



Research Article

THE SELF-EVALUATION ON LEVEL OF GAINING LEARNING SKILLS BY SENIOR HIGH SCHOOL STUDENTS IN HO CHI MINH CITY

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ABSTRACT

Learning skills help students be successful in their academic activities. However, to gain learning skills takes time and training. The article is about the self-evaluation on level of gaining learning skills by senior high school students in Ho Chi Minh City. The main method of this article is the survey by a questionnaire adapted from: UHCL Counseling Services with 64 items distributed in 8 sections of the questionnaire of the 4 level Likert scale, conducted on 633 students in three senior high schools: Nguyen Huu Canh (District 11), Mac Dinh Chi (District 6), and Tran Van Giau (District Binh Thanh) in Ho Chi Minh City. The results of the article include 2 contents: (1) the rankings of 64 items; and (2) the rankings of 8 sections in the questionnaire from top to bottom: Test Strategies and Test Anxiety (ranking 1); Concentration and Memory (ranking 2); Time Management and Procrastination (ranking 3); Reading and Selecting the Main Idea (ranking 4); Organizing and Processing Information (ranking 5); Study Aids and Note-taking (ranking 6); Motivation and Attitude (ranking 7) and Writing (ranking 8). The conclusions: Based on the results mentioned above, the teachers and educators can choose the contents of the learning skills that the students need to improve, and adopt the efficient ways to develop the learning skills for the students.

Keywords: self-evaluation; learning skills; academic activities; senior high school students

1. Introduction

Definition of Learning and learning skills

“It has been suggested that the term learning defies precise definition because it is put to multiple uses. Learning is used to refer to (1) the acquisition and mastery of what is already known about something, (2) the extension and clarification of meaning of one’s experience, or (3) an organized, intentional process of testing ideas relevant to problems. In other words, it is used to describe a product, a process, or a function.” (Malamed, 2019, p.1)

There is a clear need for a direct focus on the teaching of effective learning skills – studies show that up to 73% of university students report difficulties preparing for an exam and most have weak or ineffective strategies for processing information both in the classroom and in their own study (Rachel, 2007, p.191-199).

The best students in the world, those whose study is most effective in helping them to

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achieve their desired qualifications, all have one characteristic in common, metacognitive awareness. In other words, they have learned how to critically analyse their own learning and evaluate the effectiveness of the strategies they are using. They treat learning as a process requiring many different techniques and strategies depending on the subject and the context. They actively seek out options for every stage of the learning process, they try out different things and they notice what works and what doesn't. To do this the best students are continuously engaged with both the subject matter they are learning and the processes they are using to learn that subject matter. They view any learning failure as a failure of process rather than that of the individual, they find better processes and apply them, they reflect on the results and they continually improve the success of their learning efforts (Saenz, & Barrera, 2007; Lance, 2013, p.1).

The importance of learning skills

Study skills are processes of metacognition, which is self-awareness of one's thinking and learning. Learners who are able to step back and monitor their thinking and learning are able to use strategies for finding out or figuring out what they need to do.

In education systems learners are expected to possess an increased degree of autonomy and show initiative in learning processes, inspecting learning materials and understanding contents. An efficient growth of knowledge inside and outside of school is only possible if students have skills which initiate, guide and control the search for information and later on its processing and storage. In learning and teaching research these techniques are called learning strategies. They are necessary for students to use in order to foster their application of results in education. (Wegner, 2013, p.137).

Current psychological and pedagogical research focuses on students' learning processes in general and also on which learning strategies students should be introduced to enable effective and autonomous learning. The term learning strategies does not describe one uniform, scientific concept. It rather summarizes various concepts of different research groups. Whereas Mandl and Friedrich see learning strategies as sequences of action to reach a learning goal, Lompscher describes them as the following: learning strategies are procedures which are more or less complex, differently advanced, intentionally or unconsciously used to realize learning goals and to cope with learning requirements (cf. Mandl & Friedrich 1992, 6; Lompscher 1996, 2). Weinstein and Mayer understand learning strategies as internal and external actions influencing the learner's motivation, attention as well as selection and processing of information.

