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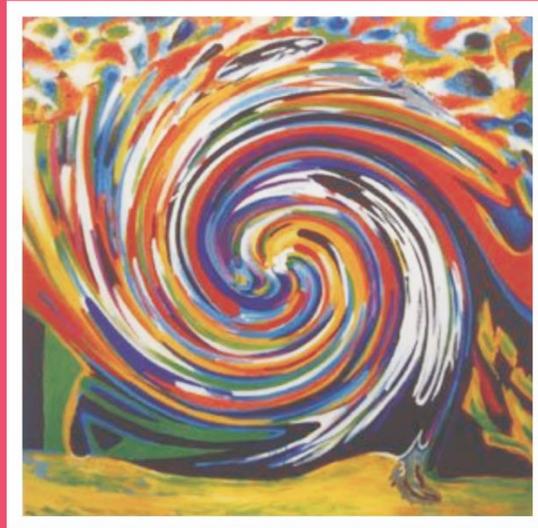
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Summary/*Sumário*

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Observação preliminar: desde o número 15, os artigos estão com DOI informado na primeira página de cada texto.

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Editorial

A Revista Conhecimento & Diversidade publica o dossiê "Educação, cultura e sociedade na Europa e Ásia" alcançando um marco importante em sua política editorial de internacionalização. Com efeito, a Revista Conhecimento & Diversidade acolhe a diversidade de pesquisas na área da educação cujos desafios contemporâneos exigem esforços conjuntos para interpretar, compreender, explicar e ressignificar os desafios locais como globais e os globais como locais.

Ademais, considerando que as vivências pedagógicas e a educação em sentido amplo não são fenômenos atomizados no tempo e no espaço de seu desenvolvimento histórico, a Revista Conhecimento & Diversidade pretende contribuir para que seus leitores brasileiros abram suas mentes e corações para realidades, problemas, vivências e desafios contemporâneos das mais diversas teorias e práticas pedagógicas para além de nossas fronteiras nacionais.

Do mesmo modo, para que nossas realidades, nossos problemas, nossas vivências e nossos desafios brasileiros possam ser lidos, conhecidos, compreendidos e ressignificados além de nossas fronteiras, é mister que autores brasileiros procurem cada vez mais publicarem seus artigos em outras línguas, com destaque para a língua inglesa.

Por essa razão, a partir de 2023, a política editorial de internacionalização da Revista Conhecimento & Diversidade acolherá como prioritários os artigos aprovados por seus pareceristas que estejam em língua estrangeira e não só em português, fomentando o envio do mesmo artigo em mais de uma língua na esperança de superarmos pouco a pouco as barreiras existentes entre povos, nações e culturas no tocante ao seu mútuo entendimento.

Espera-se, assim, encorajar todos os nossos leitores e autores comprometidos com a excelência, a relevância e a contemporaneidade das pesquisas no campo pedagógico e interdisciplinar com foco na educação a se engajarem em esforços contínuos de diálogo com pesquisas e cientistas internacionais.

Denise Salles
Editora-chefe

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Editorial

The Journal Knowledge & Diversity publishes the issue "Education, Culture and Society in Europe and Asia", reaching an important milestone in its editorial policy of internationalization. Indeed, the Knowledge & Diversity Journal welcomes the diversity of research in education whose contemporary challenges require joint efforts to interpret, understand, explain, and re-signify local challenges as global and global as local.

Moreover, considering that pedagogical experiences and education in a broad sense are not phenomena atomized in time and space of their historical development, the Journal Knowledge & Diversity intends to contribute so that its Brazilian readers open their minds and hearts to the realities, problems, experiences, and contemporary challenges of the most diverse pedagogical theories and practices beyond our national borders.

In the same way, so that our Brazilian realities, problems, experiences, and challenges can be read, known, understood, and re-signified beyond our borders, it is necessary that Brazilian authors increasingly seek to publish their articles in other languages, especially in English.

For this reason, from 2023 on, the editorial policy of internationalization of the Journal Knowledge & Diversity will welcome as a priority the articles approved by its reviewers that are in a foreign language and not only in Portuguese, encouraging the submission of the same article in more than one language in the hope that we can gradually overcome the barriers between peoples, nations, and cultures in relation to their mutual understanding.

We hope, therefore, to encourage all our readers and authors committed to excellence, relevance, and contemporaneity of research in pedagogical and interdisciplinary research with a focus on education to engage in ongoing efforts to engage in continuous efforts of dialogue with international research and scientists.

Denise Salles
Editor in chief

Editorial

La Revista Conocimiento y Diversidad publica el número "Educación, cultura y sociedad en Europa y Asia" alcanzando un hito importante en su política editorial de internacionalización. De hecho, la Revista Conocimiento y Diversidad acoge la diversidad de la investigación en educación cuyos retos contemporáneos requieren esfuerzos conjuntos para interpretar, comprender, explicar y resignificar los retos locales como globales y lo global como local.

Además, considerando que las experiencias pedagógicas y la educación en sentido amplio no son fenómenos atomizados en el tiempo y en el espacio de su desarrollo histórico, la Revista Saber & Diversidad pretende contribuir para que sus lectores brasileños abran mentes y corazones a las realidades, problemas, experiencias y desafíos contemporáneos de las más diversas teorías y prácticas pedagógicas más allá de nuestras fronteras nacionales.

