

**THAI NGUYEN UNIVERSITY**  
**UNIVERSITY OF EDUCATION**

**DANG THI PHUONG THAO**

**DEVELOPING ORGANIZATIONAL SKILLS  
IN STUDENT UNION ACTIVITIES AT UNIVERSITY OF  
EDUCATION IN THE CONTEXT OF EDUCATIONAL  
INNOVATION**

Major: Theory and History of Education

Code: 9140102

**DISSERTATION SUMMARY**

**THAI NGUYEN - 2023**

The dissertation was finished at:  
**UNIVERSITY OF EDUCATION - THAI NGUYEN UNIVERSITY**

Supervisors:

1. Assoc. Prof. Dr. Nguyen Thi Tinh
2. Dr. Ha Thi Kim Linh

Reviewer 1:.....

Reviewer 2:.....

Reviewer 3:.....

The disertation will be defended in the university committee:  
**THAI NGUYEN UNIVERSITY – UNIVERSITY OF EDUCATION**  
*At ....., 2023*

The dissertation can be read at:

- Digital Center - Thai Nguyen University;
- Library of University of Education;
- National Library of Vietnam.

## SCIENTIFIC WORKS PUBLISHED

1. Dang Thi Phuong Thao (2020), "Organizational skills of Ho Chi Minh Communist Youth Union activities of teachers working as union officials in secondary schools" *Education Equipment Journal*, March 2020 issue.
2. Dang Thi Phuong Thao (2021), "Current situation of Ho Chi Minh Communist Youth Union activities skills of students at Thai Nguyen University of Education under the credit-based training system" *Education Equipment Journal*, June 2021 issue.
3. Dang Thi Phuong Thao (2022), "Current situation of developing Ho Chi Minh Communist Youth Union activities organizational skills for students at the University of Pedagogy under the credit-based training system" *Education and Society Journal*, December 2021 issue.

## INTRODUCTION

### 1. Reason for choosing the topic

Student Union activities are one of the educational activities in high schools. Therefore, organizing Youth Union activities for students is also considered to be the teacher's organization of student educational activities and an important task of the homeroom teacher in high schools.

In the context of reforming general education, teachers in general and human resources teachers in particular need to strengthen the organization of educational activities in addition to performing well in teaching activities. Therefore, in addition to developing competencies and professional skills for students, pedagogical universities need to pay attention to developing the capacity to organize educational activities for students in general and develop skills for student union activities in particular in order to help students after graduation can meet the requirements of the professional world and employers as well as the requirements of organizing Union activities for students in high schools today.

The current reality shows that new students are still confused when organizing activities for students, they are still passive in designing and organizing, evaluating the results of Union activities in high schools, lack of skills attract students to join the Youth Union. Although universities of pedagogy have all had training programs on skills in organizing annual Youth Union activities for students deployed in schools, they only focus on union officials, so there are still many students after graduation. Graduated from Pedagogical University have not yet met the requirements on skills of organizing group activities for students in current high schools. Activities to develop skills in organizing union activities for students of Pedagogical Universities to meet current professional requirements have not been integrated in the training process to help them acquire knowledge and skills. Basic and necessary skills in the process of working in high schools.

Stemming from the above problem, the author chooses the research topic: ***“Developing the skills of organizing union activities for students of the University of Pedagogy in the context of educational innovation”*** as the research problem.

### 2. Research objectives

Based on the theoretical and practical research on developing organizational skills in student union activities for students in teacher training University of Educations in the context of educational innovation, the dissertation proposes measures to develop organizational skills in

organizing educational activities in general and student union activities in particular for students in teacher training University of Educations. This aims to contribute to improving the quality of teacher training to meet the current demands of educational innovation in secondary schools.

### **3. Research subjects and objects**

#### **3.1. Research subjects**

The process of developing organizational skills in educational activities for students in teacher training University of Educations in the context of educational innovation.

#### **3.2. Research objects**

The development of organizational skills in union activities for students in teacher training University of Educations in the context of educational innovation.

### **4. Research tasks**

4.1. Research literature on developing organizational skills in union activities for students in teacher training University of Educations in the context of educational innovation.

4.2. Survey, analysis, and evaluation of the current situation of organizational skills in union activities and the development of organizational skills in union activities for students in teacher training University of Educations in the context of educational innovation.

4.3. Proposing measures to develop organizational skills in student union activities in teacher training University of Educations in the context of educational innovation and experimenting with the proposed measures.

### **5. Scientific Hypothesis**

Organizational skills in student union activities is one of the educational activities of teachers in secondary schools, which is formed and developed through training at University of Education of Education, particularly in the process of studying subjects related to student affairs and participating in student union activities. Due to various reasons, the capacity of student unions in University of Education of Education is limited in terms of perceptual skills, design skills, activity implementation skills, and evaluation skills. If the development process of student union capacity is established and implemented, including the creation of a portfolio of student union activities and the identification of corresponding skills to be developed for students in University of Education of Education, along with other measures, it will contribute to the development of student union capacity and improve the quality of

education in University of Education of Education to meet the current requirements of educational innovation.

