

Innovated enhancing group efficiency of students of the Business Administration sector in credit training mode

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ABSTRACT

Through the survey, learn we found that research on group activities has several of works. However, there are still many problems to improve the scientific basis of solutions to improve the group performance of students in universities in general and the Business Administration in particular deep analysis and research is needed. In Vietnam, the passive learning style from high school directly affects students entering university. This creates passivity in students. Therefore, we need to analyze the main causes to find effective and practical solutions, both in terms of awareness and organizational skills, to conduct effective group learning. Teamwork skills are an important skill for success.

Keywords: student quality, education quality, Vietnam University

1. INTRODUCTION

Today, Group activities is both a requirement and a widely recommended learning method, especially for students. In the integration trend of the country, the role of this learning method becomes more and more important in contributing to improving the learning efficiency of learners in particular and the quality of education in general. This learning method has been mentioned by many scientists and research authors in their scientific research works and has made great contributions with remarkable achievements, in order to help students find see passion, excitement and be more active in the process of learning, accumulating knowledge, and improving the quality of education and training.

2. OVERVIEW THE CONCEPT OF TEAM ACTIVITIES

UNESCO's Committee on Education for the 21st Century has summarized the four pillars of 21st century education as "Learning to know, learning to do, learning to live, learning

to be"[1]. In the current context when the world's education is increasingly developing, Vietnam's education along with the country's innovation is also increasing constantly. Training methods are increasingly advanced, so group work is one of the developments.

In Social Psychology - Reasoning Problems, a group is a collection of individuals who satisfy four factors: having two or more members; have a certain time to work together; share or perform a common task or a plan to achieve the goals expected by the group, operating according to the group's common principles. A team is not only a collection of many people working together, under the direction of a manager or team leader, but also requires individuals with complementary skills and commitment responsible for achieving a common goal [2].

Groups include the following typical attributes: collective awareness of the group's

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existence by group members; need calculation is the potential for mutual help among members of the same group; shared purpose or common interest is the driving force behind group members; interdependence between members based on contribution and behavior; social organization exists an internal order of the group, including rules and power relations; it is the interactivity that represents the exchange and communication that takes place within the group even when geographically distant; that is the cohesion of the members with the same desire to contribute and benefit from the group; and finally the association is determined by the size of the membership relationships [3].

Group activities have been built from practice, which also shows that building group learning activities is always much more effective than working individually [4].

Group activities promote 'deep' learning, not merely 'surface' [5]. Group activities promote learning in an 'active' way, rather than 'passively' [6]. Group activities encourage experiential learning and collaborative learning, which can be established on the basis of knowledge-building and problem-solving skills, can be established on the basis of knowledge-building and improve problem-solving skills, which is a form of assessment of students' soft skills, and teamwork is an essential skill of a professional career, and most employers often ask students to experienced in teamwork [7].

Group activities are broad concept that includes a combination of activities, including group learning. There are different types of groups: study groups, interest groups, gifted groups, skill groups, clubs, project work groups, organizational work groups, etc. Group students can work together to plan the assessment of group learning [8].

In a broad sense, group activities in which group study creates a useful environment and

activities for learners, brings about the development of students' thoughts and ideas. Psychologically this says that intelligence is developed in social interaction [8].

In the specialized article "Research on the limitations of group activities in English class" concludes that: Group activities can be best exploited in the Vietnamese context, Vietnamese cultural factors also need to be balanced, remind. If students think that conflicts of ideas and arguments are difficult, it also leads to the development of thinking as well as ways to find solutions to resolve conflicts [9].

Group activities is a form of teaching in which students do not work individually, but in groups under the guidance of the teacher. In group activities, there are many communication relationships: between students, between teachers and each student. Group activities are attracting the attention of the education sector because of its special effects in the formation of a new dynamic, creative human personality, capable of communication and cooperation [10].

Group activities are model of learning, working in groups to accomplish a common goal, provided that the members have close interdependence, but each individual has specific responsibilities. Interpersonal interaction is promoted, cooperation skills are used properly, and groups are increasingly strengthened [11].

Thus the group learning model is a type of group activity. Group study is also something the author needs to pay attention to this article. The target group is students majoring in Business Administration and training by credit method.