Del mismo modo, para que nuestras realidades, problemas, experiencias y desafíos brasileños puedan ser leídos, conocidos, comprendidos y resignificados más allá de nuestras fronteras, es necesario que los autores brasileños busquen cada vez más publicar sus artículos en otros idiomas, especialmente en inglés.

Por esta razón, a partir de 2023, la política editorial de internacionalización de la Revista Conocimiento & Diversidad acogerá prioritariamente los artículos aprobados por sus árbitros que estén en lenguas extranjeras y no sólo en portugués, incentivando la presentación del mismo artículo en más de una lengua con la esperanza de superar poco a poco las barreras entre pueblos, naciones y culturas en lo que se refiere a su comprensión mutua.

Esperamos, pues, animar a todos nuestros lectores y autores comprometidos con la excelencia, la pertinencia y la contemporaneidad de la investigación en el ámbito pedagógico y campo interdisciplinar centrado en la educación para participar de forma continua em diálogo con investigadores y científicos internacionales.

Denise Salles
Redactora jefe

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Factors affecting to digital skills and adaptability of students in the context of digital transformation at the Ho Chi Minh city University of Technology and Education

Fatores que afetam as habilidades digitais e a adaptabilidade dos estudantes no contexto da transformação digital na Universidade de Tecnologia e Educação da cidade de Ho Chi Minh

Nguyen Thi Nhu Thuy*
Nguyen Thi Tuyet Nga**
Phung The Anh***
Tran Ngoc Chung****

Abstract

The article focuses on analyzing the factors affecting students' digital skills and adaptability in the context of digital transformation. The study identified influencing factors: Environment, Behavior, Individuals, Teachers, Time of use, and access. However, the results of an online survey of 1.282 students of the Ho Chi Minh City University of Technology and Education (HCMUTE) with Cronbach's Alpha test method, EFA analysis, correlations, and regression analysis, showed that there are 3/5 factors identified in the hypothesis that affect digital skills and adaptability of HCMUTE students in the context of digital transformation, specifically: behavior (Beta = 0.177, Sig. = 0.000); individuals (Beta = 0.181, Sig. = 0.027); teacher (Beta = 0.547, Sig. = 0.000). Besides, the environment does not affect digital skills and adaptability (KNSKNTU) due to Beta = 0.017 and Sig.=0.384>0.05. Sig does not involve usage and access time factors. >0.05 in the table Correlations not be further analyzed in the regression model. The research results are expected to help provide a more objective view of the reality of digital adoption and student adaptability in the digital transformation context at HCMUTE.

Keywords: digital skills; digital transformation; factors affecting.

∗ PhD. Ho Chi Minh City University of Technology and Education (HCMC), Vietnam; https://orcid.org/0000-0002-6529-9651; ntnthuy@hcmute.edu.vn

∗∗ Ho Chi Minh City University of Technology and Education; Email: nga.nguyen@hcmute.edu.vn; https://orcid.org/0000-0002-6540-5549

∗∗∗ PhD. Ho Chi Minh City University of Technology and Education (HCMC), Ho Chi Minh, Vietnam; https://orcid.org/0000-0002-0906-5666; Email: anhpt@hcmute.edu.vn

∗∗∗ Masters, Ho Chi Minh City University of Technology and Education (HCMC), Ho Chi Minh, Vietnam; Email: chungtn@hcmute.edu.vn; https://orcid.org/0000-0002-4349-9548

Nguyen Thi Nhu Thuy; Nguyen Thi Tuyet Nga;
Phung The Anh; Tran Ngoc Chung

Resumo

O artigo enfoca a análise dos fatores que afetam as habilidades digitais dos estudantes e a adaptabilidade no contexto da transformação digital. O estudo identificou os fatores que influenciam: Ambiente, Comportamento, Indivíduos, Professores, Tempo de uso e acesso. Entretanto, os resultados de uma pesquisa online com 1.282 alunos da Universidade de Tecnologia e Educação da cidade de Ho Chi Minh (HCMUTE) com o método de teste Alfa de Cronbach, análise EFA, correlações e análise de regressão, mostraram que existem 3/5 fatores identificados nas hipóteses que afetam as habilidades digitais e a adaptabilidade dos alunos do HCMUTE no contexto da transformação digital, especificamente: comportamento (Beta = 0. 177, Sig. = 0,000); indivíduos (Beta = 0,181, Sig. = 0,027); professor (Beta = 0,547, Sig. = 0,000). Além disso, o ambiente não afeta as habilidades digitais e a adaptabilidade (KNSKNTU) devido a Beta = 0,017 e Sig.=0,384>0,05. O Sig não envolve fatores de uso e tempo de acesso. >0,05 na tabela Correlações não são mais analisadas no modelo de regressão. Espera-se que os resultados da pesquisa ajudem a fornecer uma visão mais objetiva da realidade da adoção digital e da adaptabilidade do estudante no contexto da transformação digital no HCMUTE.

Palavras-chave: habilidades digitais; transformação digital; fatores que afetam.

Introduction

The strong development of science and technology, especially information technology, plays an extremely important role in the socio-economic of every country in the world. This requires every individual to use information technology to respond to the new situation. Katz (2007) believed that digital literacy was as important as reading and writing in the last century, Killen (2018) asserted that digital literacy was considered a vital factor to achieve success in learning, research and the future career development. The World Bank's "the Changing Nature of work" report affirms that digital skills are a prominent feature in the skills frameworks of the 21st century and are at the core of future-ready education concepts. The 21st Century Skills Framework identifies "digital skills" as one of three core skill areas.

