Study Activities:***

To investigate the current status of managing the selection of methods for organizing students’ self-study activities, we conducted a survey according to the sample. The survey results are shown in Table 9.

**Table 9: Assessment of managers and lecturers on managing the selection of methods for organizing students’ self-study activities**

Order	Organizational form	Implementation Level		Effectiveness Level	
		Average Score (ĐTB)	Standard Deviation (ĐLC)	Average Score (ĐTB)	Standard Deviation (ĐLC)
1	Organize students to exchange and discuss learning methods to suit the credit system training	2,42	0,577	2,54	0,504
2	Organize group and thematic learning	2,33	0,476	2,56	0,501
3	Organize extracurricular activities	2,31	0,512	2,50	0,652
4	Organize students to carry out independent scientific projects at all levels of faculties and schools	2,23	0,472	2,35	0,668
5	Organize student scientific conferences	2,21	0,459	2,52	0,583

The survey results show that the level of implementation of “Organizing students to exchange and discuss learning methods to suit the training according to the credit system” is the highest (Average = 2.42) with high efficiency (Average = 2.54). The level of implementation of “Organizing group and topic learning” is the highest (Average = 2.33) with high efficiency (Average = 2.56). The level of implementation of “Organizing extracurricular activities” is the highest (Average = 2.31) and effective (Average = 2.50). The level of implementation of “Organizing students to carry out independent scientific topics at the faculty and school levels” is the highest (Average = 2.23) and effective (Average = 2.35). Regarding the “Organizing student scientific conferences”, the level of implementation is regular (Average = 2.21) and effective (Average = 2.52).

In general, the management activities to select methods and forms of self-study activities for students are quite

diverse and are implemented regularly and effectively. However, it is necessary to focus more on directing and promoting scientific research. This is one of the independent activities in self-study and research and is also an opportunity for students to develop important skills necessary for life such as time management skills, critical thinking skills, synthesis and analysis skills, teamwork, public speaking, writing reports, etc. On the other hand, improving the quality and quantity of scientific research topics of students also contributes to enhancing the educational position of Van Hien University, Ho Chi Minh City.

#### ***Managing Conditions to Support Students' Self-Study Activities:***

To investigate the current status of managing conditions to support students' self-study activities, we conducted a survey based on the sample. The survey results are shown in Table 10.

**Table 10: Assessment of managers and lecturers on the management and use of facilities to serve students' learning activities**

Order	Contents	Level of effectiveness				
		Inefficient	Effective	Very effective	Average Score (ĐTB)	Standard Deviation (ĐLC)
		%	%	%		
1	Directing the development of content and regulations on the use of equipment for teaching and learning of lecturers and students	4,2	41,7	54,2	2,50	0,583
2	Organizing guidance for lecturers and students to master the regulations on the use of technical equipment and new technologies	6,3	29,2	64,6	2,58	0,613
3	Consolidating and upgrading specialized classrooms, increasing investment in vocational practice equipment	0,0	41,7	58,3	2,58	0,498
4	Creating favorable conditions for students to practice their profession right at school	0,0	31,3	68,8	2,69	0,468
5	Investing in building new electronic libraries, equipping more books to attract students to the library to read and study on their own	0,0	52,1	47,9	2,48	0,505

The survey results show that the school has effectively managed and used facilities to serve students' learning activities. Regarding "Directing the development of content and regulations on the use of equipment for teaching and learning of lecturers and students", 54.2% rated it very effective, 41.7% rated it effective. Regarding "Organizing guidance for lecturers and students to master the regulations on the use of technical equipment and new technology", 64.6% rated it very effective, 29.2% rated it effective. Regarding "Consolidating and upgrading specialized classrooms, increasing investment in vocational practice equipment", 58.3% rated it very effective, 41.7% rated it effective. Regarding "Creating favorable conditions for students to practice their profession right at school", 68.8% rated it very effective, 31.3% rated it effective. Regarding the "Investment in building new electronic libraries, equipping more books to attract students to the library to read and study by themselves", 47.9% rated it very effective, 52.1% rated it effective.

In general, the assessment of the management of facilities for students' self-study activities is relatively good and effective with more than 98.00%. However, the assessment of managers and lecturers may be subjective. In further studies, it is necessary to further study students' assessments of this content and compare it with the assessment results of lecturers to see if the level of consistency between the provider of facilities and the user of facilities really overlaps. After all, the ultimate impact is still on students and learners.