This article will use Mandl's and Friedrich's definition that learning strategies are targeted processes which are first applied intentionally and then gradually automated. This is the basis for the article's presentation of learning strategies which will be structured into the following six types, also defined by Mandl and Friedrich (Mandl, 2006): Cooperation strategies; Elaboration strategies; Motivational and emotional strategies; Revision strategies; and Organizational strategies; and Control strategies. (Wegner, 2013, pp. 137-138)

Types of Study Skills

Components of metacognition include (1) preparing to learn; (2) acquiring, processing, and retaining information; (3) applying what has been learned; and (4) monitoring and evaluating strategy use and learning (Anderson, 2002; EMSTAC, 2001).

Each of these categories involves study skills that can be explicitly taught:

Preparing to Learn, Acquiring, Processing, and Retaining Information, Applying Learning, and Monitoring and Evaluating. (Kerka, 2007, p. 2-4)

2. Methodology

2.1. The instrument

The instrument is a questionnaire with 4 levels: always, usually, sometimes, never accordance with 4, 3, 2, and 1 in rating.

The questionnaire is adapted from: UHCL Counseling Services. www.uhcl.edu/counselingservices

There are 8 sections with 64 items in the questionnaire that belong to the type of Preparing to Learn: Preparing and planning for learning encompasses both physical (environment, tools) and mental (attitudes, goals, priorities) aspects. Skills that help students prepare to learn include:

- Organizing one's work by using agenda books, homework planners, and notebooks. EMSTAC (2001) and Ito (2005) provide tips for using these tools.

- Managing time by developing schedules, prioritizing tasks, and using checklists. EMSTAC (2001), Ito (2005), and the National College Transition Network (NCTN, n.d.) offer ideas for scheduling.

- Arranging the physical environment, including finding a place that is free of distractions, and choosing a time of day that works best for the individual (NCTN, n.d.). Ito (2005) suggests ways students can organize their personal space for studying.

In reality, the skills of this type are specified to the following sections: Test Strategies and Test Anxiety; Concentration and Memory; Time Management and Procrastination; Reading and Selecting the Main Idea; Organizing and Processing Information; Study Aids and Note-taking; Writing; and Motivation and Attitude.

The data were processed with the software of SPSS for Win, version 13.0

2.2. Sampling

The sampling of this investigation follows the non-probability sampling technique – convenience sampling method:

- Non probability sampling is often associated with case study research design and qualitative research. With regards to the latter, case studies tend to focus on small samples and are intended to examine a real life phenomenon, not to make statistical inferences in relation to the wider population (Yin, 2003). A sample of participants or cases does not need to be representative, or random, but a clear rationale is needed for the inclusion of some cases or individuals rather than others.

- Convenience sampling is selecting participants because they are often readily and easily available. Typically, convenience sampling tends to be a favored sampling technique among students as it is inexpensive and an easy option compared to other sampling techniques (Ackoff, 1953). Convenience sampling often helps to overcome many of the limitations associated with research. For example, using friends or family as part of sample is easier than targeting unknown individuals.

Total: 633 students, distributed as the following:

Sex	NA: 3	Male: 346	Female: 314
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Grade	NA: 10	10: 256	11: 278	12: 129
Types of student	NA: 9	Good: 221	Pretty good: 318	Average: 115

3. The results

There are three results in this part:

3.1. The results of the parameters of the instrument

Reliability Cronbach 's Alpha of the questionnaire: .948

Table 1. Reliability Cronbach 's Alpha of 8 Sections

No	Section	Cronbach 's Alpha
1	Test Strategies and Test Anxiety	.763
2	Concentration and Memory	.707
3	Time Management and Procrastination	.730
4	Reading and Selecting the Main Idea	.760
5	Organizing and Processing Information	.813
6	Study Aids and Note-taking	.790
7	Motivation and Attitude	.801
8	Writing	.873

The results of the Table 1 show: Cronbach 's Alpha of 8 Sections are bigger than .700 so the reliability of each section is high.