3. SURVEY CONTENTS AND RESULTS

3.1. Contents of the survey

Teamwork skill is one of the important and

necessary skills in the process of studying, working as well as in life. This skill helps people to support and complement each other, create strength, collective intelligence, help the team overcome difficulties, bring high quality and efficiency in the learning and working process. In addition, teamwork skills also help each individual live in harmony, avoid conflicts in relationships with others and with the collective. Besides, when working and studying in groups, it also satisfies the communication needs.

Teamwork is an individual's ability to share responsibility, commit, and work effectively with other team members. Therefore, when working in groups, it is necessary to pay attention to some principles such as the principle of assigning and organizing work in

the group, the principle of communication and behavior in the group. Besides, to be able to work effectively in group, it is necessary to apply and coordinate many other skills such as: self-awareness skills; skills to plan group activities; skills to build group rules; skills to assign clear and reasonable tasks; skills to discuss and exchange; skills to study documents; skills to listen effectively proactive; positive; conflict resolution skills; self-examination skills - evaluating group activities; emotional control skills; time management; etc.

To get an exact figure on the level of group activities of Hong Bang International University students, the research team conducted a survey among the sampled students. Data collected in the table:

Table 1. Level of group learning activity

LEVEL	LEARNING	
	Quantity (person)	Percentage (%)
Rarely	44	10
Normal	235	53
Regularly	164	37
TOTAL	443	100

Through the survey chart above, we see that nearly 37% of students regularly work in groups in a learning environment, 53% study in normal groups. However, 10% of students rarely and almost never participate in activities.

In order to get an accurate number of prospective bachelors' interest in group learning in the school, the research team conducted a test among the sampled students. Data collected in the table:

Table 2. Assessment of preference in group learning

LEVEL	QUANTITY (person)	PERCENTAGE (%)
Highly like	27	6
Like	97	22
Normal	248	56
Reluctant	62	14
Very dislike	9	2
TOTAL	443	100

According to the data table 2, 6% of students are very interested in studying in groups; 22% of students love group study. More worrying is that up to 56% of students appear normal; There are 14% of students who do not like group work, and 2% of students who do not like working in groups.

From the data on the level of group learning by credit training mode, we observe: The normal level is 53% and the frequency level is 37%. The

average liking level 56%, liking 22% and very liking is 6%, showing that the group learning organization method is tending to be good. When surveying continuously researching, the author has formed the following processes and models.

3.2. The process and model of the group learning

The group work process has to perform the following steps:

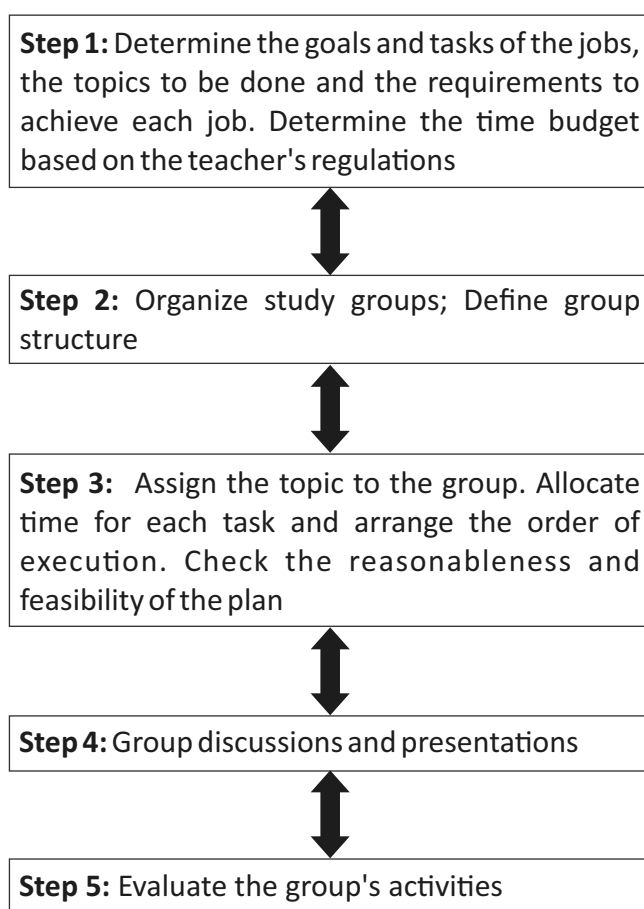


Figure 1. The process and model of the group learning

Step 1: Determine the goals and tasks of the jobs, the topics to be performed and the requirements to achieve each job. Determine the time budget based on the teacher's regulations.