## **6. Research Scope**

### **6.1 Content Limitations**

- Organizational skills in student union activities involves multiple skills. In this dissertation, the author chooses to study the development of the following skill groups: perceptual skills, design skills, activity implementation skills, evaluation skills, and improvement of student union activities, soft skills, and IT application knowledge in organizing school student union activities.

- The research focuses on the development of Organizational skills in student union activities in pedagogical universities offering training programs for Lower Secondary school and Upper secondary school teachers in University of Education of Education through the study of subjects related to student affairs and participation in student union activities.

- The experiment is conducted with one proposed measure at University of Education of Education- Thai Nguyen University.

### **6.2 Geographic Limitations**

The study of the current situation is conducted within the survey scope of University of Education of Education, including the Pedagogical University - University of Natural Sciences, Hanoi Pedagogical University, Hanoi Pedagogical University 2, and Pedagogical University - University of Da Nang. The experiment is limited to University of Education of Education- Thai Nguyen University.

## **7. Research Methods**

### **7.1 Methodological Approach**

*7.1.1 Systems thinking approach*

*7.1.2 Practical approach*

*7.1.3 Activity and personality approach*

*7.1.4 Organizational skills-based approach*

### **7.2 Specific Research Methods**

*7.2.1 Theoretical research methods*

*7.2.2 Practical research methods*

## **8. New Contributions of the Dissertation**

### **8.1. Theoretical Aspect**

### **8.2. Practical Aspect**

## **9. Dissertation Structure**

In addition to the introduction, conclusion, recommendations, reference materials, and appendices, the dissertation consists of 3 chapters.

## **Chapter 1**

### **LITERATURE OF DEVELOPING ORGANIZATIONAL SKILLS THROUGH YOUTH UNION ACTIVITIES FOR STUDENTS AT PEDAGOGICAL UNIVERSITIES IN THE CONTEXT OF EDUCATIONAL INNOVATION**

Organizational skills student union activities are a component skill in the organizational skills for educational activities of teachers in secondary schools. It is formed and developed through the process of learning, pedagogical training, and participating in student union and youth activities at the University of Education. Developing organizational skills for student union activities for students at the University of Education is necessary and practically meaningful to meet the requirements of educational innovation in secondary schools today.

Developing Organizational skills for student union activities for students at the University of Education helps students develop and enhance the future teacher's capabilities, knowing how to organize student union activities for Youth Union members to fulfill the functions and duties of the Youth Union in secondary schools.

The Organizational skills for student union activities that need to be developed for students at the University of Education include: a group of awareness skills about student union activities in schools, a group of skills in designing student union activities, a group of skills in implementing student union activities, a group of skills in evaluating and improving student union activities, and a group of support skills. The paths of developing Organizational skills for student union activities for students at the University of Education are carried out flexibly through various forms such as practical activities, internships, regular pedagogical training, career experience activities, social activities, club activities, etc.

The process of developing Organizational skills for student union activities for students at the University of Education is influenced by various factors, including the students' awareness and attitudes when participating in learning, pedagogical training, and participating in Youth Union activities; the awareness and teaching abilities of lecturers in teaching the subjects related to student union activities; the organizational

capacity of the school's Youth Union officers; the curriculum and practice of student union activities at the University of Education, and other objective factors.

## **Chapter 2. CURRENT SITUATION OF DEVELOPING ORGANIZATIONAL SKILLS FOR STUDENT UNION ACTIVITIES AT UNIVERSITY OF EDUCATION IN THE CONTEXT OF EDUCATIONAL INNOVATION**

### **2.1. Overview of the survey subject and survey organization**

#### ***2.1.1. Overview of the organizational structure of student union activities at University of Education***

##### ***2.1.2. Survey objectives***

The author conducted information collection to assess the current situation of developing organizational skills for student union activities at various Universities of Education in the current context of educational innovation. Based on that, measures for developing organizational skills for student union activities at University of Education in the context of educational innovation are proposed.

##### ***2.1.3. Survey subjects***

Lecturers teaching subjects related to pedagogy and regularly responsible for practice of pedagogical profession; school union officers, faculty union officers; Students from the following institutions: Hanoi University of Education, Hanoi University of Education 2, University of Education - University of Da Nang, and University of Education - Thai Nguyen University.

The number of lecturers teaching subjects related to pedagogy and school union officers is 120. The students are third-year and fourth-year students who are Youth Union members in the four University of Education and Pedagogy institutions, totaling 1028 students.

##### ***2.1.4. Survey content***

- The current situation of organizational skills for student union activities at University of Education institutions in the context of educational innovation.

- The current situation of developing organizational skills for student union activities at University of Education institutions in the context of educational innovation.

- The current situation of factors influencing the process of developing organizational skills for student union activities at University of Education in the context of educational innovation.