There are many studies that give different terms to define human attributes related to the use of information technology such as: digital literacy, digital skills hay digital competency. The first, Digital literacy, introduced by Gilster (1998) is considered as the ability to understand and use information from a variety of digital sources. Digital literacy is not limited to understanding technical functions, not just using digital resources effectively. Eshet-Alkalai (2004) said that digital literacy was not only the ability to use software and operate digital devices, but also emphasized social and emotional cognitive skills to perform tasks and solve problems in the digital environment. Ameen & Gorman (2009) argued that digital skill was not simply the ability to understand technological functions, but also the ability to search and select digital information, apply necessary knowledge for people to become "important consumers". In many of their research papers, Van Deursen and Van Dijk (2010) have proposed a series of digital skills concepts that take into account the technical, media, and basic content aspects (skills related to operation, the formal, information, communication, content creation and strategy). In 2018, UNESCO defined digital literacy as the ability to safely and appropriately access, manage, understand, integrate, communicate, evaluate and create information through digital technologies to serve jobs from the simple to the complex as well as start-ups. Digital literacy is a combination of computer usage, information technology, information and

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communication capabilities". A recent World Bank study (Melhem & Jacobsen, 2021) has taken a different approach and used the concept of "digital literacy" to refer to an organization's ability to utilize its employees to achieve its goals. Digital literacy includes not only digital skills but also digital capabilities in leadership and digital culture, all of which are necessary for successful execution of a digital transformation strategy. Although there are different approaches to the terminology of digital literacy, there are differences in the contents and methods to determine the level of digital literacy; the above studies have clarified the nature, role and basic content of digital skills. The above studies are an important basis for individuals and organizations to research on how digital has supported teaching, learning, and research on how to improve digital skills for learners to meet new conditions. For example, Bartlett-Bragg (2017) and Varga-Atkins (2018) both argued that student's learning was greatly influenced by technology-related factors such as the integration of technology in course design, interaction between students, and between students and teachers through technology applications and digital resources. In addition, researchers who are interested in individual characteristics in relation to digital literacy Ng (2012) proposed a three-factor framework based on perception (i.e. choice of technology, information search, and critical evaluation of information), technique (i.e., technical awareness of technology) and society (i.e., support through online communities and protect yourself from harm in the areas of the digital environment). Therefore, the article will analyze the factors affecting students' digital skills and adaptability in digital transformation on several aspects such as Environment, Behavior, Individuals, Teacher, Time of use, and access. Solutions are proposed to improve students' digital skills and adaptability in the digital context.

Methods

The main methods used in the article are qualitative research and quantitative research in the sociological approach. In qualitative research, we analyze the secondary documents and the qualitative data from the studies of the previous authors. This method not only suggests ideas but also helps to provide relevant qualitative information to selectively inherit the theoretical basis, content, and methods of the research, and at the same time, points out the gaps in information in documents, theoretical tools, and methods to identify new research tools and methods.

In the quantitative research, the author uses the survey method by online questionnaire, and the data processing by SPSS statistical method.

Descriptive statistics method: The survey results are conducted with 1.282 HCMUTE students. In which, there are 24.6% female (n=315) and 75.4% male (n=967); first-year students accounted for 79.5% (n=1.019); sophomore students accounted for 14.7% (n=189); third-year students accounted for 5.4% (n=69), fourth-year students accounted for 0.2% (n=3), after-fourth-year students accounted for 0.2% (n=2); students from 28 to 25 years old accounted for 99.9% (n= 1.281), students aged 26 and older accounted for 0.1% (n=1); students from the high-quality training system accounted for 67.5% (n=865), students from the mass system accounted for 28.5% (n=365), students from the international association system accounted for 4.1% (n=52).

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Analytical method to assess the reliability of Cronbach's Alpha scale: Cronbach's Alpha coefficient is a statistical test of how closely the items in the scale correlate with each other. Cronbach's Alpha coefficient value level From 0.8 to close to 1: the scale is perfect from 0.7 to close to 0.8: good usability scale; From 0.6 and above: qualifying scale (Hoang Trong, Chu Nguyen Mong Ngoc, 2008).

Exploratory factor analysis method EFA: Exploratory factor analysis, referred to as EFA, is used to reduce a set of K variables into a set of F (with F < k) of more significant factors.

Building a regression model in the study: After the scale of the survey factors has been tested, it will be processed to run linear regression by the sum of least squares (OLS) method by the Enter method. According to Nguyen Dinh Tho (2011), the Enter method is more suitable for testing studies.