#### ***Management of Testing and Evaluation of Students' Self-Study Results:***

To investigate the current status of management of testing and evaluation of students' self-study results, we conducted a survey based on the sample. The survey results are shown in Table 11.

**Table 11: Assessment of managers and lecturers on management of organizing testing and evaluation of students' self-study activities**

Order	Managing the testing and evaluation process	Implementation Level		Effectiveness Level	
		Average Score (ĐTB)	Standard Deviation (ĐLC)	Average Score (ĐTB)	Standard Deviation (ĐLC)
1	Check and evaluate exercises and process tests that have a lot of content related to self-study	2,65	0,483	2,27	0,536
2	Check questions and answers in class through questions to evaluate students' self-study	2,31	0,468	2,21	0,504
3	Cross-check between study groups	2,48	0,505	2,50	0,583
4	Assess through practice results	2,29	0,582	2,58	0,613
5	Reward students who actively self-study in their subjects	2,27	0,676	2,58	0,498
6	Give final exams and tests that are closely related to students' self-study and research	2,33	0,559	2,69	0,468

The survey results show that the method “Checking and evaluating exercises and process tests with many contents related to self-study” is implemented by students with the highest frequency (Average = 2.65) and is effective (Average = 2.27). The method “Cross-checking between study groups” is implemented with the highest frequency (Average = 2.48) and is effective (Average = 2.50). Regarding the “Oral tests in class through questions to evaluate students' self-study” (implementation level has GPA = 2.31, effectiveness level has GPA = 2.21) and “Setting exam questions, end-of-term tests that are closely related to students' self-study and research content” (implementation level has GPA = 2.33, effectiveness level has GPA = 2.69) organized by lecturers and functional departments of the school, they are carried out regularly, periodically, in stages and are highly effective. In addition, the work of using self-study results as motivation to promote students to study better such as “rewarding students who are active in their subjects” has the lowest level of regular implementation (GPA = 2.27) and has not brought about the desired high efficiency (GPA = 2.58). The management of reward and evaluation activities is relatively good at Van Hieu University, however, the effectiveness needs to be further enhanced. Among the evaluation factors, rewarding students who actively study by themselves in their courses plays a great role in encouraging students' self-study activities, but has not been focused on directing the implementation. Managers need to use psychological factors to stimulate students' self-study activities.

#### **4.3. General Assessment of the Current Situation of Managing Students' Self-Study Activities at Van Hien University, Ho Chi Minh City**

##### ***Strengths:***

With the attention and direction of the Party Committees - Government, and educational forces in the whole school.

The teaching staff working at the school all have a high sense of responsibility in their work, enthusiasm, and dedication to their profession.

The school's facilities are always focused on and increasingly supplemented with many modern facilities.

The development of the market economy is a strong driving force to promote the development of the self-study movement of students.

The school has paid attention to a number of measures to strengthen the management of students' self-study activities.

The inspection and assessment have used many different forms, the work of monitoring and supporting students' self-study activities has been effective.

##### ***Weaknesses:***

The inspection and assessment have many innovations, but have not shown reasonableness. Students have not been assessed on skills and experiences and self-assessment has not taken place regularly.

Although the school always invests in facilities, it still does not meet the needs and requirements to improve the quality of teaching and learning today.

The library is still cramped, not enough seats for students, lacks many specialized technical books, and is not very effective.

##### ***Reasons:***

The attitude and awareness of a part of students is still low, there is no desire to improve in learning. Awareness of the role and importance of self-study activities is still uneven.

The quality of student input is still low, thinking ability is not high, students still lack a lot of basic knowledge.

Slow innovation in applying modern teaching methods.

Students have not been trained much in self-study and research skills.

Management work has not been focused on and paid due attention, so the effectiveness of students' self-study activities has not been promoted.