3.2. Results of self-evaluation on the levels of gaining learning skills by senior high school students in Ho Chi Minh City

In this part, the findings show the levels of gaining learning skills by senior high school students in Ho Chi Minh City from top to bottom. The learning skills the students always implement that means the students gain such skills with high level; whereas, the ones that the students never practice that means they gain such skills at the low level.

The mean of each learning skill = (the sum of each learning skill in the section)/ (the size of the sampling).

To discover which learning skill in each section that students gain best, the result of each section is presented:

Table 2. The learning skill in the section 1: Time Management and Procrastination being evaluated by students according the levels ranked from top to bottom

No	Section	M	SD	Ranking
c11	I arrive at classes and other meetings on time	3.6184	.56651	1
c12	I devote sufficient study time to each of my courses	3.2624	.74389	2
c18	I begin major course assignments well in advance	3.1207	.87630	3
c16	I use prime time when I am most alert for study	3.0558	.86815	4
c13	I schedule definite times and outline specific goals for my study time	2.6742	.79427	5
c15	I avoid activities which tend to interfere with my planned schedule	2.6018	.93995	6
c17	At the beginning of the term, I make up daily activity and study schedules	2.4887	.95808	7
c14	I prepare a "to do" list daily	2.1900	.92143	8

The results of Table 2 show that the learning skill in the section 1 gained the best by students is “I arrive at classes and other meetings on time”.

It can be said that the students can implement the study skill according to the regulation by school; but they have difficulty in doing the practical work as planned.

Table 3. *The learning skill in the section 2: Concentration and Memory being evaluated by students according the levels ranked from top to bottom*

Section 2: Concentration and Memory		M	SD	Ranking
C22	I study in a place free from auditory and visual distractions	3.0875	.96536	1
C23	I find that I am able to concentrate - that is, give undivided attention to the task for at least 20 minutes	3.0649	.86926	2
C28	I recall readily those things which I have studied	2.9201	.85219	3
C21	I have the “study-place habit”, that is, merely being at a certain place at a certain time means time to study	2.8733	.98275	4
C26	I learn with the intention of remembering	2.8688	.84580	5
C25	I have an accurate understanding of the material I wish to remember	2.8386	.84415	6
C24	I am confident with the level of concentration I am able to maintain	2.7572	.85673	7
C27	I practice the materials I am learning by reciting out loud	2.6833	1.1287	8

The results of Table 3 show that the learning skill in the section 2 gained the best by students is “I study in a place free from auditory and visual distractions”.

It can be said the students can study and remember well in the quiet place.

Table 4. *The learning skill in the section 3: Study Aids and Note-taking being evaluated by students according the levels ranked from top to bottom*

Section 3: Study Aids and Note-taking		M	SD	Ranking
C37	When reading, I mark or underline parts I think are important	3.1644	.89060	1
C32	I understand the lecture and classroom discussion while I am taking notes	2.9201	1.7549	2
C38	I write notes in the book while I read	2.8974	1.0157	3
C31	While I am taking notes I think about how I will use them later	2.8808	.93245	4
C35	I take notes on supplementary reading materials	2.7134	.91608	5
C34	I review and edit my notes systematically	2.6003	.91239	6
C33	I organize my notes in some meaningful manner (such as outline format)	2.4736	.97188	7
C36	I have a system for marking textbooks	2.3605	.99610	8

The results of Table 4 show that the learning skill in the section 3 gained the best by students is “When reading, I mark or underline parts I think are important”.

It can be said the students know how to mark or underline parts they think are important when reading; whereas, they have to learn more about the rest of learning skills in the section 3.

