

Developing Self-Study Plan Skills for Students of the Faculty of Psychology-Pedagogy, Hanoi Pedagogical University 2

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Article History	Abstract
Original Research Article	<i>The article investigates the current state of self-study planning skills among 230 students of the Faculty of Psychology-Pedagogy at Hanoi Pedagogical University 2. The results show that although the majority of students are well aware of the necessity of self-study planning, most still have an incomplete understanding, their level of interest varies, and their practical competence generally remains at an average level (Mean = 3.20). Most students encounter difficulties in writing a complete plan. This reality stems from both subjective and objective causes involving both the learners and the institution. Accordingly, the article proposes key pedagogical solutions, such as organizing specialized training workshops, integrating skill training into course instruction, and utilizing academic advisory sessions to enhance students' self-study quality.</i> Keywords: Plan, self-study plan, self-study plan skills, students, Faculty of Psychology - Pedagogy, Hanoi Pedagogical University 2.
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Copyright © 2026 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited. Citation: Do Bao Ngoc. (2026). Developing Self-Study Plan Skills for Students of the Faculty of Psychology-Pedagogy, Hanoi Pedagogical University 2. UKR Journal of Arts, Humanities and Social Sciences, 2(8), 167-172.	

1. Introduction

In the context of globalization and the current knowledge explosion, higher education is undergoing a strong shift from a one-way knowledge-imparting model to a learner capacity-development model. Among these, self-study is not only considered an optimal learning method but also a core competency that determines students' lifelong adaptability and development. Especially for students majoring in Psychology- Pedagogy those who will directly participate in educational activities and psychological support in the future-practicing self-study capacity becomes even more urgent.

Self-study planning (SSP) is the process by which learners design their individual self-study action programs, including setting self-study goals, mobilizing resources, and optimizing implementation measures to achieve the highest academic results. This is the initial step, acting as a "guiding compass" to help students overcome passivity, allocate time effectively, and maintain motivation in a credit-based higher education environment. Reality shows that even if students have good academic will, lacking systematic and scientific planning skills often leads them to overload, cope with studies superficially, and struggle to

achieve their desired learning goals.

Although the role of self-study planning skills has been affirmed in many previous educational research studies, at Hanoi Pedagogical University 2, research on the reality of these skills among students of the Faculty of Psychology - Pedagogy has not yet been fully systematized. The scarcity of empirical data on the self-study planning skills of students in this specialized faculty creates a gap in formulating appropriate pedagogical support measures.

For the reasons stated above, this article aims to determine the current state of self-study planning skills and the factors affecting these skills. The research results not only contribute to clarifying the current state of self-study among students in the pedagogical sector in general and the Faculty of Psychology -- Pedagogy in particular but also serve as an important practical foundation for educational managers, lecturers, and academic advisors to propose effective pedagogical measures, contributing to improving training quality and fostering professional skills for students.

2. Content

a. Related Concepts

a) Planning

Planning (or programming) is a basic management function, playing a foundational role for all organized activities. According to Bui Ngoc Lam (2014), planning is the process of defining goals, mobilizing and arranging resources, and selecting optimal methods and measures to achieve those goals. Sharing this viewpoint, Tran Kiem (2016) affirms that planning is the process of setting goals and determining the best measures to execute those goals.

Thus, it can be generalized: Planning (or programming) is a systematic thinking process aimed at establishing goals, mobilizing and arranging resources (time, finance, human resources), and thereby selecting the optimal approach to achieve the defined goals most effectively.

b) Self-Study Planning

Self-study planning is the process by which learners proactively design their individual self-study action programs. This process includes: setting self-study goals (what needs to be achieved), constructing work contents (what needs to be done), selecting implementation methods, and mobilizing resources (materials, environment, support from teachers/friends). The core purpose of self-study planning is to ensure that learners achieve their established learning goals with the highest efficiency under conditions of individual time and capacity.

c) Self-Study Plan Skills

Skills refer to the application of knowledge into practice through activities. In the context of self-study, self-study plan skills are understood as the ability to successfully execute self-study planning actions. Specifically, this is not merely knowing how to list tasks, but the competence to synthesize knowledge (about subjects and methods), experience (accumulated from previous learning instances),

and positive attitudes (perseverance, self-discipline) to design a learning roadmap matching practical conditions (time, subject pressure, absorption capacity). A student with good self-study plan skills knows how to transform study intentions into a concrete, feasible, and highly controllable plan.