#### **4.4. Proposed Solutions**

##### ***Firstly, Raising Awareness for Managers, Lecturers and Students of the College of Economics and Technology about the Role of Self-Study Activities:***

Awareness is an important factor affecting the results of activities. This measure is implemented to help managers, lecturers and students of the school realize the role, significance and importance of self-study activities in training. For managers and lecturers, they see their role in the process of guiding and evaluate students' self-study activities. For students, having the right educational orientation when forming learning motivation, forming a self-study attitude; creating positivity, proactiveness, arranging reasonable time for self-study and self-improvement of knowledge. If awareness is correct, it will create conditions for effective implementation of activities and vice versa. When realizing the important role of self-study activities, students will have orientation and methods for effective self-study. From there, it will be possible to determine the right and appropriate self-study motivation and become more proactive and active in this activity. For self-study activities, students are the center of the activity. Students will be proactive in orienting, choosing the content, form and method of self-study. However, in order for students' self-study activities to achieve high results, there needs to be attention, development orientation and management from the team of managers - lecturers in the school. That will contribute to improving the quality of students' self-study activities in particular and the training quality of the school in general. To achieve results, this solution focuses on:

##### ***For University:***

- i. Periodically strengthen political and ideological education to help students have a correct understanding of the role of the Education and Training sector in the cause of industrialization and modernization of the country. The important role of career guidance, necessary skills and knowledge after graduation to perform the job after graduation in the best way.
- ii. Educating the good traditions of Van Hien University to students through many different forms such as, through the first week of the course, through the school's training promotion campaigns, through the school's quality assessment campaigns.

##### ***For Management Staff:***

- i. Develop plans for activities, training programs, and emulation movements to raise awareness of management staff - lecturers to improve the management of self-study activities, improve the quality of self-study of students as well as improve the quality of training in the school.
- ii. Conduct comments and assessments of strengths to continue to promote and outstanding issues that need to be resolved in the management of self-study of students. (iii) Orientation and direction for the teaching staff to raise awareness of managing students' self-study activities and guide students to raise awareness of the importance of self-study activities.

##### ***For Lecturers:***

- i. Each lecturer must be an example of self-study and self-research. Through forms such as: self-study of Vietnamese and foreign language documents, textbooks, newspapers, magazines; through the media, through colleagues, etc., to improve professional qualifications, skills and working capacity. Regularly update new knowledge to apply to teaching practice.
- ii. Orientation of awareness of self-study, building a mindset, positivity and developing self-study capacity for students in the process of teaching each subject. Form, encourage and foster conditions for students to fully realize the requirements and tasks of self-study through homework assignments, self-study tests, tests of knowledge outside the program, major assignments, essays, final theses, etc.
- iii. Regularly discuss the meaning and role of self-study in the credit training system through professional activities, professional training sessions, scientific seminars of faculties, majors, Youth Union activities, Student Associations as well as clubs and teams... to encourage and motivate, and pay attention to creating all favorable conditions in terms of facilities and documents to help students have the opportunity to participate in activities to form awareness and capacity for self-study and self-improvement of their own self-study.
- iv. Lecturers advising classes, especially first-year students, must pay attention and have specific plans in the homeroom plan to propagate and form awareness of self-study for students. At the same time, remind the Class Executive Committee and the Executive Committee of the Youth Union to organize exchange and learning sessions with seniors who have excellent academic achievements in previous years. From there, draw out the experiences of studying at the university level from the seniors.
- v. Through the class congress and the Youth Union at the beginning of the school year, the lecturer needs to build a team of class officers and the Youth Union Executive Committee with students with good moral qualities, organizational capacity, and excellent academic achievements; from there, they will maintain and be able to organize and implement self-study activities of the class and the Youth Union well.
- vi. Lecturers need to regularly care, be close to, and understand the thoughts and aspirations of students to promptly grasp and adjust to help students when they encounter difficulties in the self-study process, such as not having

documents, not being good at translating documents, not knowing good websites to get information, etc.

**For Students:**

- i. It is necessary to grasp the requirements, regulations, rules, scoring methods, testing methods, graduation methods, etc., thereby forming the right motivation and awareness of learning for them.
- ii. It is necessary to be proactive in the learning process right from the beginning of the first year, fully and seriously participate in the student citizen activity week, and actively participate in extracurricular activities, movements and seminars organized by clubs, teams, Youth Union, Student Association and the School to have the right awareness and motivation in self-study to perfect the knowledge for the students themselves.

**Second, Manage the Planning of Organizing Self-Study Activities of Students at Van Hien University, Ho Chi Minh City:**

This measure requires that in the management work, there must be a plan and content about self-study activities of students at Van Hien University. Regulations on the content that students need to self-study, the content that needs to be implemented in the process of managing students' self-study activities. This measure will be the basis for managers and lecturers to manage students' self-study activities in accordance with the training goals of the faculty and the School. When there are appropriate rules and regulations on self-study activities, students will comply with the minimum level set by the School, thereby helping students' self-study activities achieve higher results in their learning process.

