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THỰC TRẠNG VIỆC THỰC HIỆN CÁC KĨ NĂNG HỌC TẬP CỦA SINH VIÊN TÂM LÝ HỌC TẠI TRƯỜNG ĐẠI HỌC SƯ PHẠM THÀNH PHỐ HỒ CHÍ MINH

*Đoàn Văn Điều**

Khoa Tâm lý học – Trường Đại học Sư phạm TP Hồ Chí Minh

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TÓM TẮT

Bài viết nói về việc thực hiện các kĩ năng học tập trong quá trình học. Thực tế, sinh viên của Khoa Tâm lý học chưa tham gia các khóa học chính thức về kĩ năng học tập, do đó, việc thực hiện của họ có thể còn hạn chế.

Từ khóa: việc thực hiện, kĩ năng, kĩ năng học tập.

ABSTRACT

The status of implementing study skills by psychology students at Ho Chi Minh City University of Education

The article is about the implementation of study skills in the learning process. In fact, the Psychology students have not taken any official courses on study skills. Therefore, their implementation of study skills is limited.

Keywords: implementation, skills, study skills.

1. Introduction

All over the world education authorities and individual schools are grappling with the question of what skills school students need to be taught in order to increase their chances of success in both higher learning and the world of work and enterprise. In the broadest sense all the components or categories of skills in all these models could be termed ‘learning skills’ because they are all the components of what it takes to be a brilliant learner in a modern digital age. We are right now the first generation of a new age. An age where all information will ultimately become freely available and we may well see the highest priority of education move from content to process, from what to learn to how to learn. For this age, the pre-eminent skills will be the skills of effective learning. (pp. 3 – 4) “If the improvement of learning is the priority for the twenty-first century, teachers and students need to be able to use the results of their assessment to improve their own performance. This is unlikely to happen unless students and teachers have information not only about students’ content knowledge but also about how they are developing as lifelong

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learners in terms of cognition, metacognition, motivation and affect” (de la Harpe & Radloff, 2000) (p. 38)

Lance G King, (2013), A Literature Review of the Key Skills of. Effective Learning, ATL in the IB Diploma.

2. Methodology

The tool is a questionnaire with 4 levels Never, Sometimes, Usually, and Always accordance with 1, 2, 3, and 4 in rating. Study Skills Assessment Questionnaire. (2016). Counseling Services. University of Houston-Clear Lake Counseling Services. Retrieved from <https://www.uhcl.edu/counseling-services/resources/study-skills-questionnaire>

2.1. The factors in the questionnaire

According to Dennis H. Congos, there are 8 factors with 64 items including:

- Factor 1 includes: c1, c2, c3, c4, c5, c6, c7, c8.
- Factor 2 includes: c9, c10, c11, c12, c13, c14, c15, c16.
- Factor 3 includes: c17, c18, c19, c20, c21, c22, c23, c24.
- Factor 4 includes: c25, c26, c27, c28, c29, c30, c31, c32.
- Factor 5 includes: c33, c34, c35, c36, c37, c38, c39, c40.
- Factor 6 includes: c41, c42, c43, c44, c45, c46, c47, c48.
- Factor 7 includes: c49, c50, c51, c52, c53, c54, c55, c56.
- Factor 8 includes: c57, c58, c59, c60, c61, c62, c63, c64.

The questionnaire was translated into Vietnamese to collect the data in the school year of 2016-2017 in classes of undergraduate students at HCMUE.

- Reliability: Cronbach's Alpha: .931
- The discrimination index (DI) of the items in the questionnaire