Defining goals should be specific, clear, stick to the curriculum, expand the relevant paths. Assignments need to be designed so that

student contributions can be maximized while efforts are identifiable. A reasonable determination of time to suffice.

Step 2: Organize a learning group based on the spirit of cooperation.

Each group consists of a group leader and a certain number of members. The essence of

group work is to use direct interactions between students. Can be applied throughout the learning process or can also be applied to a part of the learning process according to each learning content, specifically to solve the content of each chapter or the exercises of each chapter in the subjects. In general and of Business Administration in particular.

Determine the group structure: for good students, when they are in the same group with students of the same level, they often score higher than when they are in the mixed groups of different abilities. In contrast, poor students benefited from mixed groups but lost out in groups with the same poor students. Thus, there will appear a tendency that good students will form groups with each other and bad students will be eliminated to form a group of poor students. In order to resolve the issue between group interests and individual interests, we should be careful in considering the nature of the task and the way in which "groups" as well as "individuals" are evaluated. However, this problem is not as simple as we think.

At the beginning of the course, the teacher should inform the students how to organize the group and the content of the group's learning activities. Organizing groups so that the lecturer can cover the group. The number of members in the group is just enough to work, usually the group is about 4-6 students and should have a team leader, to promote the activeness of each member of the group. Instructors can randomly assign groups or arrange them at their own discretion. It is also possible to let students choose and form groups on their own because there may be already a working group that works well together. Note: avoid situations in the group where only a few people work and others do nothing.

The group leader is the person who has a lot of influence on the learning quality of the whole

group: responsible for organizing and directing all activities of the group, the group leader can be elected by the group members or appointed by the lecturer. Secretary to record work progress and discussions. The secretary can be changed for each job or fixed from start to finish and must clearly define the specific responsibilities of each position of the team member.

Regional culture and gender also directly influence the formation of groups. Students seem to be more inclined to form groups on the basis of co-culture and homosexuality. The fact also shows that students of the same culture, of the same sex will contribute more actively than mixed groups.

Step 3: Assign the topic to the group. Allocate time for each task and arrange the order of execution. Check the reasonableness and feasibility of the plan.

Assign topics to groups, you can assign the same topic to groups or each group a different topic but the level of easy - difficult is the same. The topic of discussion must belong to the subject matter, which can have many different directions of exploitation. Must ask specific, clear questions; Specific instructions and orientation on how to work. Choosing a discussion topic must be attractive, stimulating and active in students' work. Topics should be related to reality for students to learn and find ways to solve problems. Pay attention to the study time and pay attention to enough time for students to absorb the assigned topics. Check the reasonableness and feasibility of the plan. Teachers need to redefine reasonable goals and topics.

Step 4: Group discussions and presentations.

What means does the lecturer announce how to give a presentation? The requirement is that each member of the group must understand and grasp the content of his or her group's presentation. The instructor can ask any

member of the group to summarize the presentation before others present. Presenters are randomly assigned or group selected and nominated. In addition, it is acceptable for the whole group to participate in supporting the presentation and answering critical questions. The lecturer assigns a specific group of comments and critiques or randomly invites any of the other groups to review or give free feedback. At this time, the teacher should act as an observer, thereby recording right and wrong and evaluating groups. The trainer can also ask questions to the presenting group and can also assist the group in answering questions from other groups when the presentation group cannot answer or ask more prompting questions for the group to answer. During the group discussion, the lecturer goes to each group, listens, suggests and probes to see which group works more actively and effectively.

Step 5: Evaluate the group's activities.

On the part of the lecturer: the lecturer commented, analyzed the performance results of each group, compared with other groups so that the students could realize the advantages and disadvantages of their group. From there, the lecturer pointed out what was gained, which have not yet been properly understood by students. Right from the beginning, the lecturer announced how the group will score members when participating in group work on each topic by the whole group will agree on the proportion of points each member will receive in the topic (post) that. The teacher gives the total score of the whole group according to each topic (article). This total score multiplied by the weight of each individual will get the score of each individual. The lecturer scores the groups after having voted among the groups. The lecturer's grading should include the group's presentation, the critique part, the presentation skills section. All grading information must be announced in advance to the

whole class.