Research models

Figure 1 – Research model proposed by the authors
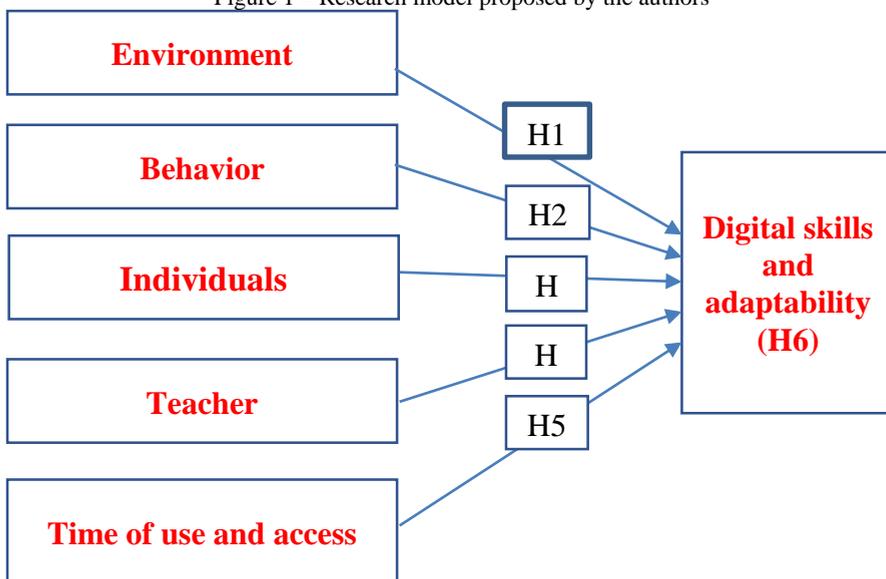
Results and discussion

Actual situation of using digital skills and adaptability of students in the context of digital transformation at HCMUTE

In the "Digital Jobs for Youth: Young Women in the Digital Economy" report, the authors mention that digital skills are mainly based on skills related to the use of technology.

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Digital skills are divided into three basic, intermediate, and advanced groups as divided by UNESCO (2017), Basic digital skills are

"entry level functional skills required to make rudimentary use of digital devices and applications." With basic digital skills, users are typically able to operate devices such as computers and smartphones, access and store information from online resources, and set up online accounts and profiles. In it, the internet connection system is one of the core issues and determines the ability to apply digital. In our research, the devices used to connect to the internet include fiber optic internet (accounting for 51.5%), 4G network (accounting for 39.5%), 3G network (accounting for 61%), and 5G network (accounting for 2.8%) (Source: Rendered from SPSS, 2022).

And devices used to access and store online resources are mainly laptops (63.1%), followed by Smartphones (30.9%), Desktop (PC) (4.0%), and Ipad (1.9%) (Source: Rendered from SPSS, 2022).

The digital skills and adaptability of students in the context of digital transformation at HCMUTE in this study show the ability to understand and use information from various digital sources. In which the digital resources and the ability to exploit resources at HCMUTE are mainly UTExlms (accounting for 37.7%) and FHQxlms (accounting for 59.1%); besides, other digital sources such as Angel, Blackboard Learn, and Pearson Education account for a negligible percentage (Source: Rendered from SPSS, 2022). Moreover, to learn and find resources, HCMUTE students also use other platforms and tools such as zoom (21%), Google meet (27.3%), Microsoft Teams (9.6%), Jitsi Meet (0.7%), Zalo (17.9%), Face book (16.4%) and some other platforms (7.1%)

According to our research results, the Covid-19 epidemic has had an impact (accounting for 51%) on students' digital skills and adaptability in the context of digital transformation at HCMUTE (Source: Rendered from SPSS, 2022). Therefore, to adapt, HCMUTE students not only have the ability to understand technology, digital platforms, and tools but switch to the ability to manage, search, select, create and manage information to service learning. Specifically, the use of digital skills and adaptability are shown in the following aspects: Independent learning (accounting for 20.6%); Searching and managing digital information (accounting for 16.6%); Their participation in information/data management (accounting for 15.0%); Creating the digital documents and digital learning independently (accounting for 12.3%); Digital creative activities (e.g.: blogs, electronic portfolios, wikis) (accounting for 10.2%); Management of digital data/information (accounting for 10.0%); Digital identity (accounting for 5.5%). The results of this study show that there is a concordance between digital skills and adaptability with previous research results "intermediate Digital Skills enable individuals to use digital tools for more significant task-oriented purposes. Intermediate skills are "the skills that enable an individual to make substantive and beneficial use of online applications and services,". Advanced Digital Skills allow people to use technology in transformative ways. UNESCO defines these as "the group of skills that form the basis of specialist [information and communication technology] occupations and professions." (UNESCO, 2017).

A remarkable research result from the JISC Organization (2015) described digital skills as the digital capabilities individuals need to live, learn and work in a digital society. This organization introduced a framework called the JISC Digital Capability Framework which

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consists of 6 components: (1) ICT qualification - involves fundamental digital skills in adopting, adapting and using digital devices, applications and services; (2) Information, data and media literacy - involves the ability to find, evaluate, manage and share digital information and data, critically read in a variety of digital media; (3) Digital creativity, problem solving and innovation - involves the process of creating, innovating and solving problems by using technology and/or developing new practices with digital technology; (4) Digital Communication and Collaboration - involves the ability to communicate and collaborate effectively in a variety of digital media for different purposes and audiences; (5) Digital Learning and Development - involves the ability to identify/participate in digital learning opportunities; and (6) Digital Identity and Wellbeing - relates to the ability to maintain a positive digital identity across platforms and take care of one's work-life balance.

To explore the digital capabilities that individuals need to live, study and work in a digital society at HCMUTE, a survey is conducted to capture the basic digital skills of application, adaptation, and use of digital devices, applications, and services in learning. The results show that the main software applications used are (24.2%), website (22.9%), word processing software (14.7%), image processing software (11.7%), Video sharing application (10.8%), statistical software (6.3%), virtual learning environment (6.1%) … (Source: Rendered from SPSS, 2022).

