

# Developing Study Planning Skills among Students of the Faculty of Philology at Hanoi Pedagogical University 2

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| Article History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Abstract                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Original Research Article</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><i>In the context of the widespread implementation of the credit-based training system in higher education, promoting students' autonomy and self-regulation in learning has become an important requirement. Among these competencies, study planning skills play a crucial role in helping students manage their time effectively, set clear learning goals, and improve their academic performance. This paper investigates and analyzes the current situation of study planning skills among students of the Faculty of Philology at Hanoi Pedagogical University 2. The study was conducted using a survey method combined with the analysis and synthesis of data collected from students. The results indicate that students' study planning skills still reveal several limitations, such as unclear learning goals, ineffective time allocation, and a lack of proactiveness in implementing study plans. Based on these findings, the paper proposes several recommendations to enhance study planning skills for students of the Faculty of Philology at Hanoi Pedagogical University 2 in particular and university students in general, thereby improving learning effectiveness in the credit-based education system.</i></p> <p><b>Keywords:</b> study planning skills; students; credit-based system; Faculty of Philology; Hanoi Pedagogical University 2.</p> |
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## 1. Introduction

Credit-based training is an advanced training method worldwide. The essence of this training method is to promote the active and proactive participation of students. In this context, study planning skills are one of the important skills that help students manage their time effectively and achieve their academic goals.

Recognizing the importance and practical significance of study planning skills for students in general and students of the Faculty of Philology at Hanoi Pedagogical University 2 in particular, we conducted research on the current state of study planning skills among students of the Faculty of Philology at Hanoi Pedagogical University 2. Based on the results of this research, we propose recommendations to contribute to improving study planning skills for students of the Faculty of Philology, Hanoi Pedagogical University 2 in particular, and university students in general.

## 2. Research Methodology

The study was conducted on 773 students from cohorts K48 to K51 of the Faculty of Philology, Hanoi Pedagogical

University 2. The students were distributed by year as follows: 132 first-year K51 students; 47 second-year K50 students; 353 third-year K49 students; and 241 fourth-year K48 students.

The main research methods used in this study are theoretical research methods, including descriptive methods, systems methods, analytical and synthetic techniques, and comparative techniques. Practical research methods include questionnaire surveys, observation methods, and interviews.

The questionnaire was designed at three levels. At the "necessary" level, there were three options: necessary, relatively necessary, and unnecessary, each scored with a corresponding weighting of 3, 2, and 1 point. At the "performed" level, there were three options: frequently, sometimes, and rarely, also with corresponding weightings of 3, 2, and 1 point. For each skill, we also established percentages, total scores, and average scores.

### 3. Content

#### 3.1. An overview of study planning skills for teacher training students.

A study plan is an organized schedule outlining study time and learning goals. It typically includes learning objectives, a list of tasks, methods for completion, and available or necessary resources to effectively achieve those goals at each stage of study.

A study plan helps students identify their main goals during their studies, allowing them to self-assess and adjust specific tasks, as well as providing timely encouragement to work effectively towards achieving their objectives and achieving high academic results. Furthermore, based on each student's study plan, academic advisors and faculty assistants can monitor their progress, providing guidance, advice, and support to students effectively.

Learning planning is the process by which learners design a study program that is projected to be optimal and feasible, to achieve a learning objective within a defined learning timeframe. This is based on a precise assessment of the quantity and quality of learning objectives and available and necessary resources and conditions, helping to select appropriate measures to ensure the effective achievement of the final learning outcome.

It should also be noted that when developing a study plan, students must base it on their individual psychological characteristics, know how to utilize their time for self-study, and know how to arrange group work in the most reasonable way to allocate time for other activities. In addition, students should know how to balance work and rest appropriately to avoid stress and fatigue, seek advice from friends and group members, and adjust their study plan when new learning tasks arise.

For teacher training students, there are the following types of study plans: self-study plan by academic year; self-study plan by semester; self-study plan by month; self-study plan by week; self-study plan by day; by lesson; self-study plan for subjects; self-study plan for each subject; plan for selecting and reading books; and review plan.

#### 3.2. The current state of awareness and planning skills of students in the Faculty of Philology, Hanoi Pedagogical University 2.

