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FACTORS AFFECTING THE PRACTICE SKILLS OF COLLEGE STUDENTS IN SOCIAL WORK IN VIETNAM

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ABSTRACT

The research results on the status of practical skills of college students of social work in Vietnam showed that they were only average. This is a degree that indicates that a student has only partially met a career skill. Therefore, in order to improve students' practical skills, it is important to find out the factors that affect the practical skills from the perspective of theory to practice. Because only when determining the factors, the degree of influence and the impact, it is possible to design and build the appropriate impact measures to improve students' practical skills. The study surveyed 174 students from different educational institutions to evaluate the impact level of each factor, predict the impact and change if the factors were scientifically intervened. The research results show that, among the two groups of subjective factors and objective factors included in the study, specifically: attitude factors, students' motivations for learning, factors in terms of future career consciousness and orientation, elements of training programs and teaching staff, factors of supervisors and facilities of practice facilities), the two groups of factors that have a strong influence on students' practical skills are the group of factors of consciousness and future career orientation (belonging to the group of subjective factors) and the group of factors of the supervisors (belonging to the group of objective factors) correspond to the coefficient $P = 0.51$ and $P = 0.60$. On the other hand, with the average P coefficient of 0.48, the factors included in the survey are of scientific value and have a strong influence on the practical skills of students in social work in Vietnam.

INTRODUCTION

Skills are formed in activity and through activity. In order to function effectively, people must have skills and skills that can only be developed through practice. Robert J. Sternberg (2003) of Yale University admitted: "The essence of skill formation is to enable subjects to master a complex system of

steps, manipulating and clarifying information contained in situations and tasks and comparing them with specific actions". The same is true of practical skills for students of social work (Nguyen, 2016).

To form a skill or make the skill formation process effective, especially the social work practical skill, it is necessary to pay attention to the factors that affect their formation. The research team temporarily divided the influencing factors into two groups of factors: objective and subjective.

The study aims to find out the effects of both objective and subjective factors on the practical skills of college students in social work to serve as a basis for determining impact measures to improve practical skills for students.

Theoretical basis of the influencing factor

The practical skills of students in social work are not only influenced by objective factors, but also influenced by factors belonging to the student's individual characteristics such as career perception, motivation practice, and good efforts to act specific. Besides, in fact, there are many objective factors that affect the formation of practical skills of students in social work such as family factors, school factors, and environmental factors. School of psychology - social, behavior of small social groups or mass media... However, the research team mainly focuses on the objective factors in the group of school factors: Chapter curriculum, teaching staff, training methods and conditions for the practice and internship of social work students (Nguyen & Bui, 2014).

In this study, we focus on 02 groups of factors that affect the practical skills of college students in social work: the group of objective factors and the group of subjective factors.

- Group of objective factors, including: Student attitude, learning motivation and professional practice; Consciousness and direction of future careers.
- Group of objective factors, including: From training institutions (program, quality of the team); Supervisors and Practice facility.

RESEARCH METHOD

- Object of study: 174 students are studying the Department of Social Work - College System at the University of Capital, National College of Education Ho Chi Minh City, Soc Trang Community College, Hue College of Education, Hanoi College of Technology and Commerce.
- Research methodology: Investigating by questionnaire with contents related to researching factors affecting social work practice skills and using SPSS software to process collected data.
- Scoring method: The average score (the mean score) is taken from the highest point of the scale (4) minus the lowest point of the scale (is 1) and divided by 4 levels. The difference point per level is 0.75. Specifically: From 1.00 - 1.75: low impact level; 1.75 - 2.50: medium impact; from 2.51 - 3.25: fair influence and from 3.26 to 4.00: very influential level.

RESULT AND DICUSSION

Subjective factors

Factors about the student's attitude and motivation towards learning

Cardinal number	Content	Results			
		Disagree	Partly agree	Agree	Totally agree
1	I feel happy to practice the skills instructed by teachers	0.69	25.3	46.6	27.5
2	My high academic results make me proud				
3	I try to study to win a scholarship				
4	If my results are low, it will be difficult to apply for a job				
5	If I can't get the job done, I feel awkward with my friends.				
Mean score		2.99			
Standard deviation		0.60			

Table 1: Choosing the appropriate level of the student's attitude factor towards learning

The results of the data in the table above, with the rate of assessing the factor of attitude towards learning, the group of students affirmed that the level of agreeing to very agree is high. This is a research factor that thinks that there is a close relationship with social work skills, social work students are very active in community activities, have a very high learning spirit, outside of the main classroom, social work students also participates in extracurricular activities: activities of the Union, Social Work Clubs, volunteering, this is also one of the opportunities for students to apply their specialized knowledge of social work into practice locally.