Eshet-Alkalai (2004) argued that digital literacy was not only the ability to use software and operate digital devices but also emphasized social and emotional cognitive skills to perform tasks and solve problems in the digital environment. In our research, the social and emotional cognitive skills of HCMUTE students are demonstrated through positive adaptability, good time management ability, high academic persistence, performance in the context of online learning, improving their online learning skills, and online learning experience adaptability. On the other hand, more or less significant differences are found in cognitive aspects of technology use, which seem to be related to students' ability and cognitive effort to think critically in the search, evaluation, management, and sharing of digital information.

Table 1 – Student's adaptability in the context of digital transformation

Training system	Positive adaptability	Good time management ability	High academic persistence	Performance in the context of online learning	Enhancing online learning skills	Online learning experience	Adaptability
High Quality	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Mass	3.00	3.00	3.00	3.00	3.00	3.00	3.00
International association	3.00	3.00	3.00	3.00	3.50	4.00	4.00
Total	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Source: Survey results, 2022

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With level 1- the lowest and level 4 - the highest, Table 3.1 show that the digital skills and adaptability of HCMUTE students in the digital context are all at level 3 or higher. In there is a new finding that the online learning experience and adaptability (both scores at level 4) of students of the international association system are higher than that of the high-quality system and the mass system (both of them are at level 3). Differences between training systems in the use of students' digital skills and adaptability may be linked to the curriculum structure or student's learning behavior or personal characteristics and family structure which are beyond the scope of this study… However, we recognize that the needs of students at any training system also provide digital platforms to provide the necessary support in developing strategies of effective information management.

Analysis of factors affecting students' digital skills and adaptability in the context of digital transformation at HCMUTE

Tested the reliability of the scales

The study has determined and tested the reliability of the scales: Environment (MT); Behavior (HV); Individual (CN); Instructor (ND); Time of use and access (TGTC); Digital skills and adaptability (KNS&KNTU) by confidence factor Cronbach's Alpha.

Cronbach's Alpha see helps to delete the unacceptable observed variables with an item-total correlation less than 0.3. The criterion for the scale is accepted when Cronbach's Alpha is more significant than 0.6 or more (Nguyen Dinh Tho & Nguyen Thi Mai Trang, 2004). The researchers agree that when the value of Cronbach's Alpha is above 0.8 to close to 1, this scale is good; if the value of Cronbach's Alpha is within the range of 0.7 to 0.8, it means that the value of Cronbach's Alpha is acceptable. Some researchers believe that the value of Cronbach's Alpha at 0.6 or greater can be used in a case where the concept of the scale is new or the scale is unique to respondents in the research (Hoang Trong - Chu Nguyen Mong Ngoc, 2008).

Environment

The results of running the reliability analysis of the "environmental" factor's scale show that the reliability is 0.849, ranging from 0.795 to 1, this is a good scale, and all variables correlate with a large sum. More than 0.3 satisfactory.

Table 2 – The results of the reliability analysis of the scale for environmental factors

Item-Total Statistics				
Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Cronbach's Alpha: 0.849				
MT1	13.44	12.263	.745	.795
MT2	13.41	12.258	.725	.800
MT3	14.03	12.958	.577	.840
MT4	14.09	12.901	.608	.831
MT5	13.53	12.649	.644	.821

Source: Survey results, 2022

Behavior

The results of running the reliability analysis of the "behavior" factor scale show that the reliability of 0.932 is more significant than 0.6, satisfactory, and all correlated variables with a sum greater than 0.3 are satisfactory.

Table 3 – The results of the reliability analysis of the scale for behavioral factors

Item-Total Statistics				
Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Cronbach's Alpha: 0.932				
HV1	12.77	15.645	.783	.923
HV2	12.75	15.242	.850	.910
HV3	12.81	15.116	.863	.907
HV4	12.75	15.452	.819	.916
HV5	12.80	16.014	.778	.923

Source: Survey results, 2022

Individual

The reliability analysis of the "individual" factor's scale results show that the reliability of 0.957 is more significant than 0.6 satisfactory, and all correlation variables with a sum greater than 0.3 are satisfactory.

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Table 4 – The results of the reliability analysis of the scale for individual factors

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Cronbach's Alpha: 0.957				
CN1	19.43	32.711	.820	.952
CN2	19.41	32.358	.852	.950
CN3	19.38	32.458	.854	.950
CN4	19.33	32.752	.843	.950
CN5	19.38	32.250	.865	.949
CN6	19.39	32.232	.848	.950
CN7	19.37	31.988	.865	.949

Source: Survey results, 2022

Teacher

The results of running the reliability analysis of the "teacher" factor scale show that the reliability of 0.953 is greater than 0.6, satisfactory, and all correlated variables with a sum greater than 0.3 are satisfactory.

Table 5 – The results of the analysis of the reliability of the scale for the teacher factor

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Cronbach's Alpha: 0.953				
ND1	9.84	9.283	.870	.943
ND2	9.82	9.288	.902	.933
ND3	9.83	9.317	.895	.935
ND4	9.83	9.352	.875	.941

Source: Survey results, 2022

Time of use and access

The results of running the reliability analysis of the scale of the factor "Time of use and access" show that the reliability is 0.790, more significant than 0.6, and all correlated variables with a sum greater than 0.3 are satisfactory.