Table 5. *The learning skill in the section 4: Test Strategies and Test Anxiety being evaluated by students according the levels ranked from top to bottom*

Section 4: Test Strategies and Test Anxiety		M	SD	Ranking
C45	I follow directions carefully when taking an exam	3.3635	.76892	1
C44	I take time to understand the exam questions before starting to answer	3.1538	.82109	2
C41	I try to find out what the exam will cover and how the exam is to be graded	3.0513	.85705	3
C47	I am calmly able to recall what I know during an exam	2.9894	.87680	4
C43	I try to imagine possible test questions during my preparation for an exam	2.8039	.93320	5
C46	I usually get a good night's rest prior to a scheduled exam	2.7768	1.0392 3	6
C42	I feel confident that I am prepared for the exam	2.7014	.86110	7
C48	I understand the structure of different types of tests, and am able to prepare for each type	2.6968	.89819	8

The results of Table 5 show that the learning skill in the section 4 gained the best by students is “I follow directions carefully when taking an exam”.

It can be said the students can gain the learning skills in section 4 with the level of pretty good because they follow instructions that guide in the school.

Table 6. *The learning skill in the section 5: Organizing and Processing Information evaluated by students according the levels ranked from top to bottom*

Section 5: Organizing and Processing Information		M	SD	Ranking
C58	I solve a problem by focusing on its main point	3.0890	.86187	1
C57	I try to find the best method to do a given job	3.0860	.87436	2
C51	When reading, I can distinguish readily between important and unimportant points	2.9276	.83043	3
C52	I break assignments into manageable parts	2.7647	.87539	4
C53	I maintain a critical attitude during my study - thinking before accepting or rejecting	2.6998	.89752	5
C54	I relate material learned in one course to materials of other courses	2.6229	.91292	6
C56	I use questions to better organize and understand the material I am studying	2.5897	.88663	7
C55	I try to organize facts in a systematic way	2.5701	.92014	8

The results of Table 6 show that the learning skill in the section 5 gained the best by students is “I solve a problem by focusing on its main point”.

It can be said the students can gain the learning skills in section 5 with the level of pretty good because the apply what to be taught from school.

Table 7. The learning skill in the section 6: Motivation and Attitude being evaluated by students according the levels ranked from top to bottom

Section 6: Motivation and Attitude		M	SD	Ranking
C66	I attend class regularly	3.3544	.84054	1
C62	I am alert in classes	2.7677	.84459	2
C67	I take the initiative in group activities	2.7572	.91637	3
C65	I participate in meaningful class discussions	2.7195	.90469	4
C68	I use a study method which helps me develop an interest in the material to be studied	2.6998	.90256	5
C61	I sit near the front of the class if possible	2.6290	1.07197	6
C63	I ask the instructor questions when clarification is needed	2.5189	.92915	7
C64	I volunteer answers to questions posed by instructors in the class	2.3891	.91447	8

The results of Table 7 show that the learning skill in the section 6 gained the best by students is “I attend class regularly”;

It can be said the students can gain the learning skills in section 6 well. They gain the skills in section 6 with the level of pretty good; except the skill “I volunteer answers to questions posed by instructors in the class”.

Table 8. The learning skill in the section 7: Reading and Selecting the Main Idea being evaluated by students according the levels ranked from top to bottom

Section 7: Reading and Selecting the Main Idea		M	SD	Ranking
C75	I am comfortable with my reading rate	3.1011	.91168	1
C78	I focus on the main point while reading	3.0543	.89649	2
C76	I look up parts I don't understand	3.0422	.92532	3
C77	I am satisfied with my reading ability	3.0256	.92511	4
C73	I review reading material several times during a semester	2.7285	.92067	5
C74	When learning a unit of material, I summarize it in my own words	2.7134	.99055	6
C71	I survey each chapter before I begin reading	2.5370	.96059	7
C72	I follow the writer's organization to increase meaning	2.2700	.93656	8

The results of Table 8 show that the learning skill in the section 7 gained the best by students is “I am comfortable with my reading rate”.

It can be said the students can gain the learning skills in section 7 with the level of pretty good. In the other words, they know how to read and select the main idea when reading.