Figure 1. The discrimination index (DI) of the items in the questionnaire

Item	DI	Item	DI	Item	DI	Item	DI	Item	DI
C1	.360	C14	.320	C27	.505	C40	.470	C53	.426
C2	.533	C15	-.016	C28	.457	C41	.272	C54	.409
C3	.495	C16	.289	C29	.386	C42	.549	C55	.361
C4	.428	C17	.465	C30	.272	C43	.545	C56	.415
C5	.253	C18	.434	C31	.387	C44	.503	C57	.438
C6	.488	C19	.463	C32	.515	C45	.442	C58	.521
C7	.510	C20	.579	C33	.491	C46	.289	C59	.418
C8	.362	C21	.425	C34	.502	C47	.367	C60	.487
C9	.272	C22	.530	C35	.401	C48	.541	C61	.268
C10	.398	C23	.435	C36	.611	C49	.413	C62	.386
C11	.403	C24	.440	C37	.468	C50	.593	C63	.415
C12	.493	C25	.483	C38	.533	C51	.614	C64	.450
C13	.450	C26	.618	C39	.474	C52	.469		

- The items with good discrimination index: C2, C3, C4, C6, C7, C11, C12, C13, C17, C18, C19, C20, C21, C22, C23, C24, C25, C26, C27, C28, C32, C33, C34, C35, C36, C37, C38, C39, C40, C42, C43, C44, C45, C48, C49, C50, C51, C52, C53, C54, C56, C57, C58, C59, C60, C63 and C64.
- The items with rather good discrimination index: C1, C8, C10, C14, C29, C31, C47, C55 and C62.
- The item with average discrimination index: C5, C9, C16, C30, C41, C46 and C61.
- The item with weak discrimination index: C15.

2.2. Sampling

Total: 111 students in Department of Psychology

Level of Education	Frequency	Percent
Freshmen	33	29.7
Junior	78	70.3

Sex	Frequency	Percent
Male	26	23.4
Female	85	76.6

3. Results

3.1. The status of implementing study skills by psychology students at Ho Chi Minh City University Of Education (HCMUE)

Figure 2. The status of implementing study skills by psychology students at Ho Chi Minh City University of Education

	Contents	Mean	Std. Deviation	Ranking
	Time Management/Procrastination			
1	1. I arrive at classes and other meetings on time	3.0901	.69478	1
2	2. I devote sufficient study time to each of my courses	2.4775	.71155	3
3	3. I schedule definite times and outline specific goals for my study time	2.3874	.86520	4
4	4. I prepare a "to do" list daily	2.1802	.87592	7
5	5. I avoid activities which tend to interfere with my planned schedule	2.2613	.79443	6
6	6. I use prime time (when I am most alert) for study	2.7658	.83072	2
7	7. At the beginning of the term, I make up daily activity and study schedules	2.1171	.97923	8
8	8. I begin major course assignments well in	2.3784	.93472	5

	advance			
	Concentration/Memory			
9	1. I have the “study-place habit,” that is, merely being at a certain place at a certain time means time to study	2.5766	.86916	7
10	2. I study in a place free from auditory and visual distractions	3.0450	.85692	1
11	3. I find that I am able to concentrate—that is, give undivided attention to the task for at least 20 minutes	3.0000	.85280	2
12	4. I am confident with the level of concentration I am able to maintain	2.6216	.71419	6
13	5. I have an accurate understanding of the material I wish to remember	2.7748	.74693	4
14	6. I learn with the intention of remembering	2.6937	.90245	5
15	7. I practice the materials I am learning by reciting out loud	2.1802	.87592	8
16	8. I recall readily those things which I have studied	2.8288	.69901	3
	Study Aids/Notetaking			
17	1. While I am taking notes I think about how I will use them later	3.0360	.92371	2
18	2. I understand the lecture and classroom discussion while I am taking notes	2.6847	.83101	5
19	3. I organize my notes in some meaningful manner (such as outline format)	2.7477	.94838	4
20	4. I review and edit my notes systematically	2.5856	.95792	7
21	5. I take notes on supplementary reading materials	2.6577	.91944	6
22	6. I have a system for marking textbooks	2.1261	1.02795	8
23	7. When reading, I mark or underline parts I think are important	3.2703	.84149	1
24	8. I write notes in the book while I read	2.8739	1.03675	3
	Test Strategies/Test Anxiety			
25	1. I try to find out what the exam will cover and how the exam is to be graded	2.8468	.93613	5
26	2. I feel confident that I am prepared for the exam	2.6216	.77523	7
27	3. I try to imagine possible test questions during my preparation for an exam	2.9550	.79071	4
28	4. I take time to understand the exam	3.3964	.74198	1