Managing and guiding students on how to make a self-study plan will help students be more proactive, positive and achieve better results in their self-study process. This is the basic function of management activities. When there is a self-study plan, students will be able to arrange their activity time in accordance with the set plan. Students will proactively choose self-study content that is suitable for their predetermined goals. Based on the students' self-study plan, the lecturer will know the students' goals and motivations for self-study in order to have appropriate ways to influence. The lecturer will know the students' self-study content and check the suitability of the self-study content with the program.

In addition, lecturers guide students to supplement and expand self-study content to suit the level and capacity of students in each major and meet the training requirements of society. From the self-study plan, lecturers will support students in building specific self-study content, avoiding the situation where there are too many problems, too much knowledge leading to students being vague, unable to determine the focus and bored with self-study. To achieve results, this solution focuses on:

- i. The school needs to disseminate new, updated and revised regulations and rules on training regulations, self-study activities and management of student activities in the school in different forms such as student handbooks, through lecturers during class hours, through class congresses, youth unions, and inter-branch congresses at the beginning of the school year. The Student Affairs Department needs to coordinate with the Student Care Center, the Youth Union, and the Student Association to organize a new student night, which should include speeches from senior students and discussions on self-study for students at the University.
- ii. Organize inspections and reviews of current self-study rules and regulations at the school. Detect regulations that are no longer suitable for the school's reality to promptly amend them. At the same time, supplement and develop new regulations to meet current practical training needs. The school coordinates with the Training Department and the Student Affairs Department to organize a Study Advisory Conference (once per semester) to exchange and grasp specific information from the instructors advising the classes on students' self-study, such as self-study time, self-study time, self-study content, self-study location as well as the difficulties of students in the self-study process. On that basis, it will be a good basis for the School to adjust the program and content of self-study management for students at the Faculty of Pedagogy.
- iii. Each student needs to develop a self-study plan, which needs to be guided and oriented by the academic advisor and comments from the lecturers teaching specific subjects. In addition, there is also discussion among group members to adjust, build and progress. The self-study plan helps students to be proactive and confident when carrying out self-study tasks and helps them to complete their knowledge quickly and effectively.

**Third, Diversifying the Forms and Methods of Self-Study for Students of Van Hien University, Ho Chi Minh City:**

Methods and forms of self-study are one of the factors that determine the quality of students' self-study activities. However, based on the current situation, we see that students have not yet chosen suitable self-study methods and do not know how to combine self-study forms effectively. This leads to low self-study results. Therefore, this measure aims to help students innovate and improve their self-study methods and know how to combine self-study forms appropriately and effectively. At the same time, train students in effective self-study forms, methods and habits. To achieve results, this solution focuses on:

- i. Thoroughly implement the spirit of innovation in teaching and self-study methods for all lecturers in general.
- ii. Guide students to study outlines, books, and reference materials before class.
- iii. Engage students in solving difficult, complex, and central problems. Encourage students to present real-life



- situations and ways to solve those situations.
- iv. Combine many teaching methods to promote students' positivity such as question-and-answer, situation handling, group discussion, etc.
- v. Organize exchange and debate sessions for students to learn each other's self-study methods.
- vi. Guide students to choose self-study methods suitable for self-study content. Especially for students in different faculties, because the training goals of each major are different, the development direction is also different in each major.
- vii. Lecturers must announce to students the content and format of the test at each stage and at the end of the semester. From there, guide students to choose the appropriate learning form for the content and testing form.
- viii. Departments work together to support the faculty in coordinating the organization of clubs and extracurricular activities with foreign volunteers with lively and diverse content and forms. From there, combine with mass organizations to mobilize and encourage students to actively participate in activities.
- ix. Form a "Student Study - Support Group" among students. "Student Study - Support Group" usually consists of 5 - 6 students, who are students with good awareness, high sense of responsibility, and active in studying. The task of the group is to support the team of managers - lecturers in advising other students in building self-study plans, fostering self-study methods, and answering questions about the content. To ensure effective group operation, lecturers need to carefully select each member and should be established from the beginning of the school year and course.
- x. Pay attention to the self-study locations of students of each department to have instructions on self-study locations suitable for each self-study content of students. Avoid the case of students studying ineffectively because of choosing an inappropriate location.
- xi. Form the habit of self-study of students through arranging reasonable daily self-study time.