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Table 6 – The results of the reliability analysis of the scale for the factors of Time of use and access

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Cronbach's Alpha: 0.790				
TGSDTC1	6.47	3.700	.725	.608
TGSDTC2	6.44	3.992	.687	.656
TGSDTC3	6.39	4.525	.495	.855

Source: Survey results, 2022

Digital skills and adaptability

The results of running the reliability analysis of the scale of the factor "Digital skills and adaptability" shows that the reliability of 0.953 is more significant than 0.6 satisfactory, and all correlation variables with a sum greater than 0.3 meet the requirements.

Table 7 – The results of the reliability analysis of the scale for the factor of Digital skills and adaptability

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Cronbach's Alpha: 0.953				
KNS&KNTU 1	13.21	15.748	.849	.945
KNS&KNTU 2	13.19	15.500	.872	.941
KNS&KNTU 3	13.19	15.444	.893	.938
KNS&KNTU 4	13.15	15.546	.858	.944
KNS&KNTU 5	13.17	15.503	.873	.941

Source: Survey results, 2022

Exploratory factor analysis

Exploratory factor analysis with (EFA) independent variables

The standard of the factor analysis method is that the KMO index must be greater than 0.5 (Garson, 2003), and Barlett's test has a significance level of sig < 0.05 to show that the data used for factor analysis is appropriate and between the variables. They are correlated with each other. Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) value=0.951.

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The factor analysis results show that the KMO index is $0.951 > 0.5$, which proves that the data used for factor analysis is entirely appropriate. Bartlett's test result is 28131,357, with a Sig significance level. $= 0.000 < 0.05$, this time was rejecting hypothesis H0: observed variables are not correlated with each other in the population. Thus, the hypothesis that the correlation matrix between variables is homogenous is rejected; the variables are associated with each other and satisfy the factor analysis conditions. (Source: Survey results, 2022). Perform factor analysis according to Principal components with Varimax rotation. The results show that the 24 observed variables are initially grouped into five groups.

The total value of variance extracted $= 76.605\% > 50\%$: satisfactory; it can be said that these five factors explain 76.605% of the variation in the data. The Eigenvalues of the factors are all high (>1), and the 5th factor has the lowest Eigenvalues of $1,131 > 1$. Factor matrix with Varimax rotation method:

Table 8 – Results of the first independent variable EFA analysis

Rotated Component Matrixa					
	Component				
	1	2	3	4	5
CN3	.800				
CN2	.794				
CN5	.784				
CN4	.783				
CN7	.773				
CN6	.763				
CN1	.733				
HV3		.763			
HV2		.746			
HV4		.738			
HV5		.712			
HV1		.702			
ND2			.811		
ND3			.799		
ND4			.781		
ND1			.774		
MT2				.858	
MT1				.853	
MT5				.667	

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MT4				.612	
MT3					
TGSDTC1					.901
TGSDTC2					.882
TGSDTC3					.729
Eigen - value	12.290	2.137	1.651	1.176	1.131
Phương sai trích(%)	51.207	60.113	66.990	71.891	76.605

a. Rotation converged in 6 iterations.

Source: Survey results, 2022

The factor loading factors are all greater than 0.5, but there are cases where MT3 has no load value. Therefore, the elements do not guarantee convergence and discriminant values when analyzing EFA. Consequently, it is necessary to remove MT3 and treat EFA a second time.

The second-factor analysis results show that the KMO index is 0.949 > 0.5, which proves that the data used for factor analysis is entirely appropriate. Barlett's test result is 27311.315 with a Sig significance level = 0.000 < 0.05, this time was rejecting hypothesis H0: observed variables are not correlated with each other in the population. Thus, the hypothesis that the correlation matrix between variables is a homogenous matrix is rejected; that is, the variables are correlated with each other and satisfy the factor analysis conditions. (Source: Survey results, 2022). Perform factor analysis according to Principal components with Varimax rotation. The results showed that 23 observed variables were initially grouped into five groups.

The total value of variance extracted = 77.934% > 50%: satisfactory; then it can be said that these five factors explain 77.934% of the variability of the data. The Eigenvalues of the factors are all high (>1), and the fifth factor has the lowest Eigenvalue of 1.130 > 1. Factor matrix with Varimax rotation method:

Table 9 – The results of the second independent variable EFA analysis

Rotated Component Matrixa					
	Component				
	1	2	3	4	5
CN3	.801				
CN2	.796				
CN5	.787				
CN4	.784				
CN7	.777				

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CN6	.768				
CN1	.737				
HV3		.766			
HV2		.749			
HV4		.741			
HV5		.719			
HV1		.708			
ND2			.813		
ND3			.801		
ND4			.783		
ND1			.777		
MT2				.866	
MT1				.861	
MT5				.671	
MT4				.581	
TGSDTC1					.901
TGSDTC2					.883
TGSDTC3					.730
Eigen - value	11.884	2.131	1.603	1.176	1.130
Phương sai trích(%)	51.671	60.935	67.905	73.019	77.934

Source: Survey results, 2022

The factor loading factors are all greater than 0.5, and there is no case where the variable loads both factors simultaneously with the load factors close to each other. Therefore, the factors ensure convergent and discriminant validity when analyzing EFA; there is no disturbance of factors, that is, the question of one factor is not confused with the question of the other factor. Therefore, these independent factors are kept unchanged after factor analysis, not increased or decreased by factors.