2.2. The Reality of Self-Study Plan Skills among Students of the Faculty of Psychology- Pedagogy, Hanoi Pedagogical University 2

2.1. Students' Awareness of the Concept of Self-Study Planning

A correct understanding of the concept of self-study planning is an important prerequisite for students to build an effective self-study roadmap. The survey results of 230 students show that: 48.7% (112 students) correctly understand the nature of self-study planning as "Designing a personal self-study action program including recognizing course requirements, setting self-study goals, contents of self-study tasks, implementation measures, learning resources, and establishing a study timetable".

Conversely, the remaining 51.3% (118 students) still have an incomplete or incorrect understanding. Specifically: 30.4% (70 students) simply understand it as "designing an independent study program"; 10.5% (24 students) focus only on "designing a timetable"; 6.1% (14 students) and 4.3% (10 students) view self-study planning narrowly as scheduling time or studying locations. Thus, more than half of the students lack systematic planning thinking, which causes significant difficulties in practicing component skills later.

2.2. Students' Awareness of the Necessity of Self-Study Planning

Survey data (Table 1) show that the majority of students in the Faculty of Psychology and Education have a high awareness of the role of self-study planning.

Table 1. Students' Level of Awareness of the Necessity of Self-Study Planning by Academic Year and Gender (N=230)

Level		Academic Year		Total	Gender		Total
		Year 1	Year 2		Male	Female	
1 = Completely unnecessary	N	0	0	0	0	0	0
	%	0	0	0	0	0	0
2 = Unnecessary	N	1	2	3	1	2	3
	%	0.8	1.7	1.3	1.1	1.5	1.3
3 = Slightly necessary	N	7	7	14	5	9	14
	%	5.8	6.4	6.1	5.6	6.5	6.1
4 = Necessary	N	65	60	125	48	77	125
	%	54.2	54.5	54.3	53.3	55.0	54.3
5 = Very necessary	N	47	41	88	35	53	88

	%	39.2	37.3	38.3	38.9	37.9	38.3
Total	N	120	110	230	90	140	230
	%	100	100	100	100	100	100
Mean Score		4.3167	4.2545	4.29	4.3111	4.2714	4.29
Significance level (sig.) (ANOVA)		0.412			0.584		
Significance level (sig.) (Gamma)		0.519			0.672		

Among the levels of awareness regarding the necessity of self-study planning, students find that self-study planning is "necessary" accounting for the highest proportion at 54.3%. Next is "very necessary" at 38.3%. Students considering self-study planning "slightly necessary" account for 6.1%. The percentage of students considering it unnecessary accounts for 1.3%. No student considers self-study planning "completely unnecessary". The mean score for students' awareness levels regarding the necessity of self-study planning is 4.29. The majority of students have a proper awareness of the necessity of self-study planning, viewing it as essential for them. However, a small number

of students still lack proper awareness of its necessity.

ANOVA tests across academic years and genders show significance levels of (sig.=0.412) and (sig.=0.584), confirming no statistically significant differences. Gamma tests show significance levels of (sig.=0.519) and (sig.=0.672), concluding that academic year and gender are unrelated to students' awareness of the necessity of self-study planning. Students' awareness of the necessity of self-study planning across academic years and genders is equivalent.