	questions before starting to answer			
29	5. I follow directions carefully when taking an exam	3.3874	.78822	2
30	6. I usually get a good night's rest prior to a scheduled exam	2.5856	.94838	8
31	7. I am calmly able to recall what I know during an exam	3.0901	.74528	3
32	8. I understand the structure of different types of tests and am able to prepare for each type	2.6486	.80508	6
	Information Processing			
33	1. When reading, I can distinguish readily between important and unimportant points	2.9820	.63220	2
34	2. I break assignments into manageable parts	2.6577	.85807	5
35	3. I maintain a critical attitude during my study—thinking before accepting or rejecting	2.7387	.86036	4
36	4. I relate material learned in one course to materials of other courses	2.6216	.79834	6
37	5. I try to organize facts in a systematic way	2.5405	.72342	7
38	6. I use questions to better organize and understand the material I am studying	2.3423	.83661	8
39	7. I try to find the best method to do a given job	2.7838	.71865	3
40	8. I solve a problem by focusing on its main point	3.1712	.67250	1
	Motivation/Attitude			
41	1. I sit near the front of the class if possible	2.4865	.92309	5
42	2. I am alert in classes	2.6126	.64907	4
43	3. I ask the instructor questions when clarification is needed	2.2793	.84392	8
44	4. I volunteer answers to questions posed by instructors in the class	2.3514	.83827	6
45	5. I participate in meaningful class discussions	3.0991	.71293	2
46	6. I attend class regularly	3.5495	.71017	1
47	7. I take the initiative in group activities	3.0450	.90842	3
48	8. I use a study method which helps me develop an interest in the material to be	2.3333	.88763	7

	studied			
	Selecting	Main	Ideas/Self-	
	Testing/Reading			
49	1. I survey each chapter before I begin reading.		2.7027	.98714 5
50	2. I follow the writer's organization to increase meaning		2.5856	.94838 7
51	3. I review reading material several times during a semester		2.3694	.72523 8
52	4. When learning a unit of material, I summarize it in my own words		2.6937	.90245 6
53	5. I am comfortable with my reading rate		2.8919	.87751 3
54	6. I look up parts I don't understand.		3.0000	.77460 2
55	7. I am satisfied with my reading ability		2.7477	.94838 4
56	8. I focus on the main point while reading		3.0901	.62595 1
	Writing			
57	1. I find that I am able to express my thoughts well in writing		3.0811	.84353 1
58	2. I write rough drafts quickly and spontaneously from notes		2.6667	.90788 5
59	3. I put aside a written assignment for a day or so, then rewrite it		2.0991	.71293 8
60	4. I review my writing for grammatical errors		2.9279	.95071 2
61	5. I have someone else read my written work and consider their suggestions for improved writing		2.2883	.87788 7
62	6. I am comfortable using library resources for research.		2.7027	.92042 4
63	7. I am able to narrow a topic for an essay, research paper, etc.		2.3153	.77439 6
64	8. I allow sufficient time to collect information, organize material, and write the assignment		2.8378	.73287 3

To sum up:

Mean	Levels	Items
From 3.51 to 4.0	High	c46
From 2.51 to 3.50	Pretty high	c1, c6, c9, c10, c11, c12, c13, c14, c16, c17, c18, c19, c20, c21, c23, c24, c25, c26, c27, c28, c29, c30, c31, c32, c33, c34, c35, c36, c37, c39, c40, c42, c45, c47, c49, c50, c52, c53, c54, c55, c56, c57, c58, c60, c62 and c64.
From 1.51 to 2.50	Moderate	c2, c3, c4, c5, c7, c8, c15, c22, c38, c41, c43, c44, c48, c51, c59, c61 and c63.
From 0.50 to 1.50	Low	None

In short, the results show that:

- The implementation of study skills by psychology students assessed high includes “I arrive at classes and other meetings on time” falling to the skill of *Time Management/Procrastination*;

- The implementation of study skills by psychology students assessed pretty high includes the following specified with the skills:

+ *Time Management/Procrastination*: I use prime time (when I am most alert) for study.