#### ***Fourth, Focus on Training Self-Study Skills for Students of Van Hien University, Ho Chi Minh City:***

Training self-study skills for students is important for students of Van Hien University, Ho Chi Minh City in the current period. To gain knowledge, students need to have learning and self-study skills. With those skills, students must be aware of the importance of knowledge and practice self-study skills for themselves. Training self-study skills for students is important for students of the Faculty of Pedagogy when conducting training under the credit system. This measure requires students to form a system of self-study skills to help them carry out self-study activities most effectively. This is a process that takes place regularly during the learning process to help students acquire knowledge. The quality of self-study activities depends largely on the use of self-study skills by students. To achieve results, this solution focuses on:

- i. For the Youth Union, Student Association and Team Clubs: The Youth Union needs to play a core role in coordinating with the Student Association and Team Clubs in the school, organizing conferences on self-study, self-research, organizing well the Good Study Conference organized by the School, the School's annual Student Science Conference. Through team clubs, combine soft skills training with self-study and self-research skills.
- ii. For Lecturers: It is necessary to guide students from the skills of building a self-study plan. Make students identify that when doing any job, big or small, you need to have a clear plan and goals. The same goes for studying, students must create a scientific study plan for themselves, identify the amount of knowledge that needs to be cultivated, and allocate time for each specific type of knowledge. Having a plan means having goals, goals will be the motivation for the learning process. Because students themselves know what they need to learn for, what kind of knowledge they learn will serve what job. Then you will proactively learn and self-study to have enough knowledge to achieve the goals you have set. Steps to build a study plan; process of implementing the plan. This planning skills guidance work needs to be done right from the first lesson of the course. In this session, the lecturer should briefly introduce and overview the chapters, the main contents of the course that he/she undertakes and the most general learning method so that students can build their suitable study plan.
- iii. For students: Actively participate in team clubs, soft skills clubs. Fully follow the self-study skills guidance sessions of lecturers. The Student Association needs to organize a good study conference at the faculty level so that first and second year students can learn self-study skills from their seniors in previous courses. Need to learn how to search for documents, students should not only acquire knowledge from one source such as teachers, books, society... but need to search for documents from many different sources. Next, students need to practice the skill of self-testing knowledge, not all students' knowledge is tested by others, so to study effectively you must know how to self-test your knowledge. Practice memory skills, information and knowledge selection skills, deep understanding and regular review. These are two skills you need to practice to make your learning and self-study most effective. Deep understanding of knowledge will help you always remember and know how to apply them to each situation appropriately. In addition, you also need to regularly review what you have learned, otherwise what you have learned will gradually be forgotten over time.

***Fifth, Innovate and Improve the Way of Checking and Evaluating the Self-Study Activities of Students at Van Hien University, Ho Chi Minh City:***

Checking and evaluating self-study activities is an important content. Checking means examining the actual situation to evaluate, comment, to determine the legality, the level of right and wrong, and evaluating means monitoring and checking whether the regulations are implemented correctly. When Van Hien University has switched from year-based training to credit-based training, the work of checking and evaluating students' self-study activities must also be innovated. Only then can it meet the requirements of the training process. Through this inspection, managers and lecturers will know whether the self-study process of students is effective or not, what are the advantages and difficulties, so that they can take measures to overcome and improve. The innovation in testing and evaluating the self-study activities of students of the Faculty of Pedagogy aims to promote the self-study process of students to achieve higher efficiency. To achieve results, this solution focuses on:

Innovation in teaching methods needs to be associated with innovation in the assessment of the teaching and learning process as well as innovation in testing and evaluating students' learning achievements. Assessment of learning outcomes is the process of collecting information, analyzing and processing information, explaining the status of achieving educational goals, finding out the causes, making pedagogical decisions to help students learn more and more. Following the trend of assessing capacity development, assessing learning outcomes according to capacity needs to focus on the ability to creatively apply knowledge in different application situations. Assessment of learning outcomes for subjects and educational activities at each class and after each level and level is the main measure to determine the level of implementation of teaching and learning goals, playing an important role in improving students' learning outcomes. To effectively test and evaluate students' self-study activities, it is necessary to pay attention to the following contents:

