



# The Journal of Social Sciences Research

ISSN(e): 2411-9458, ISSN(p): 2413-6670

Vol. 2, No. 2, pp: 44-47, 2016

URL: <http://arpgweb.com/?ic=journal&journal=7&info=aims>

## Awareness of University Students in Ho Chi Minh City - Vietnam about Problem-Solving Skills

**Huynh Van Son**

Associate Professor Department of Psychology, HCMC University of Education, Ho Chi Minh City, Vietnam

**Nguyen Vinh Khuong**

Department of Psychology, HCMC University of Education, Ho Chi Minh City, Vietnam

**Nguyen Thi Diem My\***

Department of Psychology, HCMC University of Education, Ho Chi Minh City, Vietnam

**Abstract:** The article mentions the awareness of university students in Ho Chi Minh City about problem-solving skills. The analytical result shows that awareness of the concept, role, implementation steps, and problem solving skills of students is still low. It should take measures to enhance the awareness of students about problem-solving skills.

**Keywords:** Awareness; Problem-solving skills; The awareness of students about problem-solving skills.

### 1. Rationale

21 century is the century with so many changes occurring daily in many areas. Especially, the development of science has brought a modern life to man and met the increasing needs of physically and mentally. However, social development causes man to face a series of challenges in work and life. So, soft skills become more important than ever in modern era.

Every year, there are about 60,000 college and university students preparing to graduate in Ho Chi Minh city. This also means that there is a respective number of students being internships in the company, business, production facilities, schools, ... It is not only students' requirement, task but also precious opportunity in future if students know to grasp and make use. If done right, the internship time actually means a recruitment interview process of the employer for a student candidate (Ministry of Education and Training, 1993).

Therefore, if students are highly appreciated means they have been a good opportunity with a high rate success for employment problems later (Huynh, 2011). In fact, a large part of students have not respected the role of the internship period so they do not have the interest, investment properly for this. Many students only see it as a mandatory requirement of learning process that must achieve to ensure eligibility to graduate. Some others do not appreciate internship, performing only perfunctory to get average scores is okay. With that thought, there are some problems arising around internship.

Internship is the process of testing to make perfect the basic skills to really work effectively when becoming official employee. Graduation internship of Pedagogical student is really very important to become a teacher in the future. Solving problem well when being a internship is a challenge if they overcome mean the career opportunities will be more because of the "ready" mentality as well as "skill" occupations (Huynh, 2009). In order to form and develop this skill, the first factor, plays a very important role, as a basis, a precondition for the skill, technique that is students' awareness of this skill. Therefore the research on university students' awareness in Ho Chi Minh City about problem-solving skills during graduation internship is a practical subject must be studied.

### 2. Methodology

The study used a combination of methods, investigation by the questionnaire is the main method, the other research methods like interviews, mathematical statistics are supplementary methods.

The respondents of the study included 1179 students that were surveyed on four universities in HCMC. In particular, Ho Chi Minh City University of Pedagogy with 296 (25.1%) students, Banking University of Ho Chi Minh City with 310 (26.3%) students, the University of Economics with 359 (30.4%) and Nguyen Tat Thanh university with 214 (18.2%) students.

The distribution of objects based on university is quite appropriate, not too different between the number of objects in universities. This is suitable with the sampling study and mathematical statistical principles.

### 3. Research Tools

The questionnaire consisted of 18 questions, made up of two parts:

Part 1: General awareness of university students in Ho Chi Minh City about problem solving skills (3 sentences)

Part 2: The awareness of the students about the basic content about problem-solving skills (15 questions)

### 4. Research Results

Research results consisted of two parts: general awareness of university students in Ho Chi Minh City about problem-solving skills and awareness of students about the basic content of problem-solving skills:

#### 4.1. General Awareness of University Students in Ho Chi Minh City about Problem-Solving Skills

**Table-1.** General awareness of students about problem-solving skills

Content	Awareness			
	Right		wrong	
	Frequency	Rate %	Frequency	Rate %
The concept of problem solving skills	276	23.2	915	76.8
The steps of problem solving process	448	37.6	743	62.4
Problem solving manipulation	54	4.5	1137	95.5

Awareness is one of the fundamental aspects in the psychological life of human

This is also the basis, precondition for practicing the skill. However, statistical results showed that the students do not have adequate and accuracy awareness of problem-solving skills, demonstrated by the percentage of students choosing the wrong answer are over 60% in both awareness of problem-solving skills concept, the steps of problem solving process as well as problem-solving manipulation.

Specifically as follows: In the awareness of students about the concept of problem-solving skills, up to 76.8% misperception, 62.4% of students are aware wrongly of the steps of solving problem process and specially 95.5% of students have selected the wrong answer about the problem-solving manipulation. This is a very high percentage and sad result of the status problem solving skills in students. While there is still comparative percentage of students have received properly the concept of problem solving skills (23.2%), the steps of problem solving process (37.6%) and problem solving manipulation (4.5%) but this proportion has not met expectations if they want to develop problem solving skills in graduation internship for students (Huynh, 2015).