##### ***2.1.5. Survey methods***

*2.1.5.1. Survey through questionnaires*

*2.1.5.2. In-depth interviews*

*2.1.6. Data processing of the survey*

## **2.2. The current situation of organizational skills for student union activities at University of Education in the context of educational innovation**

### ***2.2.1. The current situation of awareness among school union officers, lecturers, and students at University of Education regarding student union activities and organizational skills for student union activities***

Survey results are presented in Table 2.1: Awareness of lecturers, faculty union officers, and students about the role and significance of student union activities at University of Education

In-depth understanding of the awareness of lecturers and faculty members regarding the development organizational skills for student union activities is conducted by the author using question 2 in the appendix to survey lecturers and faculty members at University of Education. The results are obtained and presented in Table 2.2: Awareness of lecturers, faculty members, and students regarding the development of organizational skills for student union activities at University of Education.

Lecturers and faculty members at University of Education have a correct understanding of the development of organizational skills for student union activities. However, there is a small portion that has a correct understanding but not comprehensive enough, which leads to hesitation when asked about the development of organizational skills for student union activities.

### ***2.2.2. Current situation of organizational skills for student union activities among students at University of Education***

To understand the current situation of organizational skills for student union activities among students at University of Education, question 03 in Appendix 1 is used to survey lecturers teaching subjects related to pedagogy and school union officers. The processed results are presented in Table 2.3 Current situation of organizational skills for student union activities among students at University of Education (Evaluated by lecturers and school union officers) and Table 2.4. Self-assessment of students regarding organizational skills for student union activities at University of Education

Organizational skills for student union activities in University of Education have achieved satisfactory results. However, there are still many low-rated evaluations, particularly in certain skills that need

attention for the development of student union activities. These skills include the awareness skill group, the result evaluation and improvement skill group for student union activities, and the design skill group for student union activities in high schools.

### **2.3. Current situation of developing organizational skills for student union activities among students at University of Education in the current context of educational innovation**

#### **2.3.1. Awareness of the development of organizational skills for student union activities among students at University of Education**

**Table 2.5. Current situation of awareness regarding the development of organizational skills for student union activities among students at University of Education in the current context of educational innovation**

Content of awareness regarding the necessary level of development for organizational skills for student union activities	Teaching staff		Students		Total	
	Mean	Level	Mean	Level	Mean	Level
<b>1. Awareness skill group</b>						
1.1. Awareness of the role, purpose, and significance of student union activities	4.05		4.27		4.17	
1.2. Awareness of the content, requirements, and tasks set for student union activities	4.00		4.37		4.19	
1.3. Awareness of the participating forces and conditions for effective operation	4.10		4.29		4.20	
<b>Average</b>	4.05		4.31		4.18	4
<b>2. Design skill group for student union activities:</b>						
2.1. Developing an action plan for student union activities and personal action plans	4.28		4.24		4.26	
2.2. Developing activity plans, identifying the content and tasks of the activities	4.30		4.28		4.29	
2.3. Defining the process and steps for implementation, selecting organizational forms.	4.27		4.26		4.27	
<b>Average</b>	4.28		4.26		4.27	1
<b>3. Skill group for implementing student union activities:</b>						
3.1. Time management skills for activity scheduling	4.00		4.16		4.08	
3.2 Skills to control activities according to the script's progress	4.10		4.19		4.15	
3.3. Facilitating teamwork, group, and individual activities	4.30		4.35		4.32	
3.4. Monitoring, evaluating, and adjusting activities.	4.20		4.32		4.26	
<b>Average</b>	4.15		4.26		4.21	3
<b>4. Skill group for evaluating results and improving union activities:</b>						
4.1. Skills to gather feedback from union members	4.02		4.12		4.07	
4.2. Self-awareness skills regarding strengths and weaknesses in activities	4.02		4.13		4.08	

Content of awareness regarding the necessary level of development for organizational skills for student union activities	Teaching staff		Students		Total	
	Mean	Level	Mean	Level	Mean	Level
4.3. Skills to use feedback results for activity adjustments	3.98		4.21		4.09	
Average	4.01		4.15		4.08	5
5. Communication, teamwork, and IT application skills in organizational activities						
5.1. Persuasive communication skills	4.32		4.13		4.23	
5.2. Skills to gather union members	4.32		4.18		4.25	
5.3. Presentation skills in front of audiences	4.28		4.29		4.29	
5.4. Facilitating discussions and teamwork	4.35		4.26		4.31	
5.5. Skills for giving feedback and evaluation	4.23		4.29		4.26	
5.6. Skills to utilize and apply IT in organizing union activities	4.30		4.23		4.27	
Average	4.30		4.23		4.27	1

General comment: The demand for developing organizational skills among students is high. Many students wish to be trained and enhance their skills in union activities. They consider these skills necessary and essential for their personal development. However, they face difficulties in participating in training classes due to scheduling conflicts with their credit courses.

### **2.3.2. Current status of awareness regarding the goals of developing organizational skills for students in Universities of Education in the context of educational innovation.**

To assess the awareness of union officers and teaching staff in Universities of Education regarding the goals of developing organizational skills, the author conducted a survey and obtained the results in table 2.6a and 2.6b

The awareness of students is similar to that of teachers and union officers, which reflects the current situation of student training in developing organizational skills in youth union activities at Universities of education. Both criteria, namely enhancing the capabilities of future teachers in the context of educational innovation and meeting the requirements of organizing extracurricular activities at high schools, have not been highly evaluated compared to other criteria. This is evident in the awareness of teachers, educational managers, and students. Therefore, we consider this as a basis for proposing appropriate measures regarding awareness.