2.3. Students' Level of Interest in Self-Study Planning

Table 2. Students' Level of Interest in Self-Study Planning by Academic Year and Gender (N=230)

Level of Interest		Academic Year		Total	Gender		Total
		Year 1	Year 2		Male	Female	
1 = Completely uninterested	N	1	1	2	1	1	2
	%	0.8	0.9	0.9	1.1	0.7	0.9
2 = Uninterested	N	3	6	9	3	6	9
	%	2.5	5.5	3.9	3.3	4.3	3.9
3 = Slightly interested	N	40	46	86	30	56	86
	%	33.3	41.8	37.4	33.3	40.0	37.4
4 = Interested	N	60	50	110	45	65	110
	%	50.0	45.5	47.8	50.0	46.4	47.8
5 = Very interested	N	16	7	23	11	12	23
	%	13.3	6.4	10.0	12.2	8.6	10.0
Total	N	120	110	230	90	140	230
	%	100	100	100	100	100	100
Mean Score		3.7250	3.5091	3.62	3.6889	3.5786	3.62
Significance level (sig.) (ANOVA)		0.005			0.782		
Significance level (sig.) (Gamma)		0.006			0.645		

Among students' levels of interest in self-study planning, those who are "interested" account for the highest proportion at 47.8%; second is "slightly interested" at 37.4%; followed by "very interested" at 10.0%; fourth is "uninterested" at 3.9%; and finally, "completely uninterested" accounts for 0.9%. The mean score of students' interest levels in self-study planning is 3.62.

ANOVA tests across academic years show a significance level of (sig.=0.005), confirming a statistically significant difference in mean scores of students' interest levels across academic years. ANOVA tests between male and female genders show a significance level of (sig.=0.782), confirming no statistically significant difference between genders.

Gamma tests for academic years show a significance level of (sig.=0.006), concluding that academic year is related to students' level of interest in self-study planning. Different academic years show different levels of interest; specifically, first-year students have a higher level of interest in self-study planning than second-year students (mean score of 3.7250 compared to 3.5091). Thus, within the scope of the faculty survey with a size of 230 students,

higher academic years tend to show less interest in self-study planning. Gamma tests for gender show a significance level of (sig.=0.645), concluding that gender is unrelated to students' level of interest; male and female students exhibit equivalent levels of interest.

2.4. Students' Self-Assessment of General Self-Study Plan Skills

Table 3. Students' Self-Assessment of General Self-Study Plan Skills by Academic Year and Gender (N=230)

Level of Skill		Academic Year		Total	Gender		Total
		Year 1	Year 2		Male	Female	
1 = Poor	N	1	1	2	1	1	2
	%	0.8	0.9	0.9	1.1	0.7	0.9
2 = Weak	N	15	14	29	11	18	29
	%	12.5	12.7	12.6	12.2	12.9	12.6
3 = Average	N	63	58	121	39	82	121
	%	52.5	52.7	52.6	43.3	58.6	52.6
4 = Fair	N	40	37	77	38	39	77
	%	33.3	33.6	33.5	42.2	27.9	33.5
5 = Good	N	1	0	1	1	0	1
	%	0.8	0.0	0.4	1.1	0.0	0.4
Total	N	120	110	230	90	140	230
	%	100	100	100	100	100	100
Mean Score		3.2083	3.1909	3.20	3.3000	3.1357	3.20
Significance level (sig.) (ANOVA)		0.875			0.285		
Significance level (sig.) (Gamma)		0.912			0.234		

Students with average self-study plan skills account for 52.6%, forming the largest proportion. Ranking second are students with fair self-study plan skills at 33.5%. Students with weak skills rank third at 12.6%. Finally, poor skills account for 0.9% and good skills account for 0.4%. The mean score for students' general self-study plan skills is 3.20—equivalent to the average level.

ANOVA tests across academic years and genders show significance levels of (sig.=0.875) and (sig.=0.285),

confirming no statistically significant differences in mean self-study plan skills scores across academic years and genders.

Gamma tests show significance levels of (sig.=0.912) and (sig.=0.234), concluding that academic years and genders are unrelated to students' self-study plan skills. Students' self-study plan skills are equivalent across both academic years and genders.