#### 4.2. Awareness of Students about the Basic Content of Problem-Solving Skills

**Table-2.** Awareness of students about the basic content of problem-solving skills

Ordinal	Information	Comments			
		Right		Wrong	
		Frequency	Rate	Frequency	Rate
<b>The role of problem-solving skills</b>					
1	Students will encounter many difficulties in learning and life without problem solving skills	1077	90.6	112	9.4
2	Students without problem solving skills but if they have knowledge and good professional skills will fulfill learning and finding work	586	50.6	601	49.4
3	If a person who cannot create the problem, he does not need to have problem solving skills	422	64.6	769	35.4
4	Problem solving skills helps each person deal with the situations well that occur in life	1031	86.7	158	13.3
<b>The steps, the manipulation of problem-solving skills</b>					
5	Recognizing the problem is finding out information relating to problem	941	20.6	244	79.4
6	Setting resolution are listed the possible solutions	963	80.9	228	19.1
7	Identifying the owner problem is to identify who is responsible and obliged	881	74.1	308	25.9
8	Analysing the pros and cons of each option, subject will choose the best one	977	82.4	208	17.6
9	The best plan is the plan contains the most advantages	788	66.3	401	33.7
10	Describing, generalizing details help subject understand problem	941	79.6	242	20.4
11	Identifying the cause of problem is showing the direct	877	26.1	310	73.9

	cause creates it				
12	The effectiveness of the solution is demonstrated by the parties focus on solving the consequences	789	66.8	392	33.2
13	Implementation of the solution is the process of using effective communication skills to solve problem	857	27.7	328	72.3
14	The problem has been completely resolved when the parties accept agreement	863	73	320	27
15	Comparison to actual results with suggested targets as a way to help determine the success level of problem solving process	987	83.3	198	16.7

To learn more awareness of students in problem-solving skills, we have launched 15 reviews related to the role of problem-solving skills in life as well as the steps, problem-solving manipulation and required students to make observations. The results were as follows:

❖ About the role of problem-solving skills in life

In the statement that "Students will encounter many difficulties in learning and life without problem solving skills", up to 90.6% say this is true. Besides, in the statement "Problem solving skills helps each person deal with the situations well that occur in life" also to 86.7% of the students agree. These are all very high rate, shows that most students are really positive to the importance of problem solving skills in learning and in life.

There are 50.6% of students said that statement " Students without problem solving skills but if they have knowledge and good professional skills will fulfill learning and finding work," and 49.4% of students said that this judgment is wrong. It can be recognized although students appreciate the importance of problem solving skills in learning and in life, the majority of students also said that this skill is not necessary and required one, they think that having knowledge and good specialized skills can fulfill learning and finding work. This may be the answer for the situation awareness of the concepts as well as processes, manipulation of problem-solving skills are very low above (Table 2). Not thinking that the problem-solving skills are really needed, so students do not have a real personal effort to develop knowledge and skills related to this issue. This result is really worth focusing if you want to develop this skill in students.

Comment "If a person who cannot create the problem, he does not need to have problem solving skills" 64.6% said there is correct. This is clearly a false statement. It is not exactly when we say one person create problem, he himself has to resolve. During the life, study and work, people always have to work together, so one's problem also involves others, involves in the public interest. Thus, everyone should have problem solving skills. Although there is also a high rate (35.4%) believe that it is wrong, it is not the rate meeting expectation in student' awareness about the problem-solving skills.

Thus, we can say university students in Ho Chi Minh City appreciated the role of problem-solving skills but still think that they are not really necessary, mandatory for students if want to learn well and find job. This is subjective, superficial for students during training soft skills attending to life and work.

❖ Identify about process and problem solving manipulation

There are 79.4% of students said that "Recognizing the problem is finding out information relating to problem" This is quite high rate, it proves the majority of students have a correct perception of the first manipulation of problem-solving skills. This is a good sign. In spite of realizing the problem does not help to resolve all issues, however this is a very important part by only recognizing problem, the subject arises the need to deal with problem. However, there are still 21.6% of students not being properly aware of this operation when choosing the right answer.

The statement " Setting resolution are listed the possible solutions " with 80.9% choosing the correct answer and 19.1% choosing the wrong one. According to theory of problem-solving skills, we can say this is a correct assessment in the stages of problem solving process. Listing these options listed plays an important role as a premise to choose the best solution. Therefore, in this period, the more solutions are suggested, the more opportunities we select the best solution. Thus, we can see the majority of students have understood how to do in this stage. Besides it still exists a relative proportion of students do not have full awareness of this stage.