On the student side: students self-assess the work results of each team member.

Groups evaluate each other's work: after the group's presentation and the lecturer's comment, the lecturer asked the groups to vote for each other. This section is for voting only, not grading. This is a job that promotes democracy in the assessment and helps the lecturer to give the final result fairly.

3.3. Pros and disease of group learning

3.3.1. Advantages

Promoting self-reliance, positivity and responsibility of students; develop the capacity to collaborate and work; support social learning; enhance student confidence; high academic performance; prevent individualism, create the habit of working together,...

Actively engage learners, helping students to actively explore knowledge, creating interest, passion and understanding.

Help students think actively instead of thinking passively in the old way, just listen to the teacher, absorb knowledge one-way.

Help students practice self-control at work, know how to coordinate with other team members. Thereby helping students improve teamwork skills, a necessary soft skill for future work.

Help students practice public speaking skills through group discussion presentations.

3.3.2. Disadvantages

Requires a lot of time; not always get the desired results.

Create a habit of relying on students; many members are not really interested in this activity.

The assessment is difficult to have absolute fairness among group members because there are still loopholes for some subjects who are lazy to study, lack a sense of autonomy in

learning, waiting to benefit from group achievements. At that time, the faculty could not know the full extent of each student's contribution, although the group gave a percentage of points for each member to enjoy.

3.4. Cognizance

Through a survey of students' group activities in classes being taught by the Faculty of Business Administration, the following observations and assessments can be made:

The majority of students think that group activities are necessary, but this activity is not really effective. The sense of participating in group activities and the spirit of contributing to group activities is still not high.

Most students think that a study group should have about 3 to 5 members.

For a group to operate effectively, most of the students think that it is necessary to improve communication skills, information technology application skills, information gathering and processing skills, including presentation skills. public service and public speaking.

The evaluation and scoring of group members depends on the opinions of group members.

4. SOLUTION TO IMPROVE TEAM LEARNING EFFICIENCY

4.1. Solution 1: change the position and role of some elements in the teaching process

In credit training, due to the requirements from different types of lessons, in addition to teaching, the lecturer must simultaneously grasp the academic output standards, the training program objectives of the major and the course objectives that I teach.

Lecturers must also understand the student's major, understand what students need in the learning process and determine what students can do on their own to achieve the requirements of the subject or field of study. That basis, lecturers guide students on how to

perform the set tasks; since then, students can promote their active and creative roles,...

In this day and age, the goal of learning is "Learning to know, learning to do, learning to live together and learning to survive". When learners desire to know, they will be passionate about learning to seek knowledge.

4.2. Solution 2: raise students' awareness of the role and meaning of group activities - the foundation for the group's success

*** On the part of learners:** students cannot be passive recipients of knowledge from teachers or books, but must be those who know how to learn through.

Mastering the training plan: this is an extremely important issue in credit training. If this is not done, students cannot take the initiative in activities in the learning process such as registering for subjects, classes, building study plans for each semester, each year, etc.

Understand and prepare the requirements in the course outline: students need to refer to the requirements in the course outline that have been distributed by the lecturer at the beginning of the semester; update information and adjust the study plan to match the goals identified in each school year.

*** On the teacher side:** instructors guide students on how to perform assigned tasks; since then, students can promote their active and creative roles... must show themselves as a conductor in the orchestra, create attention for learners and control the learning process of students.

4.3. Solution 3: put learners at the center of training activities

Teachers must create conditions for learners to truly become active and effective negotiators with themselves in the learning process with group members and with the teacher.

Lecturers must equip themselves with the necessary skills to attract students to study in order to create a better effect for the training process. Therefore, what must be done to attract active students is to first teach the lecturer. Teachers must help them identify learning as a goal in themselves, and at the same time must innovate teaching methods and hone necessary pedagogical skills.

Identifying learning as a self-fulfilling goal, teachers, before teaching knowledge and skills training, must teach learners that: Learning is a goal in itself. Only when students are self-determined and the school helps students determine the right learning goals for themselves as self-motivators will they actively try to learn, students cannot be the recipients. passive knowledge from teachers, from books, but people who know how to learn.