We can see that one of the most important psychological traits at a student age is the development of self-awareness. Thanks to self-awareness of development, students have knowledge, attitudes, and self-assessment ability to actively adjust their own development in the direction of social trends. Students in universities, colleges in general and surveyed schools in particular, they are well aware of their capabilities, qualities, and the suitability of those characteristics with the requirements of their careers. In addition to the positive aspects that students cannot avoid the limitations of their youth are the lack of maturity in thinking and acting, especially in acquiring and learning new things. This will hinder the ability to explore and create in learning, leading to bad results as well as unsatisfactory participation in professional practice (Nguyen, 2016).

Thus, students with a good attitude and motivation to study with the social work profession will be easy to apply vocational skills that students will do directly with their clients after graduation. Student age has typical psychological characteristics, this is the strength of students compared to other ages such as high self-awareness, professional affection, ability and developing intellectual affection. This factor influences students' learning, training and efforts.

Therefore, if you want to improve your social work skills, you should create motivation for students to learn, form the right attitude in reaching out to clients - objects that students will work with after completing their studies . To do this requires a combination of many different factors such as the school, faculty, training programs, ... to help students have the right view of the profession, thereby improving the job skills of social work.

Factors about consciousness and future career orientation

Cardinal number	Content	Results			
		Disagree	Partly agree	Agree	Totally agree
1	Low workmanship, will not be confident when working	2.76	17.9	54.0	25.3
2	I want to have strong skills to do well in the future				
3	I love to be with people who need help				
4	Only when I know how to do it, I feel reassured				
5	I find it great to get my client back to normal				
Mean score		3.01			
Standard deviation		0.44			

Table 2: Choosing the appropriate level of factors of occupational consciousness in the future

The results in Table 2 show that the percentage of agree with factors affecting vocational social work skills accounts for a high rate. This is one of the factors that is closely related to the social work practice skills. If they are aware of the careers they pursue in the future, they will help them identify goals and plans throughout the learning process. The average score of this factor is 3.01, the highest score among the survey factors and the level of consent accounts for the highest percentage. This shows that students highly appreciate the impact of their learning awareness on social work practice skills.

For the social work industry, the skill factor is very important because after graduating, students must work directly with their clients, they must be aware of their career in the future. From there, students themselves will build plans and goals for their own learning process. It shows that students are also aware of the profession they are pursuing as an applied science that works directly with people, specifically the disadvantaged people in society, so in addition to the modules in class, students also get hands-on experience and hands-on lessons (individual social work, group social work and community social work). Therefore, at the end of their professional practice, students going to work will no longer be confused and apply their knowledge well into practice. This is also understandable because social work students are aware that social work is a highly practical profession, so students in addition to studying in class also participate in many extracurricular activities to develop practical skills (Nguyen, 2017).

In fact, at present, in many schools, the ability to orient careers for students is not high. Perhaps, the field of social work is a relatively new field in Vietnam, so the training institutions have not boldly determined their training path and orientation. Typically, in the training program of the schools have not been identified according to the goals of the school, not consistent with the reality of the current social work profession according to the professional title standards.

Therefore, if you want to improve career skills, the enhancement of professional ethics education enhances students down to a practical basis so that social work students understand the nature of the profession or provide students with material related to the future career is essential.

In summary, the analysis of the impact of the group of subjective factors on the practical skills of social work students shows that the above factors all affect the practical skills. In general, students who have a good attitude to study well and are aware of their career in the future, they themselves practice the necessary skills in the process of working with clients, internships are an opportunity for them. Students demonstrate their own abilities during their studies at the school. On the contrary, students who are not aware of what their job will do, learning skills will be slower, or even have not formed the necessary skills when working with clients.

In order for the practice skills of social work to be improved and after graduation, students can start working at social institutions, from the beginning, students must be aware of what skills their job needs and practice skills themselves during their practice., this helps students adapt to work after graduation more easily.

OBJECTIVE FACTORS

Factors about the curriculum and teaching staff

The survey results show that students strongly agree with the factors of the training programs affecting their practical skills with an agreement of 60.23%. This is also a research factor that has a close relationship to social work practice skills. The average score of this factor is 2.98 and the level from agree to

strongly agree is over 70%. The average score of 2.98 with a very high rate of agreeing to agree said that students highly appreciate the factors of training programs that affect the skills of practicing social work. Research results show the importance of training programs to students' practical skills. If the training program is heavy in theory, students have little chance to practice vocational skills, so it is required that the current schools need to consider appropriate theory and practice because science. Applying high practice, the number of practice periods must be more or at least equivalent so that students have the opportunity to rub with reality from which to form and develop their vocational skills.