There are 74.1% of students said that "Identifying the owner problem is to identify who is responsible and obliged"

"Analyzing the pros and cons of each option, subject will choose the best one" is true statement. This is a very important operation to help the subject pick out the best solution for his problems. And there are 82.4% of students choose this option. This is a high rate proving they have accurate awareness in this manipulation. But the remaining problems, as mentioned, it is not sure that students are aware in the right way, they will have correct behavior. To choose the best answer requires students to analyze fully and accurately the pros and cons of each answer. This requires knowledge and experience about the problems in life. This needs considering in the process of developing programs to improve problem solving skills to students.

There are 66.3% of students choosing the right answer for statement "The best plan is the plan contains the most advantages." This is a quite high rate but not meet expectations. Having 33.7% of students do not know how to choose the problem solving plan.

Understanding the problem is one of the important stages in the problem-solving skills. Understanding the problem will help subject determine the cause to resolve it. And want to understand the problem, subject has to define

(show, describe) clearly, find out as much information as possible. Therefore, the statement " Describing, generalizing details help subject understand problem "is wrong. However, up to 79.6% of the students agreed with this answer. This data again proves students are not fully aware of the stages of problem-solving skills. It is also entirely consistent with the above study results.

"Identifying the cause of problem is showing the direct cause creates it " is an inaccurate statement, because the direct cause just help subject solve problem on the surface, but not thoroughly, effectively, it may become the source of other problems arising in appropriate circumstances. In this statement, a significant proportion 73.9% of students are understood clearly. However, there are still 26.1% agree with this statement. This is a remarkable result for developing problem solving skills to students.

Opinion "The effectiveness of the solution is demonstrated by the parties focus on solving the consequences "is chosen as a correct assessment by 66.8% of students and 33.2% asses this is a wrong statement.

There are 72.3% of students disagreed with the statement "Implementation of the solution is the process of using effective communication skills to solve problem

This is an encouraging result, demonstrating students were aware of the process of implementation of the solution. Implementation of solution is making plan, including specific actions to implement the optimal solution was selected. To implement this plan, the subject can not only use communication skills, which requires a lot of various skills depending on each problem, including the specialized skills and soft skills. However, 27.7% of students are still not aware of this problem.

"The problem has been completely resolved when the parties accept agreement". This right statement is chosen correctly by 73% of the students. Besides, 27% of students do not still received properly about this.

"Comparison to actual results with suggested targets as a way to help determine the success level of problem solving process" This statement is an accurate one and 83.3% of the students agree with this choice (Huynh, 2015).

## 5. Conclusion

Research results showed University students in Ho Chi Minh City have not got full and accurate awareness yet about problem-solving skills. It was demonstrated by the percentage of students choosing the wrong answer are over 60% in both awareness of the concept problem-solving skills, the steps of the process of problem solving as well as problem-solving manipulation. It should have appropriate measures to raise the awareness of students on this skill because awareness is the basis to form skill and this was also an extremely important skill for students in the integration process.

## Acknowledgement

This study was funded by the National Foundation for Science and Technology Development (NAFOSTED) in totic number VII.1-2013.20.

## References

- Huynh, V. S. (2009). *Introduction to life skills*. Education Publishing House: Hanoi.
- Huynh, V. S. (2011). The reality of life skills of students in some Universities in Ho Chi Minh City nowadays. Research at Minister level in 2010 code B2010. 19.64, Ho Chi Minh City University of Pedagogy.
- Huynh, V. S. (2015). Developing problem-solving skill during graduation internship of university students in Ho Chi Minh City – Vietnam, the National Foundation for Science and Technology Development (NAFOSTED) in totic number VII.1-2013.20.
- Ministry of Education and Training (1993). Focus pedagogical internship, reality, causes and solutions. Summary record of the scientific conference, Hanoi.

## Bibliography

- Do, H. T. (1996). *Theory of management*. National University of Economics: Hanoi.
- Ho Chi Minh City University of Pedagogy (2008). The regulations on pedagogical internship. Internal circulation.
- Huynh, V. S. (2009). *Youth and Life skills*. Labour Publishing House: Hanoi.
- Huynh, V. S. (2011). The reality of problem-solving skill of students in Ho Chi Minh City University of Pedagogy during the first pedagogical internship in the form of straight post. Research at the grass roots level 2011, B2011. 19.62, Ho Chi Minh City University of Pedagogy.
- Huynh, V. S. (2012). Development of soft skills for students in some Pedagogical Universities. Research at Minister level in 2012 code B2012. 19.95, Ho Chi Minh City University of Pedagogy.
- Ministry of Education and Training (2003). Statuete of Pedagogical practice and internship. Gazette No. 131-15-8.
- Report of the Department of Teachers (2000). The Conference of Pedagogy. Nha Trang - Khanh Hoa.
- Tran, A. T. (1995). *Building the process of forming and practicing basic teaching skills in pedagogical practice and internship*. University of Pedagogy: Hanoi.