### **2.3.3. The current status of the development of organizational skills in youth union activities for students at Universities of education in the context of educational innovation.**

To understand the current status of the development of organizational skills in youth union activities for students at Universities

of Education, the author used questionnaires in Appendix 1 and 2 to investigate the practical situation among teachers, school union officers, and students. The detailed results are presented in Table 2.7. Current status of implementing the development of organizational skills in youth union activities for students at Universities. of Education.

The development of organizational skills in youth union activities for students has received attention from the school youth union and teachers of pedagogical universities, and some content has been implemented at a satisfactory level, including identifying the "Responsibilities of grassroots youth union organizations; Enhancing awareness of the role of organizational skills in youth union activities; Determining the responsibilities of youth union officers and students; Training and developing organizational skills in youth union activities for students through youth union activities." However, many content areas are still at an average level and need improvement, including "Enhancing awareness of the important role of organizational skills in youth union activities in schools; Organizing the implementation of the development of organizational skills in youth union activities for students; Creating an environment for training and developing organizational skills in youth union activities for students; Evaluating the organizational skills in youth union activities of students."

#### ***2.3.4. The current situation of the pathways for developing organizational skills in youth union activities for students in pedagogical universities***

Table 2.8. Pathways for developing organizational skills in youth union activities for students in pedagogical universities

Although various pathways for developing organizational skills in youth union activities for students have been implemented, the actual application of these pathways is not regular and effective. As a result, the level of response in developing organizational skills in youth union activities for students is limited. This reality imposes requirements on the school youth union and teachers to have more regular and effective plans for applying these pathways, and to leverage the strengths of each pathway in developing organizational skills in youth union activities for students in pedagogical universities.

#### ***2.3.5. The current situation of evaluating the results of developing organizational skills in youth union activities for students in pedagogical universities***

Table 2.9. Evaluation of the results of developing organizational skills in youth union activities for students in pedagogical universities

The results of developing organizational skills in youth union activities for students are not high and mainly at an average level. There is only one group of organizational skills in youth union activities, "Awareness skills group," that achieved a satisfactory level with an average score of 3.41. The remaining four groups of organizational skills in youth union activities achieved an satisfactory level for students: "Design skills group," "Communication and teamwork skills group," "Evaluation and improvement skills group," "Implementation skills group." Teachers and youth union officers need to pay attention to these indicators in developing organizational skills in youth union activities for students in pedagogical universities.

#### ***2.4. The current situation of factors influencing the development of organizational skills in youth union activities for students in pedagogical universities***

**Table 2.10: Factors influencing the development of organizational skills in youth union activities for students in pedagogical universities**

Factors influencing	Level of influence according to the respondents				Total	
	Staff		Students			
	Mean	Level	Mean	Level	Mean	Level
1. Awareness and organizational skills of teachers and youth union officers	3.77	5	3.67	7	3.72	5
2. Training programs for pedagogical students and youth union activities of the school and department	4.07	3	3.86	5	3.96	4
3 Awareness and attitude of students towards organizational skills in youth union activities and participation in training	4.08	2	4.03	2	4.06	1
4 Attention from leaders	3.58	6	3.83	6	3.71	6
5. Environment for developing organizational skill in youth union activities	3.43	7	3.91	4	3.67	7
6. Lack of financial resources for activities	4.00	4	4.10	1	4.05	2
7. Limited organizational capacity of youth union officers in conducting activities	4.12	1	3.92	3	4.03	3

#### **2.5. General evaluation of the current situation**

##### **2.5.1. Achievements**

Most teachers, youth union officers, and students in pedagogical universities have a correct understanding of youth union activities and the significant role they play.

The development of organizational skills in youth union activities for pedagogical students has received attention from the university's youth union and teachers in pedagogical universities. Some aspects have been implemented and achieved satisfactory results, such as defining the

"Tasks of grassroots youth union organizations," "Enhancing awareness of the role of organizational skills in youth union activities," "Defining the tasks of youth union officers and students," and "Training and developing organizational skills in youth union activities through union activities."

The implementation of different pathways for developing organizational skills in youth union activities for pedagogical students in universities has not been consistent or frequent.

The pathway with the highest frequency of implementation is through youth union activities, indicating that pedagogical universities have not fully utilized all available pathways for developing organizational skills in youth union activities for students.

The results of implementing organizational skills development in youth union activities for pedagogical students are generally average, with only one organizational skills group, "Awareness skills," achieving a satisfactory level, with an average score of 3.41.

#### **2.5.2. Limitations and reasons**

A lack of full understanding among some youth union officers, teachers, and students regarding youth union activities and organizational skills in youth union activities; limitations in organizing and implementing youth union activities for organizational skills development; shortcomings in the content development of organizational skills in youth union activities for students; insufficient attention and diversification in the pathways for developing organizational skills in youth union activities for students; the disruption caused by the transition to the credit-based education system, affecting youth union activities and organizational skills development for students; a lack of focus on training content and developing organizational skills for youth union activities in the curriculum; limited financial resources and budget for youth union activities within the university, and so on.