+ *Concentration/Memory*: I have the “study-place habit,” that is, merely being at a certain place at a certain time means time to study; I study in a place free from auditory and visual distractions; I find that I am able to concentrate—that is, give undivided attention to the task for at least 20 minutes; I am confident with the level of concentration I am able to maintain; I have an accurate understanding of the material I wish to remember; I learn with the intention of remembering; and I recall readily those things which I have studied.

+ *Study Aids/Notetaking*: While I am taking notes I think about how I will use them later; I understand the lecture and classroom discussion while I am taking notes; I organize my notes in some meaningful manner (such as outline format); I review and edit my notes systematically; I take notes on supplementary reading materials; When reading, I mark or underline parts I think are important; and I write notes in the book while I read.

+ *Test Strategies/Test Anxiety*: I try to find out what the exam will cover and how the exam is to be graded; I feel confident that I am prepared for the exam; I try to imagine possible test questions during my preparation for an exam; I take time to understand the exam questions before starting to answer; I follow directions carefully when taking an

exam; I usually get a good night's rest prior to a scheduled exam; I am calmly able to recall what I know during an exam; and I understand the structure of different types of tests and am able to prepare for each type.

+ *Information Processing*: When reading, I can distinguish readily between important and unimportant points; I break assignments into manageable parts; I maintain a critical attitude during my study—thinking before accepting or rejecting; I relate material learned in one course to materials of other courses; I try to organize facts in a systematic way; I try to find the best method to do a given job; and I solve a problem by focusing on its main point.

+ *Motivation/Attitude*: I am alert in classes; I participate in meaningful class discussions; I attend class regularly; and I take the initiative in group activities.

+ *Selecting Main Ideas/Self-Testing/Reading*: I survey each chapter before I begin reading; I follow the writer's organization to increase meaning; When learning a unit of material, I summarize it in my own words; I am comfortable with my reading rate; I look up parts I don't understand; I am satisfied with my reading ability; and I focus on the main point while reading.

+ *Writing*: I find that I am able to express my thoughts well in writing; I write rough drafts quickly and spontaneously from notes; I review my writing for grammatical errors; I am comfortable using library resources for research; I allow sufficient time to collect information, organize material, and write the assignment.

- The implementation of study skills by psychology students assessed moderate includes "I devote sufficient study time to each of my courses; I schedule definite times and outline specific goals for my study time; I prepare a "to do" list daily; I avoid activities which tend to interfere with my planned schedule; At the beginning of the term, I make up daily activity and study schedules; I begin major course assignments well in advance; I practice the materials I am learning by reciting out loud; I have a system for marking textbooks; I use questions to better organize and understand the material I am studying; I sit near the front of the class if possible; I ask the instructor questions when clarification is needed; I volunteer answers to questions posed by instructors in the class; I use a study method which helps me develop an interest in the material to be studied; I review reading material several times during a semester; I put aside a written assignment for a day or so, then rewrite it; I have someone else read my written work and consider their suggestions for improved writing; and I am able to narrow a topic for an essay, research paper, etc."

Only one sub-skill of 64 skills is assessed with high level; 46 skills is assessed with pretty high level; and 17 skills is assessed with moderate level The results show that students respond in the truthful way. What they can do or what they haven't been able to do can see in the reality.

3.2. Comparing the levels of implementing study skills by psychology students at Ho Chi Minh City University of Education (HCMUE) by factor

To compare the levels of implementing study skills by psychology students at Ho Chi Minh City University of Education (HCMUE) by factor, the author calculates the mean of all the sub-skills in each of the 8 factors in the questionnaire. The results can be seen in Figure 3.