2.5. Students' Self-Assessment of Related Skills

Table 4. Levels of Skills Related to Self-Study Plan Skills (N=230)

TT	Skill		1 = Poor	2 = Weak	3 = Average	4 = Fair	5 = Good	Mean Score	Std. Dev.
1	Skill in recognizing course requirements and syllabus teaching plans	N	1	10	85	120	14	3.60	0.689
		%	0.4	4.3	37.0	52.2	6.1		
2	Skill in	N	0	13	76	114	27	3.67	0.761

	defining self-study goals								
		%	0.0	5.7	33.0	49.6	11.7		
3	Skill in determining self-study task contents	N	1	13	78	115	23	3.64	0.757
		%	0.4	5.7	33.9	50.0	10.0		
4	Skill in selecting measures to execute self-study	N	1	24	100	87	18	3.42	0.800
		%	0.4	10.4	43.5	37.8	7.8		
5	Skill in establishing a self-study timetable	N	4	26	101	83	16	3.35	0.835
		%	1.7	11.3	43.9	36.1	7.0		
6	Skill in writing down a self-study plan	N	8	37	101	74	10	3.18	0.868
		%	3.5	16.1	43.9	32.2	4.3		
7	Skill in executing a self-study plan	N	9	33	95	80	13	3.23	0.902
		%	3.9	14.3	41.3	34.8	5.7		
8	Skill in monitoring, evaluating, drawing lessons, and adjusting self-study plans	N	3	31	91	85	20	3.38	0.871
		%	1.3	13.5	39.6	37.0	8.7		
	Overall Mean Score							3.43	

The levels of skills related to self-study planning have mean scores ranging from 3.18 to 3.67. Among the evaluated skills, the skill of defining self-study goals ranks highest with a mean score of 3.67; the skill of writing down a self-study plan is rated lowest by students with a mean score of 3.18. An examination of students' self-study plan products reveals that 77.5% of students cannot establish a complete plan but only stop at drafting a self-study timetable or self-study contents, while 22.5% of students are unable to write a self-study plan at all. When asked why they could not establish a self-study plan, student N.V.A stated, "because I have never planned a self-study before, so I don't know how to do it". The overall mean score assessed by students

is 3.43—corresponding to the average level.

3. Causes of the Reality

3.1. Causes of Students' Lack of Self-Study Plan Skills

Students believe that their lack of self-study plan skills stems from the following causes:

-Objective causes: The institution has not paid sufficient attention to incorporating self-study planning skills training into the curriculum; lacks appropriate training measures for students; the university's counseling center has not provided guidance on self-study planning skills; academic advisors have not focused on practicing self-study planning skills through advising sessions; and lecturers have not paid

attention to training self-study planning skills during course teaching.

-Subjective causes: Students have not proactively practiced self-study planning skills themselves.

-Other causes: Students perceive that the Faculty and the University pay little attention to practicing self-study planning skills for them. Therefore, the issue raised is that alongside focusing on implementing teaching plans in class, Hanoi Pedagogical University 2 needs to pay attention to fostering self-study planning skills for students.

3.2. Causes of Students' Infrequent Self-Study Planning

-Objective causes: Course instructors do not require students to plan their self-study; lecturers lack teaching plans; or teaching plans provided by lecturers are unclear and specific.

-Subjective causes: Students lack self-study planning skills; students dislike planning; students lack time; students lack self-awareness regarding the necessity of planning; students view planning as having no positive impact on academic results; and students are uninterested in planning.

Thus, students' infrequent self-study planning is due to both objective and subjective causes, among which the three primary causes are "instructors of modules do not require students to plan their self-study", "students lack self-awareness of the need to plan", and "students lack self-study planning skills".

4. Conclusion

The majority of students in the Faculty of Psychology – Pedagogy, Hanoi Pedagogical University 2, do not fully and correctly understand the concept of self-study planning, although most students recognize that self-study planning is very necessary. Reality shows that students show little interest in self-study planning, their general skill level is at an average standard, and the frequency of execution only reaches the "occasionally" level. Among these, students mainly self-learn self-study planning skills through personal sources.

The limitations in students' self-study plan skills are influenced by an interplay of both subjective and objective factors. Since students' self-study plan skills are not high, finding solutions for development is an urgent current

requirement.

Therefore, to improve self-study quality, students must proactively and actively practice self-study planning skills; the university, lecturers, and academic advisors must implement effective and appropriate measures to train students in these skills. Specifically, orientation solutions include: Organizing courses or specialized workshops to train students in self-study planning skills; Integrating self-study planning skills training into course instruction; and Integrating self-study planning skills training into academic advisory sessions.

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