### **Conclusion of Chapter 2**

Pedagogical universities have shown concerns in implementing the development of organizational skills in youth union activities for students. However, the content and implementation pathways are primarily evaluated as infrequent. The process of developing organizational skills in youth union activities for students is influenced by both subjective and objective factors, and these influences have significant effects. The reasons leading to the current situation are diverse, including fundamental factors such as the disruption caused by the credit-based education system on student groups, the limited opportunities for students to engage in activities together within the student groups, a lack of understanding among some students regarding the importance and

significance of youth union activities for their future careers, and insufficient attention from teachers in integrating the development of organizational skills in youth union activities into the curriculum and organizing course components for students. Additionally, there are other contributing factors as well.

### **Chapter 3. MEASURES FOR DEVELOPING ORGANIZATIONAL SKILLS IN YOUTH UNION ACTIVITIES FOR STUDENTS AT UNIVERSITIES OF EDUCATION IN THE CONTEXT OF EDUCATIONAL INNOVATION**

#### **3.1 Proposed Principles of Measures**

*3.1.1 Principle of ensuring goal-orientedness*

*3.1.2 Principle of ensuring target audience*

*3.1.3 Principle of ensuring practicality*

*3.1.4 Principle of ensuring effectiveness*

*3.1.5 Principle of ensuring systematicity*

#### **3.2 Measures for Developing Organizational Skills in Youth Union Activities for Students at Pedagogical Universities in the Context of Educational Innovation**

*3.2.1 Enhancing Awareness and Training for Teachers, Youth Union Officers, and Students on School Youth Union Activities and Developing Organizational Skills in Youth Union Activities for Students at Pedagogical Universities in the Context of Educational Innovation*

+ Help youth union officers, teachers, and students, along with other educational forces, have a correct understanding of the purpose, significance, and role of developing organizational skills in youth union activities for students and the awareness of fostering those organizational skills in youth union activities for students in the context of educational innovation.

+ Enhance awareness of the roles and responsibilities of youth union officers, teachers, and students in organizing youth union activities, organizing and teaching youth union-related subjects, and participating in youth union activities to develop organizational skills in youth union activities for students. Gain a proper understanding of the objectives, content, and importance of developing organizational skills in youth union activities for students, as well as the methods and pathways for organizing training and fostering those organizational skills in the current context of educational innovation to achieve effective development of organizational skills in youth union activities for students.

+ Enhancing awareness for teachers, youth union officers, and students about the development of organizational skills in youth union

activities for students will assist these stakeholders in fulfilling the objectives, content, and procedures of developing organizational skills in youth union activities for students through teaching activities, training in pedagogical skills, and organizing and participating in youth union activities, thereby improving the overall quality of education.

### ***3.2.2 Building and implementing the process of developing organizational skills and organizing activities for students at Universities of Education***

The process of developing organizational skills and organizing activities for students at Universities of Education in the context of educational innovation is designed to help students carry out these activities smoothly. The process provides an overall direction for the development of organizational skills and organizational activities for students throughout their training at E. It also helps faculty members design and organize activities to develop organizational skills in union activities for students. Furthermore, it enables teachers to advise and support students in their development of organizational skills in union activities at Universities of Education

### ***3.2.3 Developing the curriculum and training programs for student teachers at Universities of Education with an integrated approach to develop organizational skills in activities***

The objective of this approach is to develop the curriculum and pedagogical training programs for student at Universities of Education in a way that enhances the development of organizational skills in union activities. This approach aims to equip students with knowledge and skills for training and development in a standardized and effective manner. It provides students with additional opportunities to train and develop organizational skills in union activities, thereby improving the quality of teacher education in response to the demands of educational innovation.

### ***3.2.4. Diversifying forms of skill development and applying information technology in organizing activities for students at Pedagogical University***

- + Establish a regular pedagogical training environment and provide motivation for students to develop organizational skills, educational activities, collective activities, event organization skills, and student activities at Pedagogical University. Strive for comprehensive development in areas such as ethics, learning, physical fitness, voluntary activities, and integration, contributing to improving the quality of education at Pedagogical University

- + Create an environment for students to reinforce their knowledge, cultivate qualities, skills, and develop overall organizational skills,

especially in youth union activities, to meet the requirements of the teaching profession after graduation.

- + Through the pedagogical training environment, participate in training movements to identify, commend, and replicate exemplary individuals and student groups; contribute to the formation and development of high-quality human resources at Pedagogical Universities and nationwide.

- + Apply information technology in developing youth union activities to provide conditions for students to participate in union activities at Pedagogical Universities, promoting the best and most convenient development of skills.

- + Enhance the quality of movement activities, create a positive and enthusiastic atmosphere among students, not only originating from individuals or organizations but also requiring the participation of all members of the Pedagogical Council and the University in propaganda, introduction, and even direct participation with students.

### ***3.2.5. Evaluating the Development of Organizational Skills in Student Union Activities and Utilizing the Evaluation Results to Enhance the Organizational Skills in Student Union Activities at University of Education***

#### ***3.2.5.1. Objectives of the measure***

- + Assessing the current state of developing organizational skills in student unions to gather feedback aimed at enhancing the capacity and qualities of educational activities organization for students, particularly in developing the organizational skills of student unions. Based on that, there will be plans and measures to adjust the process of developing organizational skills for students in pedagogical universities with the aim of improving the effectiveness of the development of organizational skills in student unions.