Table 9. The learning skill in the section 8:

Writing being evaluated by students according the levels ranked from top to bottom

Section 8: Writing		M	SD	Ranking
C88	I allow sufficient time to collect information, organize material, and write the assignment	2.8175	.93191	1
C84	I review my writing for grammatical errors	2.7557	.99274	2
C82	I write rough drafts quickly and spontaneously from notes	2.7089	.95584	3
C81	I find that I am able to express my thoughts well in writing	2.6727	.92463	4

C86	I am comfortable using library resources for research	2.6229	1.01330	5
C85	I have someone else read my written work and consider their suggestions for improved writing	2.5128	1.04696	6
C87	I am able to narrow a topic for an essay, research paper, etc.	2.5068	.95021	7
C88	I put aside a written assignment for a day or so, then rewrite it	2.5008	.95815	8

The results of Table 9 show that the learning skill in the section 8 gained the best by students is “I allow sufficient time to collect information, organize material, and write the assignment”.

It can be said the students gain the learning skills in section 8 in pretty low compared with the above ones. The means of the skills are under 3.00 though they are ranked with the pretty good level. In the other word, the students have to improve their writing skills.

2.2. Results of self-evaluation on the levels of gaining learning skills in the sections by senior high school students in Ho Chi Minh City

In order to calculate the means of the sections in the survey, the mean of each section is the average of the points of 8 learning skills in the section. Then the means of the sections are ranked from top to bottom.

Table 10. The learning skills in the sections being evaluated by students according the levels ranked from top to bottom

	Section	M	SD	Ranking
4	Test Strategies and Test Anxiety	2.9421	.54484	1
2	Concentration and Memory	2.8867	.52824	2
1	Time Management and Procrastination	2.8765	.51690	3
7	Reading and Selecting the Main Idea	2.8090	.60354	4
5	Organizing and Processing Information	2.7937	.58126	5
3	Study Aids and Note-taking	2.7513	.63702	6
6	Motivation and Attitude	2.7294	.58411	7
8	Writing	2.6373	.66458	8

The results of table 10 show that the learning skills by section in the survey are ranked from top to bottom: Test Strategies and Test Anxiety (ranking 1); Concentration and Memory (ranking 2); Time Management and Procrastination (ranking 3); Reading and Selecting the Main Idea (ranking 4); Organizing and Processing Information (ranking 5); Study Aids and Note-taking (ranking 6); Motivation and Attitude (ranking 7) and Writing (ranking 8).

It can be said that the learning skills the students practice daily in school are evaluated with the high rankings from 1 to 4; whereas, the learning skills require the students to apply some techniques are evaluated with the lower rankings from 5 to 8. So, the teachers should teach the students about thinking skills.

3.4. Comparison the results of the learning skills in the sections by variance

There are 2 comparisons in this part by sex and by grade.

Table 11. Comparison of the learning skills in the sections by sex

Section	Sex				F (df = 1)	P
	Male		Female			
	M	SD	M	SD		
1 Time Management and Procrastination	2.8886	.52948	2.8631	.50304	.404	.525
2 Concentration and Memory	2.8474	.54023	2.9303	.51191	4.091	.044
3 Study Aids and Note-taking	2.6698	.60996	2.8420	.65496	12.282	.000
4 Test Strategies and Test Anxiety	2.9610	.56346	2.9212	.52347	.881	.348
5 Organizing and Processing Information	2.7973	.59293	2.7898	.56894	.027	.869
6 Motivation and Attitude	2.7038	.60065	2.7580	.56474	1.422	.233
7 Reading and Selecting the Main Idea	2.7740	.62053	2.8479	.58260	2.486	.115
8 Writing	2.5856	.69349	2.6947	.62701	4.475	.035

The results of Table 11 show that:

- There are statistical differences between male and female students in evaluations of the sections of learning skills: Concentration and Memory; Study Aids and Note-taking; and Writing.

The female students evaluate higher than the male students.

- There are no statistical differences between male and female students in evaluations of the sections of learning skills: Time Management and Procrastination; Test Strategies and Test Anxiety; Organizing and Processing Information; Motivation and Attitude; Reading and Selecting the Main Idea; and Reading and Selecting the Main Idea.