Cardinal number	Content	Results			
		Disagree	Partly agree	Agree	Totally agree
1	The training program has time for students to practice	0.69	19.8	60.2	19.3
2	Time for students to go to the facility is suitable				
3	Students are thoroughly guided, detailed and effective practice practices				
4	The subjects related to practical skills are more practical or assessed by the teachers in practical skills than the theory.				
5	Lecturers in social work majors and subjects related to practical skills with practical skills in social work)				
Mean score		2.98			
Standard deviation		0.51			

Table 3: Elements of curriculum and teaching staff

In addition, the faculty element plays an important role and directly affects students' practical skills. With training institutions with a team of skilled lecturers, not only have scientific knowledge, but also have skills and practical experience in the professional field that will help students practice better vocational skills. The rate of assessment of the factors of teaching social work teaching affecting practical skills accounts for a high proportion. This is a good element of research that has a close relationship with the skills of practicing social work. If lecturers have a firm grasp of their knowledge and student orientation in the learning process, students will improve their skills in their professional practice. On the contrary, if lecturers only grasp theoretical

knowledge, little or no down the basis to capture client information or other issues, it is very difficult to orient students. This requires each teacher to learn and hone his/her own skills in order to teach students the best skills. Lecturers currently participating in the teaching of social work at colleges have few teachers who meet the right professional standards such as graduating with the right major in social work at university or postgraduate level. On the other hand, some lecturers have not had experience working in social facilities yet, so they still have no experience working in the field of social work. With the fact that the quality of the teaching staff is more or less reliable, it will affect or directly affect the formation of practical skills for social work students.

It can be seen that the current university training program in social work at schools across the country, the theory accounts for 50-60%, the rest is practice. In order for students' vocational skills to be improved and after going to work, they do not have to re-apprentice, it is necessary to adjust the training program accordingly.

Thus, it can be said that the training program and the quality of the lecturers have a great influence on the practical skills of students, adjusting the training program and the appropriate subjects is very necessary and helps students develop their own practical skills. In the teaching process, teachers can consider reducing the theory of increasing practice to put the situations, playing roles so that students have the opportunity to practice skills instead of just teaching theory. Consideration in subjects requires subtle craftsmanship of teachers, how to provide enough knowledge for students in theory while ensuring practice for them to practice the necessary skills in the learning process. On the other hand, lecturers have to improve their own qualifications, experience and practical professional skills. For lecturers who do not have the right starting point in social work or for lecturers who have worked in social institutions but have not passed a training school in pedagogical skills, teaching skills, it is necessary to self-study more theories on social work, enhanced pedagogical equipment. In contrast, lecturers who have theoretical knowledge of social work but have not experienced the work of a social worker need to be sent to practice at social institutions to grasp professional skills. be firm before going to class to teach students

Factors about the supervisors

Cardinal number	Content	Results			
		Disagree	Partly agree	Agree	Totally agree
1	Supervisors have specific instructions for each pre-assessment stage	0.00	26.2	54.3	19.5
2	Supervisors are enthusiastic, closely monitoring the student's internship				
3	Manner of evaluating internship results is very suitable with the characteristics of the social work industry				
4	The training process is clear, specific, strict, ... helping students to be more aware of the implementation of the tasks in internships and improve their career skills.				
5	Supervisors at the internship facility or trainers at the training institution have good training skills				
Mean score		2.91			
Standard deviation		0.49			

Table 4: Selection of suitability factor for the supervisors

The results in Table 4 show that the average score of this factor is 2.91 and the level of partial agreement to strongly agree is 19.5%, which shows that students highly appreciate the influence of factors on the team of supervisors to practice social work skills. Considering the correlation between the trainer factor with the social work practice skills, it shows that the pairs of variables between this factor and the practical skills have a high influence compared to other factors. The results show that the trainer factor is closely correlated with the social work practice skills. This means that if any element has a high score, it will lead to the practical skills with high scores and vice versa.

Supervisors play an important role in guiding students to practice career skills. Typically, the job of social work is a job that requires working directly with people, requiring a social worker to not only master theoretical knowledge and have many skills to solve problems with the client. That is why the teacher wants

to transmit the social work skills to students, the lecturer must be firm and proficient first.

Therefore, training institutions and internships need to agree on the test of training to help students practice easier and better equip practical skills.