Exploratory factor analysis with (EFA) dependent variables

EFA results on the dependent variable (satisfaction) by Principal components extraction method and varimax rotation showed: KMO coefficient = 0.896 (>0.5), Barlett's test result is 6673.393, and Sig significance level. = 0.000 (<0.05), so exploratory factor analysis (EFA) is appropriate (Source: extracted from SPSS, 2022). 05 variables measuring satisfaction are extracted into the same factor at Eigenvalues = 4.207 (>1), and the extracted variance is 84.145%. Therefore, the EFA results can be used for regression analysis in the next step.

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Table 10 – Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.207	84.145	84.145	4.207	84.145	84.145
2	.305	6.107	90.252			
3	.186	3.715	93.967			
4	.160	3.195	97.162			
5	.142	2.838	100.000			

Extraction Method: Principal Component Analysis.

Source: Survey results, 2022

Table 11 – Grouping of factors after performing exploratory factor analysis

Factors	Symbol	Measure variable
Environment (H1)	MT	MT1, MT2, MT4, MT5
Behavior (H2)	HV	HV1, HV2, HV3, HV4, HV5
Individuals (H3)	CN	CN1, CN2, CN3, CN4, CN5, CN6, CN7
Teachers (H4)	ND	ND1, ND2, ND3, ND4
Time of use and access (H5)	TGSDTC	TGSDTC1, TGSDTC2, TGSDTC 3
Digital skills and adaptability (H6)	KNS&KNTU	KNS&KNTU1, KNS&KNTU2, KNS&KNTU3, KNS&KNTU 4, KNS&KNTU5

Source: Survey results, 2022

Correlation coefficient matrix analysis

Correlation coefficient matrix analysis is a crucial analytical step before performing regression analysis to consider whether groups of independent and dependent variables are eligible for regression analysis.

Correlation analysis represents a linear correlation relationship between the pairs of variables being analyzed. The correlation coefficients will range from -1 to 1 and measure the degree of linear correlation between the variables. The Prob value represents the level of

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statistical significance for the estimated correlation coefficients. The author conducts correlation analysis among the variables in the model.

Table 12 – Correlations

Correlations		MT	HV	CN	ND	TGSDTC	KNSKNTU
MT	Pearson Correlation	1	.593**	.559**	.516**	.026	.506**
	Sig. (2-tailed)		.000	.000	.000	.353	.000
	N	1282	1282	1282	1282	1282	1282
HV	Pearson Correlation	.593**	1	.749**	.685**	.041	.698**
	Sig. (2-tailed)	.000		.000	.000	.142	.000
	N	1282	1282	1282	1282	1282	1282
CN	Pearson Correlation	.559**	.749**	1	.727**	.047	.721**
	Sig. (2-tailed)	.000	.000		.000	.091	.000
	N	1282	1282	1282	1282	1282	1282
ND	Pearson Correlation	.516**	.685**	.727**	1	.039	.809**
	Sig. (2-tailed)	.000	.000	.000		.164	.000
	N	1282	1282	1282	1282	1282	1282
TGSDTC	Pearson Correlation	.026	.041	.047	.039	1	.043
	Sig. (2-tailed)	.353	.142	.091	.164		.127
	N	1282	1282	1282	1282	1282	1282
KNSKNTU	Pearson Correlation	.506**	.698**	.721**	.809**	.043	1
	Sig. (2-tailed)	.000	.000	.000	.000	.127	
	N	1282	1282	1282	1282	1282	1282

**. Correlation is significant at the 0.01 level (2-tailed).

For the correlation between the independent variables, the study is mainly interested in the relationship between the variables with a correlation coefficient of 0.8 and above (relatively close correlation) and statistically significant at 10. % because this relationship can cause the regression model to be biased due to the phenomenon of multicollinearity between the independent variables. The analysis results of Table 3.11 show that the correlation between the independent variables in the model is relatively strong (correlation coefficients are all less than 0.6, relatively much more significant than 0.7). For the correlation between the independent variables and the dependent variable, the satisfaction variable has a non-zero correlation coefficient for the independent variables MT, HV, CN, and ND at the significance level of 10%. For time use and access variables (TGSDTC), there is no correlation (affect) on digital skills and adaptability (KNSKNTU) because of sig. >0.05.

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Thus, with the results of the analysis of the correlation coefficient matrix between the variables in the model, the independent variables and the dependent variables are eligible to perform the next step of regression analysis. The regression model has the form:

$$KNSKNTU = \beta_o + \beta_1*MT + \beta_2*HV + \beta_3*CN + \beta_4*ND$$

Regression analysis

After conducting exploratory factor analysis, and grouping variables according to each factor, the study continued to conduct regression analysis. The regression model that the study applies is a multivariable regression model to examine the relationship between the dependent variables and the independent variables. When analyzing regression, the results will show the factors affecting customer satisfaction. Also, indicate the level of impact of the factors and their level of explanation. Specifically, regression analysis was performed with 04 independent variables: Environment (MT), Behavior (HV), Individual (CN), and Teacher (ND); and the dependent variable was Digital skills and adaptability (KNSKNTU). One-pass input method (Enter method) was used for regression analysis. The values of the factors used to run the regression are the mean values of the observed variables. The model is written as follows: $KNSKNTU = \beta_o + \beta_1*MT + \beta_2*HV + \beta_3*CN + \beta_4*ND + ei$ (β_i: Regression coefficients (i>0); β_o: Constant; ei: error).