4.4. Solution 4: Applying knowledge of group activities to diverse learning situations

Skills training includes: Presentation skills; Communication skills; Disagreement resolution skills; Team formation skills; Job assignment skills; Information gathering and processing skills; Ability to evaluate work performance; Skills of persuasion and public speaking.

Currently, students are lacking and weak in group study skills. Therefore, it is necessary to develop a process to implement skills in a specific, scientific and logical way to help students have orientation to practice skills. This will help students save time and effort, improve the quality of group learning efficiency. It is necessary to develop a process to implement the following skills:

- Plan group activities;
- Develop rules for group activities;
- Clear and reasonable assignment of tasks;
- Discuss, exchange;

- Research documents;
- Share responsibility;
- Active and active listening;
- Information sharing;
- Resolve conflicts;
- Self-check and evaluate group activities;

Lecturers must have a deep understanding of the teaching content, master the knowledge, develop the subject and know how to convey it to the students.

Teachers must be able to teach with enthusiasm, always research and constantly update new information to apply it to their teaching.

The lecturer has a lot of knowledge, there are many ways to organize the group discussion; Each member is not only responsible for performing the group's activities, but also has the responsibility to cooperate and help the team members complete the assigned tasks.

Therefore, it will create conditions for transferring knowledge to students in the most effective and successful way.

4.5. Solution 5: Facility conditions

The facilities meet the requirements of teaching and learning, helping students to have many means to study, to give presentations, etc. In addition to rapidly developing information and communication channels, it is more convenient to collect, even students sitting in class can still collect information through the internet easily and quickly.

However, this issue also needs attention, because the information sources in the media are posted from many different sources, so there are different levels of accuracy and reliability, making it difficult for learners to distinguish the accuracy of the acquired knowledge.

Rich and diverse study materials and references make it easier for students to find.

Currently, information technology is developing strongly, has been achieving many great achievements. These achievements can be applied a lot in group learning. It saves time and effort, improves the quality and efficiency of group learning. Specifically, the application of information technology in research, finding documents, communication between group members, online group study: research, find documents by internet. The Internet provides a very rich source of materials, ranging from websites and articles in a short period of time. Students can use different search engines such as: google, yahoo,... Exchange, communicate via email, chat, help students save time, minimize travel.

The skills of lecturers and students in the use of media, the level of information technology, presentation skills,... are increasingly en-

hanced to facilitate the application of this method in teaching.

5. CONCLUSION

With the content of this report, we aim to exchange solutions for organizing group learning activities in teaching under the credit system for students of the Faculty of Business Administration. However, the completion of these solutions is in the Faculty of Science and Technology have a lots of restrictions. In order to improve the quality of the current organization of group learning activities, it is necessary for each lecturer, Department, and Faculty to take practical measures to overcome the above limitations in order to improve the quality of education. This is one of the innovative methods currently evaluated by universities with high efficiency.

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Nâng cao hiệu quả hoạt động nhóm của sinh viên ngành Quản trị Kinh doanh trong phương thức đào tạo tín chỉ

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TÓM TẮT

Qua khảo sát, chúng tôi nhận thấy việc nghiên cứu hoạt động nhóm có một số công trình. Tuy nhiên, nhiều vấn đề được đặt ra để hoàn thiện cơ sở khoa học của các giải pháp nhằm nâng cao hiệu quả hoạt động nhóm của sinh viên trong các Trường đại học nói chung và ở ngành Quản trị Kinh doanh nói riêng cần được phân tích và nghiên cứu sâu. Ở Việt Nam, lối học thụ động từ hồi cấp ba ảnh hưởng trực tiếp tới học sinh khi họ vào đại học. Điều này đã tạo nên sự thụ động ở sinh viên. Vì vậy, chúng ta cần phải phân tích những nguyên nhân chính để tìm ra những giải pháp hiệu quả và thiết thực cả về nhận thức và kỹ năng tổ chức nhằm giúp cách thức học nhóm trở nên hiệu quả hơn. Kỹ năng làm việc nhóm là một kỹ năng quan trọng để thành công.

Từ khóa: chất lượng sinh viên, chất lượng giáo dục, đại học ở Việt Nam

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