Practice facility factor

Cardinal number	Content	Results			
		Disagree	Partly agree	Agree	Totally agree
1	The practice environment matches the requirements of the practice	2.07	26.4	45.5	26.0
2	Students have the opportunity to apply professional skills while on internships				
3	Cadres at the internship facility were friendly, cheerful and enthusiastic				
4	Internships regularly exchange with students about internships				
5	Internships always create the best conditions for students to perform their internship tasks)				
Mean score		2.95			
Standard deviation		0.65			

Table 5: Selection of appropriateness of internship establishment element

The data in Table 5 shows that, with the assessment rate of the base of practice factors affecting the practical skills from partial agreeing to strongly agreeing, accounting for a high rate of over 97%. This is a research factor that shows a close connection with social work practice skills. An internship facility is a place where students have the opportunity to experience and practice their skills, if they talk about mastering theories, they are equipped at school, but to form and develop skills, only available at the practice facility, will they have the opportunity to express themselves. The average score of this factor is 2.95, the level from partially agreeing to strongly agreeing with a high rate of over 97%, shows that students highly appreciate internship factors affecting students' social work practice skills.

In the training program, after students finish the theoretical modules, they are required to go down to the apprenticeship basis. Practical facilities significantly affect students' vocational skills. With the above survey results showing that students agree with the factor of internships affecting their vocational skills, accounting for 45.52%, this number shows that internships are places for students to forge their skills, skills are not only learned through theory but need to practice regularly, for students of social work, the internship facility where the target audience (clients) is the place for students to improve their own job skills.

Thus, through the subjective and objective factors, we can see the influence of the factors on the formation of vocational skills of students, including future occupational consciousness factors (GPA 3.01) and the attitude factor towards learning (GPA 2.99) has the highest GPA, the results show that although other factors have an impact on students' vocational skills, the subjective factor (student perception Most importantly, students who are properly aware of their careers will discover and develop skills to apply to cases or groups of clients. Besides, the elements of training programs, faculty, and internships also play a very important role in helping students improve their social work skills.

Predict the changing impact of factors on each component skill of social work practice skills

<i>Order</i>	<i>The dependent variable: coping skills of social work students</i>	<i>Predict the impact of change</i>	
		<i>P</i>	<i>R²</i>
1	Attitude, motivation for learning	0.35	0.00
2	Career sense, career orientation in the future	0.51	
	Training programs, teaching staff	0.51	
3	supervisors	0.60	
4	Practice facility	0.41	
5	<i>Set of independent variables</i>	<i>0.48</i>	<i>0.00</i>

Table 6: Predicting changes of factors to social work practice skills

The general perception on factors affecting vocational skills of social work students shows that, theoretically, to meet the requirements of implementing skills effectively, it is impossible to ignore the role of the faculty, especially the supervisors. The results in the table above show that the factor "supervisors" greatly affects the vocational skills of social work students. Meanwhile, the factor "attitude or learning motivation" has the lowest impact on vocational skills of social work students. Two groups of factors "awareness, career orientation of students" and "training program" have the strongest influence on vocational skills of social work students. The results in the table above also show that the combination of all studied factors will create a significant change in the student's vocational skills, which can be predicted 48% for the change with the the variation of factors affecting occupational skills with $R^2 = 0.48$ and $p = 0.00$.

Thus, in order to improve practical skills for students of social work, it is necessary to create a comprehensive influence from the students themselves to the faculty, especially the trainers, internships. and training program. In which, it is necessary to pay attention to the supervisors in the process of practising - practicing social work and the awareness and career orientation of students in the future.

In summary, the five factors included in the survey all have an influence on the results of the performance of vocational skills of social work students. However, when considering the level of predictive change of each factor in social work practice skills, there are three groups of factors that have a high change rate: supervisors, awareness, future career orientation and training program, faculty. Attitude factors of learners have little effect on practical skills. This result contradicts the theoretical perception of the characteristics of social work students. For students of social work, learning attitudes are very important, because when students have the right attitude to the job, students themselves will improve their skills and vice versa.

Along with the factors that affect the vocational skills of social work students, there are other factors such as family, social perception about social work, ... These factors also significantly affect the image the job skills of the students of social work or the attitude of the students greatly affects the formation of job skills of social work. In order for the vocational skills of social work students to be improved, it requires a combination of many of the factors mentioned above.

CONCLUSION

Practical skills play an important role for students. Therefore, the formation of vocational skills plays an important role in students' future careers. However, the process of forming practical skills is dominated by many factors: objective and subjective.

There are many factors affecting the practical skills of college social work students. However, the factor that has a strong impact on the process of forming vocational skills is the role of the supervisors at the internship institution. Therefore, it is necessary to find out measures to improve the quality of the supervisors that will improve students' practical skills.

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