- + Through evaluating and assessing the development of organizational skills in student union activities, identify the content areas that need improvement for students. This information will be used to develop plans and measures to improve the effectiveness of the development process of organizational skills in student union activities at University of Education.

- + Evaluate the results of the development of organizational skills in student union activities based on set objectives and expected outcomes. This evaluation aims to provide teachers and educational staff with a clear understanding of strengths and limitations in the development process, allowing adjustments to be made to meet the changing demands of society and the institution.

### 3.3. Relationship between measures

The measures for developing organizational skills in student union activities at University of Education have a close relationship and support each other in the process. Among the proposed measures, measures 2, 3, and 4 are the core measures, while measures 1 and 5 play a supporting role in creating conditions for the formation and development of organizational skills in student union activities at University of Education.

### 3.4. Testing the necessity and feasibility of the proposed measures

#### 3.4.1. Purpose of the testing

#### 3.4.2. Content of the testing

#### 3.4.3. Steps to conduct the testing

#### 3.4.4. Experimental Results

##### 3.4.4.1. Results of the Necessity Testing .

We conducted the testing at Thái Nguyên University of Education with a total of 150 questionnaires (including 50 questionnaires from Youth Union officers as teachers, and 100 questionnaires from students).

The results of the testing on the necessity of the proposed measures for developing the Youth Union activities for students in the University of Education are presented in Table 3.2 below:

**Table 3.2. Results of the evaluation of the necessity of the measures**

No	Proposed Measures	necessity										Mean	Level
		Very necessary		Necessary		Less necessary		Not necessary					
		N	(%)	N	(%)	N	(%)	N	(%)				
1	Enhancing awareness among teachers, union officers, and students regarding school Youth Union activities and developing the capacity of Youth Union activities for students in University of Education institutions within the context of educational reform.	65	43.3	72	48.0	13	8.7	0	0.0	3.35	5		
2	Establishing and implementing a process for developing organizational skills in Youth Union activities for students in University of Education	87	58.0	63	42.0	0	0.0	0	0.0	3.58	2		
3	Developing integrated curriculum and pedagogical training programs for student in University of Education	88	58.7	62	41.3	0	0.0	0	0.0	3.67	1		

No	Proposed Measures	necessity									
		Very necessary		Necessary		Less necessary		Not necessary		Mean	Level
		N	(%)	N	(%)	N	(%)	N	(%)		
	institutions, focusing on incorporating the development of organizational skills in Youth Union activities.										
4	Diversifying approaches to developing skills and utilizing information technology in the development of organizational skills in Youth Union activities for students in University of Education	87	58.0	63	42.0	0	0.0	0	0.0	3.58	3
5	Evaluating the development of organizational skills in Youth Union activities for students and utilizing the evaluation results to further enhance the organizational skills in Youth Union activities in University of Education.	79	52.7	66	44.0	5	3.3	0	0.0	3.49	4
	Average									3.56	

Comments: From the survey table 3.2, the results of the assessment of the necessity of the proposed measures indicate that all 5 measures are considered highly necessary. The average rating for the overall necessity of the 5 measures is 3.56 (min = 1; max = 4), as shown in the evaluation table of the necessity of the proposed measures in the thesis.

#### 3.4.4.2. Results of the feasibility assessment of the measures

The results of the feasibility assessment of the measures for developing the capacity of Youth Union activities for students in University of Education institutions are presented in table 3.3 below:

**Table 3.3. Results of the feasibility assessment of the measures**

Table 5.1: Returns of the feasibility assessment of the measures											
No	Proposed measures	Feasibility									
		Very feasible		Feasible		Less feasible		Not feasible		Mean	Level
		N	(%)	N	(%)	N	(%)	N	(%)		
1	Enhancing awareness among teachers.	69	46.0	73	48.7	8	5.3	0	0.0	3.41	5

No	Proposed measures	Feasibility									
		Very feasible		Feasible		Less feasible		Not feasible		Mean	Level
		N	(%)	N	(%)	N	(%)	N	(%)		
	youth union advisors, and students about school union activities, and developing organizational skills in youth union activities for students in University of Education in the context of educational reform.										
2	Building and implementing a process for developing organizational skills in youth union activities for students in University of Education.	90	60.0	60	40.0	0	0.0	0	0.0	3.60	1
3	Developing curriculum and pedagogical training programs for student affairs officers in University of Education with integrated organizational skills in youth union	87	58.0	63	42.0	0	0.0	0	0.0	3.58	2

No	Proposed measures	Feasibility								Mean	Level
		Very feasible		Feasible		Less feasible		Not feasible			
		N	(%)	N	(%)	N	(%)	N	(%)		
	activities.										
4	Diversifying forms of skill development and utilizing information technology in developing the organizational skills in youth union activities for students in University of Education .	80	53.3	70	46.7	0	0.0	0	0.0	3.53	3
5	Evaluating the activities of developing the organizational skills in youth union activities for students and utilizing the evaluation results to further develop the organizational skills in youth union activities for students in University of Education	80	53.3	70	46.7	0	0.0	0	0.0	3.53	3
	Average									3.54	

The proposed measures were assessed to be feasible, with an average score of out of 4 is 3.54 (min = 1; max = 4).