##### 3.2.1. *The current state of awareness among students of the Faculty of Philology, Hanoi Pedagogical University 2, regarding the necessity of study planning skills.*

Based on a survey of 773 students from the Faculty of Philology, from their first to fourth years, we obtained the following results regarding the current level of awareness of the necessity of study planning skills:

**Table 1: Current status of awareness of the necessity of study planning skills among students of the Faculty of Philology, Hanoi Pedagogical University 2**

| TT | Study planning format                       | Level of awareness of the need for study planning skills |       |                      |       |             |       | $\Sigma$<br>Total score | X<br>Average score | Rank |
|----|---------------------------------------------|----------------------------------------------------------|-------|----------------------|-------|-------------|-------|-------------------------|--------------------|------|
|    |                                             | Necessary                                                |       | Relatively necessary |       | Unnecessary |       |                         |                    |      |
|    |                                             | SL                                                       | %     | SL                   | %     | SL          | %     |                         |                    |      |
| 1  | Develop a study plan for the entire course. | 410                                                      | 53.04 | 208                  | 26.9  | 155         | 20.05 | 1801                    | 2.33               | 11   |
| 2  | Create a study plan for the school year.    | 428                                                      | 55.37 | 205                  | 26.53 | 140         | 18.11 | 1834                    | 2.37               | 10   |
| 3  | Plan your studies by semester.              | 432                                                      | 55.89 | 211                  | 27.3  | 130         | 16.81 | 1848                    | 2.39               | 9    |
| 4  | Create a monthly study plan.                | 452                                                      | 58.48 | 215                  | 27.81 | 106         | 13.71 | 1892                    | 2.45               | 7    |
| 5  | Create a weekly study plan.                 | 512                                                      | 66.23 | 198                  | 25.61 | 63          | 8.15  | 1995                    | 2.58               | 4    |
| 6  | Create a daily study plan.                  | 517                                                      | 66.88 | 212                  | 27.43 | 44          | 5.69  | 2019                    | 2.61               | 3    |

|                          |                                       |     |       |     |       |     |       |      |      |   |
|--------------------------|---------------------------------------|-----|-------|-----|-------|-----|-------|------|------|---|
| 7                        | Create a study plan for each subject. | 526 | 68.05 | 218 | 28.2  | 29  | 3.75  | 2043 | 2.64 | 2 |
| 8                        | Plan your revision                    | 618 | 79.95 | 125 | 16.17 | 30  | 3.88  | 2134 | 2.76 | 1 |
| 9                        | Planning the course outline           | 487 | 63    | 218 | 28.2  | 68  | 8.8   | 1965 | 2.54 | 5 |
| 10                       | Plan the group discussion.            | 475 | 61.45 | 178 | 23    | 120 | 15.52 | 1901 | 2.46 | 6 |
| 11                       | Plan your book selection and reading. | 446 | 57.7  | 213 | 27.55 | 114 | 14.75 | 1878 | 2.43 | 8 |
| Average score: $X = 2.5$ |                                       |     |       |     |       |     |       |      |      |   |

Looking at Table 1, it can be seen that students in the Philology department have a fairly clear understanding of the necessity of study planning skills, with an average score of  $X = 2.5$ . This is a very positive sign because the nature of credit-based learning is that learners mainly have to self-study and conduct their own research, so understanding the necessity of study planning skills will help learners improve their academic results.

Students showed varying levels of awareness regarding different forms of study planning. The majority of students recognized the importance of *revision planning skills* (ranked first) ( $X=2.76$ ), followed by *subject-based study planning* ( $X=2.64$ ) and *daily study planning* ( $X=2.61$ ). This stems from the fact that these are practical skills that directly impact the results of individual subjects and overall academic performance. Conversely, *overall course planning* ranked eleventh ( $X=2.33$ ), and *annual study*

*planning* ranked tenth ( $X=2.37$ ). This indicates that most students lack clear direction in planning for the entire course, each year, and each semester. Therefore, many difficulties arise in creating specific study plans. Therefore, it is the responsibility of academic advisors and faculty members to guide students' study plans, helping them to organize and manage their time effectively and avoid being caught off guard.

### 3.2.2. The current state of study planning skills among students of the Faculty of Philology, Hanoi Pedagogical University 2.

To obtain the results regarding the actual level of study planning among students of the Faculty of Philology at Hanoi Pedagogical University 2, we used the survey question: "Please mark the level that is appropriate for your study planning." The results are shown in the table below:

**Table 2: Assessment of the current level of learning planning skills among students of the Faculty of Philology, Hanoi Pedagogical University 2**

| TT | Study planning format                       | Level of proficiency in study planning skills |       |           |       |        |       | $\Sigma$<br>Total score | $\bar{X}$<br>Average score | Rank |
|----|---------------------------------------------|-----------------------------------------------|-------|-----------|-------|--------|-------|-------------------------|----------------------------|------|
|    |                                             | Frequently                                    |       | Sometimes |       | Rarely |       |                         |                            |      |
|    |                                             | SL                                            | %     | SL        | %     | SL     | %     |                         |                            |      |
| 1  | Develop a study plan for the entire course. | 245                                           | 31.69 | 365       | 47.22 | 163    | 21.09 | 1628                    | 2.11                       | 11   |
| 2  | Create a study plan for the school year.    | 250                                           | 32.34 | 368       | 47.61 | 155    | 20.05 | 1641                    | 2.12                       | 10   |
| 3  | Plan your studies by semester.              | 267                                           | 34.54 | 398       | 51.49 | 108    | 13.97 | 1705                    | 2.2                        | 9    |
| 4  | Create a monthly study plan.                | 287                                           | 37.13 | 410       | 53.04 | 76     | 9.83  | 1757                    | 2.27                       | 6    |