Table 12. Comparison of the learning skills in the sections by grade

Section	Grade						F (df = 2)	P
	10		11		12			
	M	SD	M	SD	M	SD		
1 Time Management and Procrastination	2.9136	.54349	2.8759	.49192	2.8043	.51155	1.924	.147
2 Concentration and Memory	2.9526	.51689	2.8768	.51544	2.7771	.56119	4.875	.008
3 Study Aids and Note-taking	2.8032	.71472	2.7320	.60245	2.6899	.53448	1.579	.207
4 Test Strategies and Test Anxiety	3.0161	.54620	2.9191	.53601	2.8450	.54548	4.713	.009
5 Organizing and Processing Information	2.8618	.60239	2.7383	.58638	2.7781	.51402	3.086	.046
6 Motivation and Attitude	2.7695	.61106	2.7239	.59271	2.6618	.50253	1.482	.228
7 Reading and Selecting the Main Idea	2.8623	.61404	2.7900	.61157	2.7442	.55920	1.885	.153
8 Writing	2.7124	.67400	2.5994	.69379	2.5698	.56443	2.768	.064

The results of Table 12 show that:

- There are statistical differences between grade in evaluations of the sections of learning skills: Concentration and Memory; Test Strategies and Test Anxiety. The students in grade 10 evaluate the first; the students in grade 11 evaluate the second; and the students in grade 12 evaluate the third.

It can be said the higher grades have more experiences in the learning skills at the beginning; so they don't pay much attention to them.

- There are statistical differences between grade in evaluations of the sections of learning skills: Organizing and Processing Information. The students in grade 10 evaluate the first; the students in grade 12 evaluate the second; and the students in grade 11 evaluate the third.

- There are no statistical differences between grade in evaluations of the sections of learning skills: Time Management and Procrastination; Study Aids and Note-taking; Motivation and Attitude; Reading and Selecting the Main Idea; and Writing.

3.5. Correlation between types of students and the levels of gaining learning skills

The following is the correlation types of students and the levels of gaining learning skills, that means, if the types of students is high, the level of gaining learning skills is too; and vice versa.

Table 13. Comparison of the learning skills in the sections by types of students

Section	Types of students						F (df = 2)	P
	Good		Pretty good		Average			
	M	SD	M	SD	M	SD		
1 Time Management and Procrastination	2.9740	.56611	2.8636	.48582	2.7293	.45006	8.973	.000
2 Concentration and Memory	2.9672	.55345	2.8813	.51664	2.7533	.47076	6.405	.002
3 Study Aids and Note-taking	2.8592	.71760	2.7653	.57707	2.5228	.58222	10.91	.000
4 Test Strategies and Test Anxiety	3.0588	.57930	2.9316	.49678	2.7446	.56278	13.03	.000
5 Organizing and Processing Information	2.9101	.59547	2.7983	.55091	2.5576	.57694	14.43	.000
6 Motivation and Attitude	2.8298	.61162	2.7327	.54300	2.5348	.58503	9.977	.000
7 Reading and Selecting the Main Idea	2.8631	.66160	2.8502	.53865	2.5946	.61985	9.083	.000
8 Writing	2.7195	.70130	2.6533	.63659	2.4348	.64600	7.203	.001

The results of Table 13 show that: There are statistical differences between types of students in evaluations of the sections of learning skills: Time Management and Procrastination; Concentration and Memory; Study Aids and Note-taking; Test Strategies and Test Anxiety; Organizing and Processing Information; Motivation and Attitude; Reading and Selecting the Main Idea; and Writing. The students in good type evaluate the

first; the students in pretty good type evaluate the second; and the students in average type evaluate the third.

In the other word, there are the relationships between the types of the students and the level of gaining learning skills.

4. Conclusions

From the results above, we make some conclusions:

- In 64 items on learning skills, the students gain: 3 learning skills with very high level; 63 learning skills with high level. Therefore, the students need to improve their learning skills by learning from the teachers, and in practice.