Figure 3. Comparing the levels of implementing study skills by psychology students at Ho Chi Minh City University of Education by factor

Factor	Mean	Std. Deviation	Ranking
Time Management/Procrastination	2.4572	.47688	8
Concentration/Memory	2.7151	.41873	6
Study Aids/Notetaking	2.7477	.59734	3
Test Strategies/Test Anxiety	2.9414	.50052	1
Information Processing	2.7297	.46635	4
Motivation/Attitude	2.7196	.49807	5
Selecting Main Ideas/Self-Testing/Reading	2.7601	.50484	2
Writing	2.6149	.47974	7

The result shows that the eight factors are ranked from top to down as follow: Test Strategies/Test Anxiety, Selecting Main Ideas/Self-Testing/Reading, Study Aids/Notetaking, Information Processing, Motivation/Attitude, Concentration/Memory, Writing, and Time Management/Procrastination.

In the other words, students can manage to implement the normal skills better than the technical ones that are needed training.

Figure 4. Comparing the levels of implementing study skills by psychology students at Ho Chi Minh City University of Education by factor (sex variable)

	Sex				F df=1	P
	Male		Female			
	Mean	Std. Deviation	Mean	Std. Deviation		
Time Management/Procrastination	2.4952	.61286	2.4485	.43012	.214	.645
Concentration/Memory	2.7404	.48467	2.7074	.39929	.123	.727
Study Aids/Notetaking	2.6731	.57887	2.7706	.60438	.528	.469
Test Strategies/Test Anxiety	3.0433	.44853	2.9103	.51380	1.411	.238
Information Processing	2.8077	.57144	2.7059	.43030	.948	.332
Motivation/Attitude	2.7933	.58089	2.6971	.47142	.741	.391
Selecting Main Ideas/Self-Testing/Reading	2.8606	.62282	2.7294	.46285	1.348	.248
Writing	2.6058	.51562	2.6176	.47141	.012	.913

The result shows that there are no differences in statistical in assessment by sex on level of implementing study skills by psychology students with the skills of Time Management/ Procrastination; Concentration/Memory; Study Aids/Notetaking; Test Strategies/Test Anxiety; Information Processing; Motivation/Attitude; Selecting Main Ideas/Self-Testing/ Reading and Writing.

Figure 5. Comparing the levels of implementing study skills by psychology students at Ho Chi Minh City University of Education by factor (Level of Education variable)

	Level of Education				F df=1	P
	Freshmen		Junior			
	Mean	Std. Deviation	Mean	Std. Deviation		
Time Management/ Procrastination	2.4545	.48090	2.4583	.47829	.001	.970
Concentration/Memory	2.7045	.51046	2.7196	.37699	.030	.864
Study Aids/Notetaking	2.7917	.68156	2.7292	.56170	.252	.617
Test Strategies/Test Anxiety	2.8258	.53303	2.9904	.48129	2.544	.114
Information Processing	2.5871	.52337	2.7901	.42948	4.532	.036
Motivation/Attitude	2.7235	.51135	2.7179	.49569	.003	.958
Selecting Main Ideas/Self- Testing/Reading	2.6364	.53066	2.8125	.48757	2.871	.093
Writing	2.5758	.54031	2.6314	.45446	.310	.579

The result shows that:

- there is difference in statistical in assessment by class on level of implementing study skills by psychology students with the skills of Information Processing.
- there are no differences in statistical in assessment by class on level of implementing study skills by psychology students with the skills of Time Management/ Procrastination; Concentration/Memory; Study Aids/Notetaking; Test Strategies/Test Anxiety; Motivation/Attitude; Selecting Main Ideas/Self-Testing/ Reading and Writing.

4. Conclusion

- Psychology students assess the implementing study skills with high level (1 skill); pretty high one (46 skills), and moderate one (17skills). This assessment reflects the way they do in reality.
- It may be said students in general, and Psychology students in special, need training study skills so that they can learn more effectively at school.
- The eight skills are ranked from top to down as follow: Test Strategies/Test Anxiety, Selecting Main Ideas/Self-Testing/Reading, Study Aids/ Notetaking, Information Processing, Motivation/Attitude, Concentration/Memory, Writing, and Time Management/Procrastination. In the other words, students can manage to implement the normal skills better than the technical ones that are needed training.

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