|                          |                                       |     |       |     |       |    |       |      |      |   |
|--------------------------|---------------------------------------|-----|-------|-----|-------|----|-------|------|------|---|
| 5                        | Create a weekly study plan.           | 298 | 38.55 | 390 | 50.45 | 85 | 10.9  | 1759 | 2.28 | 5 |
| 6                        | Create a daily study plan.            | 314 | 40.62 | 392 | 50.71 | 67 | 8.67  | 1793 | 2.31 | 3 |
| 7                        | Create a study plan for each subject. | 335 | 43.34 | 350 | 45.28 | 88 | 11.38 | 1793 | 2.32 | 1 |
| 8                        | Plan your revision                    | 315 | 40.75 | 378 | 48.9  | 80 | 10.35 | 1781 | 2.3  | 2 |
| 9                        | Planning the course outline           | 298 | 38.55 | 385 | 49.8  | 90 | 11.64 | 1754 | 2.27 | 4 |
| 10                       | Plan the group discussion.            | 274 | 35.45 | 405 | 52.4  | 94 | 12.16 | 1726 | 2.23 | 8 |
| 11                       | Plan your book selection and reading. | 278 | 35.96 | 402 | 52    | 93 | 12.03 | 1731 | 2.24 | 7 |
| Average score: $X = 2.2$ |                                       |     |       |     |       |    |       |      |      |   |

Looking at Table 2, it can be seen that the majority of students in the Faculty of Philology practiced study planning skills ( $X = 2.2$ ). Regarding the level of practice, *study planning for individual subjects* ranked first ( $X=2.32$ ), and *study planning for revision* ranked second ( $X=2.3$ ). This shows that students have a good awareness of plan implementation, however, they still lack attention to planning for the entire course and each academic year. Specifically, *study planning for the entire course* ranked 11th ( $X=2.11$ ), and *study planning for each academic year* ranked 10th ( $X=2.12$ ).

Comparing the correlation between the level of awareness and the level of practice of study planning skills using the Spearman rank correlation coefficient, the result obtained was  $R=0.95$ , indicating a positive correlation. Thus, in general, students perceive study planning skills as necessary and practice them frequently. However, depending on the specific manifestations of these skills among students in the Faculty of Philology, the awareness and level of practice vary.

### 3.3. Measures to develop study planning skills for students of the Faculty of Philology, Hanoi Pedagogical University 2

#### 3.3.1. For students

Students need to be clearly aware of the importance and impact of study planning on their academic results, both periodically and throughout the entire course. Accordingly, students must thoroughly understand the training program's regulations to create a study plan that suits their conditions and abilities. Students must define their learning objectives from the beginning of the course and set goals for achieving them.

Students must proactively create study plans for the entire academic year, for each semester, each month, and each day. They must also be able to self-assess the results of their study plans in order to make timely and appropriate adjustments.

#### 3.3.2. For academic advisors

Planning your studies for the entire course is extremely difficult, especially for first-year students, so the role of an academic advisor is truly important. Academic advisors must help students understand the training regulations and curriculum, and advise them on creating a study plan for the entire course, for each academic year and each semester, and remind them to register for courses on time.

#### 3.3.3. For lecturers

In the credit-based training system, lecturers play a leading role in organizing, guiding, and advising students' learning process. Lecturers guide students on how to organize various forms of learning such as self-study, group learning, seminar discussions, and course planning.

#### 3.3.4. For the Faculty and the University

It is necessary to integrate the development of study planning skills for students into the training program, with strategies to help students control the study planning process, organize the implementation of their study plans, and evaluate the results of their study plan implementation. A student handbook on study planning could be designed, including specific study plan templates for students to use as reference material.

#### 3.3.5. For Youth Union organizations within the school

It is necessary to include study planning skills as an annual training content for student union members. At the same

time, attention should be paid to building a learning community and sharing experiences among students throughout the Faculty regarding study planning.

### 3. Conclusion

Study planning is a crucial skill for university students, helping them proactively manage their time and achieve high academic results. The current state of study planning among students in the Faculty of Philology, Hanoi Pedagogical University 2, shows that while most students have practiced this skill, the specific forms of planning are not yet consistent or logical. To help students in the Faculty of Philology, Hanoi Pedagogical University 2, develop effective study planning skills, individual student initiative and the cooperation of relevant parties are needed to form a unified team to support implementation, organization, and evaluation of effectiveness

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