#### *3.4.4.3. The correlation between necessity and feasibility*

With a correlation coefficient of  $r = 0.8$ , it can be concluded that there is a positive and strong correlation between the degree of necessity and the degree of feasibility of the measures for developing organizational skills in student union activities in the context of educational reform at the University of Education.

### **3.5. Organization of pedagogical experiments**

#### **3.5.1. Experimental purpose**

Experiments were carried out to test the necessity and feasibility of 02 measures to develop self-study skills of Union activities for students of the University of Pedagogy in the context of educational innovation.

#### **3.5.2. Experimental content, subjects and experimental time**

\* Experimental content

Pedagogical experiment was conducted at University of Education - Thai Nguyen University, the experimental content was integrated through teaching pedagogical subjects, experimental measures: Developing teaching programs, training pedagogical skills for students. Students of Pedagogical University in the direction of integrating training of self-study skills in Union activities and implementing the process of developing professional skills of Union activities for students at Pedagogical Universities.

\* Experimental subjects

The author selected an experimental sample of 1st and 2nd year students of University of Education - TNUE, including:

The first time included 88 students who are 2nd year students (who are studying Education and pedagogical subjects), in which 45 experimental students are 2nd year students in the Faculty of Mathematics (26 students); Psychology – Education (04 students); Foreign languages (17 students); Political Education (12 students). Select 43 students in the control class from the faculties: Mathematics (26 students); Foreign languages (17 students);

\* Experimental time: Conducted for the first time in October 2022 (first semester of the school year 2021 - 2022); 2nd time in April 2022 (2nd semester of academic year 2021 - 2022)

#### **3.5.3 Evaluation scale and criteria**

- (a) Qualitative analysis of experimental results
- (b) Quantitative analysis of experimental results
- (c) Rating scale

#### **3.5.4. Experimental steps**

- a. Experimental preparation
- b. Experimental implementation

Step 1: Check for experimental preparation

Step 2: Pre-experiment assessment

Step 3: Carry out the experiment

### 3.5.5 Analysis of experimental results

(1) Evaluation of the first experimental results

**Table 3.6. Evaluation of students' skills of group activities before and after the experiment**

The change of students' skills in organizing group activities before and after the experiment											
TT	Measurement times	Before the experiment					After the experiment				
	Group	Control		Experiment		Standard deviation	Control		Experiment		Standard deviation
	Skills	Mean	Level	Mean	Level		Mean	Level	Mean	Level	
1	Kỹ năng nhận thức về HN, ĐH và Tọa đàm	3.24	1	3.18	2	0.06	3.42	1	3.97	2	-0.55
2	KN thiết kế kịch bản HN, ĐH và Tọa đàm	2.87	4	2.91	3	-0.04	2.98	4	3.55	4	-0.57
3	KNTC HN, ĐH và Tọa đàm	2.91	3	2.89	4	0.02	3.02	3	3.64	3	-0.62
4	KN đánh giá kết quả HN, ĐH và Tọa đàm	3.15	2	3.22	1	-0.07	3.36	2	4.03	1	-0.67
<b>Cộng trung bình</b>		<b>2.96</b>		<b>2.96</b>		<b>0.0</b>	<b>3.11</b>		<b>3.72</b>		<b>-0.61</b>

Comments from table 3.6 show that:

(i) *Before experiment:*

When comparing the level of performance of team organization skills of students in the control group and the experimental group before the experiment, it shows that: TD of the control = 2.96; The mean of the experimental group = 2.96, standard deviation = 0, this shows that there is no statistical difference. On that basis, allow us to affirm that: performing the skills of organizing group activities of students in the experimental and control groups before the experimental implementation is equivalent to each other. Therefore, after the impact experiment, if the experimental group has a change in the level of skill development of union activities of the cadres - students, it proves that the impact measure is appropriate and feasible.

(ii) *After the experiment:*

The results from the data table 3.6 show that the level of implementation of self-study skills in Union activities of students in control group and experimental group:

The group of students in the experimental group had a very large change compared to the control group: students in the control group had an average level of 3.11 (average level), while students of the experimental group had an average level of 3.72 (high level), deviation  $D = -0.61$ . The T-test results  $P = 0.000 < 0.001$  showing that there is a difference and is statistically significant. Thus, after the experimental implementation, the self-study skills of students in the experimental group changed from medium to high. This allows us to affirm: The impact measure has contributed to the development of student's self-concept of student union activities.