- i. Assess students' learning activities, progress and learning outcomes according to the knowledge and skills standards of the University education program for each subject and educational activities.
- ii. Assess the formation and development of some qualities of students.
- iii. Assess the formation and development of some abilities of students. For the School and the Examination Department to ensure quality: It is necessary to research and issue draft criteria for self-testing and assessment for students when training under the credit system. In these criteria, it is necessary to focus on assessing students' self-study activities. Instruct lecturers to advise students to implement specific assessment criteria on a weekly and monthly basis... Good testing and assessment will make students realize their shortcomings in knowledge, thereby creating a need to actively study, research and improve themselves. Directing the innovation of testing and evaluation work is an urgent requirement for schools when conducting training under the credit system. Doing a good job of innovation of testing and evaluation will promote innovation of teaching methods of lecturers as well as guide students to self-study activities. In the innovation of testing and evaluation, it must be suitable to the characteristics of each different student group.
- iv. Union - Association: The main task of the Union - Association in the school is: to propagate, mobilize, educate Party members, Youth Union members, and youth to preserve and promote the good traditional moral qualities of the nation; organize and create conditions for Union members to advance to the Party, Union members to improve their awareness, level of capacity in all aspects.

***Sixth, Focus on Supporting Conditions for Self-Study Activities of Students of Van Hien University, Ho Chi Minh City:***

To effectively implement self-study activities, in addition to raising awareness, practicing skills, innovating content, forms and methods of assessment, the measure of organizing, perfecting and ensuring facilities for self-study activities is equally important to ensure adequate facilities and equipment for students' self-study activities. This measure is implemented with the goal of perfecting supporting conditions such as facilities, equipment, and self-study support means to best support students in self-study activities. To achieve results, this solution focuses on:

- i. For the School: It is necessary to strengthen management, invest in facilities, upgrade teaching equipment. Pay attention to investing in modern school facilities, ensuring gradual synchronization according to national and international school standards. Fully equip classrooms with projectors or smart TVs, conference rooms. Modernize the library with a number of books, textbooks and English books, build and use the library with digital technology. Build a clean and green school campus, with many quiet spaces with stone benches and stone tables for students to study in groups and self-study. Upgrade the information technology system in the School, connect wireless internet throughout the school to facilitate students in the learning process, a strong information technology system is a prerequisite in determining the success of credit-based training.
- ii. For management staff: Organize inspections, complete and upgrade the school's network system to serve the purpose of accessing and searching for information and documents more easily and conveniently. Regularly listen to feedback from lecturers and students on the current status of facilities and equipment, and then report to the relevant departments for timely maintenance and replacement to better serve teaching and learning activities.
- iii. For lecturers: It is necessary to apply information technology, modernize the management of books and reference materials, which plays an important role in helping students exploit quality information. Regularly update and supplement books, reference materials, and specialized materials in English, and propose that the Library and the

School purchase important, good, and updated books to enrich the library's book resources, creating favorable conditions for students to self-study and research.

## CONCLUSION

Self-study and self-study management are issues that many scientists are interested in researching from many different perspectives. The survey results of the current situation of managing students' self-study activities at Van Hien University, Ho Chi Minh City clearly show the favorable and difficult factors affecting this work. Managers, lecturers and students all affirmed that the management of students' self-study activities plays an important role in the training quality of the University and has been closely monitored by the University. However, in the process of directing and implementing, there are still some unsynchronized issues such as some advisors have not fully grasped the content of managing students' self-study activities, so their advice is not timely. The results of the current situation research have shown the advantages and difficulties in the process of implementing the management of students' self-study activities at Van Hien University, Ho Chi Minh City, that is, the Party Committee and the Board of Directors have assigned the task of being the focal point for managers, advisors of the faculties and have annual and semester-by-semester plans and quarterly meetings on managing students' self-study activities. The department lecturers have recognized the role and importance of managing students' self-study activities for the training quality of the University in the current period. There has been close coordination between managers, advisors and department lecturers of faculties in planning and content for students' self-study activities, diversifying forms and methods of self-study, and training students' self-study skills. Besides, there are still some limitations such as the organization of testing and evaluating students' self-study activities is not complete and close to reality. The material facilities serving the activities of method innovation have been invested but are not fully equipped, synchronized and not well maintained. This study has also found the causes of limitations, thereby recommending solutions to improve the quality of self-study management of Van Hien University, Ho Chi Minh City in the future.

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