- The results show the learning skill gained the best in each section: (1) “I arrive at classes and other meetings on time”; (2) “I study in a place free from auditory and visual distractions”; (3) “When reading, I mark or underline parts I think are important”; (4) “I follow directions carefully when taking an exam”; (5) “I solve a problem by focusing on its main point”; (6) “I attend class regularly”; (7) “I am comfortable with my reading rate”; and (8) “I allow sufficient time to collect information, organize material, and write the assignment”.

- The learning skills by section in the survey show that the learning skills the students practice daily in school are evaluated with the high rankings from 1 to 4; whereas, the learning skills require the students to apply some techniques are evaluated with the lower rankings from 5 to 8. So the teachers should teach the students about thinking skills.

- There are statistical differences between male and female students in evaluations of the sections of learning skills: Concentration and Memory; Study Aids and Note-taking; and Writing.

The female students evaluate higher than the male students.

There are no statistical differences between male and female students in evaluations of the sections of learning skills: Time Management and Procrastination; Test Strategies and Test Anxiety; Organizing and Processing Information; Motivation and Attitude; Reading and Selecting the Main Idea; and Reading and Selecting the Main Idea

- There are statistical differences between types of students in evaluations of the sections of learning skills: Time Management and Procrastination; Concentration and Memory; Study Aids and Note-taking; Test Strategies and Test Anxiety; Organizing and Processing Information; Motivation and Attitude; Reading and Selecting the Main Idea; and Writing. The students in good type evaluate the first; the students in pretty good type evaluate the second; and the students in average type evaluate the third. In the other word, there are the relationships between the types of the students and the level of gaining learning skills.

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**TỰ ĐÁNH GIÁ VỀ MỨC ĐỘ KĨ NĂNG HỌC TẬP ĐẠT ĐƯỢC
CỦA HỌC SINH TRUNG HỌC Ở THÀNH PHỐ HỒ CHÍ MINH****Nguyễn Đức Chính¹, Đoàn Văn Điều², Đinh Tiến Toàn²**¹Trường THPT Trần Văn Giàu, Thành phố Hồ Chí Minh, Việt Nam²Trường Đại học Sư phạm Thành phố Hồ Chí Minh, Việt Nam*Tác giả liên hệ: Nguyễn Đức Chính – Email: ducchinh3007@gmail.com

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TÓM TẮT

Kĩ năng học tập giúp học sinh thành công trong các hoạt động học tập. Tuy nhiên, để đạt được kĩ năng học tập cần thời gian và sự rèn luyện. Bài báo trình bày kết quả tự đánh giá về mức độ đạt được của kĩ năng học tập của học sinh trung học phổ thông tại Thành phố Hồ Chí Minh. Phương pháp chính của bài viết này là khảo sát bằng bảng hỏi áp dụng từ: UHCL Counseling Services theo thang Likert 4 mức độ được tiến hành trên 633 học sinh tại ba trường trung học phổ thông ở Thành phố Hồ Chí Minh: Nguyễn Hữu Cánh (Quận 11), Mạc Đĩnh Chi (Quận 6) và Trần Văn Giàu (Quận Bình Thạnh). Kết quả nghiên cứu gồm hai nội dung chính: 1) xếp thứ bậc của 64 câu hỏi; và 2) xếp thứ bậc của 8 phần trong bảng hỏi từ cao xuống thấp: Chiến lược kiểm tra và lo âu làm bài (thứ bậc 1); Tập trung và ghi nhớ (thứ bậc 2); Quản lí thời gian và sự chần chừ (thứ bậc 3); Đọc và chọn ý chính (thứ bậc 4); Tổ chức và xử lí thông tin (thứ bậc 5); Hỗ trợ học tập và ghi chú (thứ bậc 6); Động lực và Thái độ (thứ bậc 7) và Kĩ năng viết (thứ bậc 8). Từ kết quả này, giáo viên có thể lựa chọn nội dung kĩ năng học tập mà học sinh cần cải thiện, đồng thời áp dụng những phương pháp học tập hiệu quả để phát triển kĩ năng học tập cho học sinh.

Từ khóa: tự đánh giá; kĩ năng học tập; hoạt động học tập; học sinh trung học phổ thông