The results of this change are also evident in the 04 component skills of the experimental skills group of students in the experimental group compared to the control group, specifically as follows:

- + Cognitive skills on Hanoi, university and the discussion between the experimental group and the experimental group with  $D = -0.55$

- + Skills in designing Hanoi, University and Seminar between the experimental group and the experimental group with  $D = -0.57$

- + The experimental skills between the control group and the experimental group have  $D = -0.62$

- + Skills to evaluate the results of seminars, universities and seminars between the control group and the experimental group with  $D = -0.67$

This change is not only evident in the 04 component skills of the experimental skills group of students in the experimental group compared to the control group, but also has a major change in the experimental group before the experimental implementation and after the experiment, the specific manifestations are as follows:

- + Cognitive skills about Hanoi, university and seminar ( $D = -0.79$ )

- + Skills in script design for Hanoi, university and seminar ( $D = -0.64$ )

- + HNTC ( $D = -0.75$ )

- + Skills to evaluate the results of Hanoi, university and seminar ( $D = -0.81$ )

Thus, after the impact experiment, the student's self-contained self-study, the student's group of students and the sub-groups of the experimental skills Union in the experimental group's activities, there is a big change compared to before the experiment and compared with the control group. This change, when tested, is statistically significant. This

allows us to affirm: The impact measure has changed the student's self-contained skills in Union activities and the component skills in the experimental group's skills.

Evaluate the results of the 2nd time

*ii. Results after experiment*

After finishing the training course, we conducted an assessment of student's team performance skills. The following results:

**Table 3.7. Results of the assessment of students' skills of Union activities after the 1st and 2nd experiment**

<b>Experimental results</b>						
<b>Point evaluation</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Mean</b>
Experiment 1	10	14	18	1	0	6.23
Experiment 2	0	8	13	16	8	7.53

The results table 3.7 shows that the students' skills in organizing Union activities after the 2nd experiment have a great change compared to the results of the 1st experiment: The results of the 1st experiment have average = 6.23 (average), the result The second experiment of the experimental Union had average mean = 7.53 (quite high), standard deviation D = - 1.3. The t-test shows that there is a significant difference and is statistically significant. Thus, after the experimental implementation, the skills of organizing Union activities of the experimental group students changed from a low average level to a fairly high level. This allows us to affirm: The impact measure has contributed to the development of student Union organization skills. The results show that the proposed measures can be put into practice.

*Table 3.8. Evaluation of students' skills in organizing Union activities before and after the 2nd experiment*

<b>Evaluation of union officials and lecturers on students' skills in organizing group activities before and after the experiment</b>						
<b>Point evaluation</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Mean</b>
<b>Before the experiment</b>	14	19	12	0	0	5.96
<b>After the experiment</b>	0	8	13	16	8	7.53

Thus, this change is not only evident in the 04 component skills of the group's skills of organizing Union activities of students in the experimental group compared to the control group, but it is also assessed

that there is a major change in the previous experimental group. when the experiment has not been implemented and after the experiment.

Based on the results obtained above, based on the formula for calculating standard deviation for the results:

- Standard deviation of experimental group students (before experiment) is: 5.11

- Standard deviation of students in experimental group (after experiment) is: 7.15

Thus, the experimental group's skills in organizing Union activities after the experiment has a greater difference than before the experiment is 2.04, and after the experiment, it can be seen that the results are farther than the average value before the experiment. experiment. This shows that the method of building and implementing the skill development process and clearly identifying the skills of organizing Union activities for students in each specific activity has the effect of developing the skills of organizing Union activities for student.

### **Conclusion of Chapter 3**

The author conducted experiments on the proposed measures to develop organizational skills in student union activities at the University of Education in the context of educational reform to assess the reliability of their necessity and feasibility. Furthermore, the author implemented the measure of developing the curriculum and pedagogical training focusing on class management and the process of developing organizational skills in student union activities. The experimental results showed high feasibility of the measures. The experimental results confirmed that the level of necessity and feasibility of the tested measure can be used to affirm that the proposed measures can be applied in the development organizational skills in student union activities at the University of Education.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **1. Conclusion**

1.1. Developing organizational skills in student union activities at University of Education is aimed at helping students develop and improve their educational organizational skills, enabling them to fulfill their responsibilities as future teachers in organizing, guiding, and advising student union activities in high schools.

1.2. Student union officers, faculty members, and students have a relatively good understanding of the importance and necessity of developing organizational skills in student union activities. The level of

capacity development of organizational skills in student union activities at University of Education is mostly rated as moderate. However, students still face limitations in the areas of designing activity plans and utilizing evaluation results to adjust their activities.

1.3. Based on theoretical research and the current situation of developing organizational skills in student union activities at University of Education, the author has proposed 5 measures to enhance this capacity. Each measure aims at different goals, content, implementation methods, and necessary conditions. However, in general, these measures have mobilized the efforts of educational forces both inside and outside the school to participate in developing organizational skills in student union activities at University of Education in the context of educational reform.

To ensure the effectiveness of developing organizational skills in student union activities at University of Education in the context of educational reform, it is necessary to coordinate the measures in a synchronized manner. However, this should not be overly rigid or underestimate any specific measure.

The author conducted surveys and experiments on the proposed measures to develop organizational skills in student union activities at University of Education, and the results demonstrated that the proposed measures are necessary and feasible for practical implementation.

## **2. Recommendations**

### ***2.1. Recommendations for the Ministry of Education and Training***

### ***2.2. Recommendations for University of Education***

### ***2.3. Recommendations for student union officers and faculty members at University of Education.***