Evaluate model fit:

Adjusted $R^2 = 0.704$ means that the independent variables in the model include: Environment (MT), Behavior (HV), Individual (CN), Instructor (ND) for Digital Skills and Abilities adaptation (KNSKNTU) of students at the University of Technology and Education of Ho Chi Minh City. Explains 70.4% of the variation in Digital Skills and Adaptability (KNSKNTU), and the rest is variation in Digital Skills and Adaptability that is not explained by independent variables in the model. Model, or in other words, due to factors outside the model.

Table 13 – Model Summary b

Model Summary b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.840a	.705	.704	.53306	1.925
a. Predictors: (Constant), ND, MT, HV, CN					
b. Dependent Variable: KNSKNTU					

Source: Survey results, 2022

In addition, testing from the ANOVA table of variance, F value = 763.194 Sig value. = 0.000 is very small (<0.05); from this result, there exists at least one statistically significant independent variable explaining the change of the dependent variable.

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Table 14 – ANOVA

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	867.452	4	216.863	763.194	.000b
	Residual	362.862	1277	.284		
	Total	1230.314	1281			
a. Dependent Variable: KNSKNTU						
b. Predictors: (Constant), ND, MT, HV, CN						

Source: Survey results, 2022

The results of regression analysis and the level of impact of each factor

The results of the regression model are shown in Table 3.14 specifically as follows:

Table 15 – Coefficientsa

Coefficientsa Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.316	.065		4.884	.000		
MT	.018	.021	.017	.871	.384	.611	1.636
HV	.178	.025	.177	7.048	.000	.366	2.729
CN	.187	.027	.181	6.980	.000	.344	2.904
ND	.532	.023	.547	23.378	.000	.421	2.373
a. Dependent Variable: KNSKNTU							

Source: Survey results, 2022

Check the statistical significance of the estimated coefficients

Based on the results in Table 3.14, statistically significant variables include Behavior (HV), Individual (CN), and Instructor (ND) that affect Digital Skills and Adaptability (KNSKNTU). of students from the Ho Chi Minh City University of Technology and Education. Because all significance levels (Sig. coefficients) are < 0.05. The normalized regression model on digital skills and adaptability of students at Ho Chi Minh City University of Technology and Education in the context of digital transformation is defined as follows:

KNSKNTU = β_0 + 0.177*HV + 0.181*CN + 0.547*ND

Histogram: Assumption of a normal distribution of the residuals

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Figure 2 – Histogram

Histogram
Dependent Variable: KNSKNTU

Mean = -1.07E-15
Std. Dev. = 0.998
N = 1,282
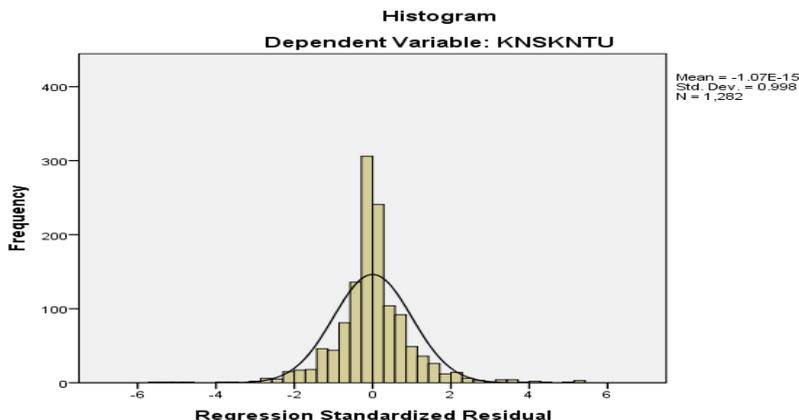
Source: Survey results, 2022

Looking here, we see that the normalized residuals are distributed according to the shape of the normal distribution. There is a bell curve in the figure, which is a normal distribution; we see the histogram frequency corresponding to that bell curve. Furthermore, the mean value of -1.07E-15 is approximately =0, and the standard deviation of 0.998 is approximately =1, further confirming that the normalized residuals are normally distributed.

Figure 3 – Normal P-P Plot of Regression Standardized Residual

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: KNSKNTU
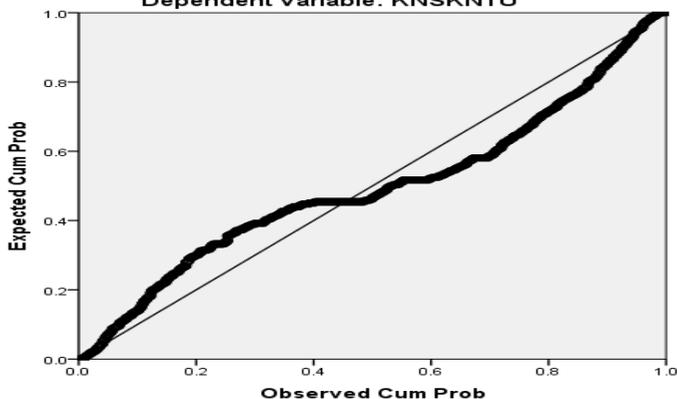
Source: Survey results, 2022

See the Normal P-P Plot of Regression Standardized Residual, the observed and expected values are all close to the diagonal indicating that the normalized residuals are normally distributed. Test by P-P Plot plot showing the values of the percentiles of the

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distribution of the variable according to the percentiles of the distribution standard distribution. Observing the level of actual points, centered close to the expected line, shows that the research data set is relatively good, the normalized residuals have a distribution close to the normal distribution.

Figure 4 – Scatterplot Dependent Variable
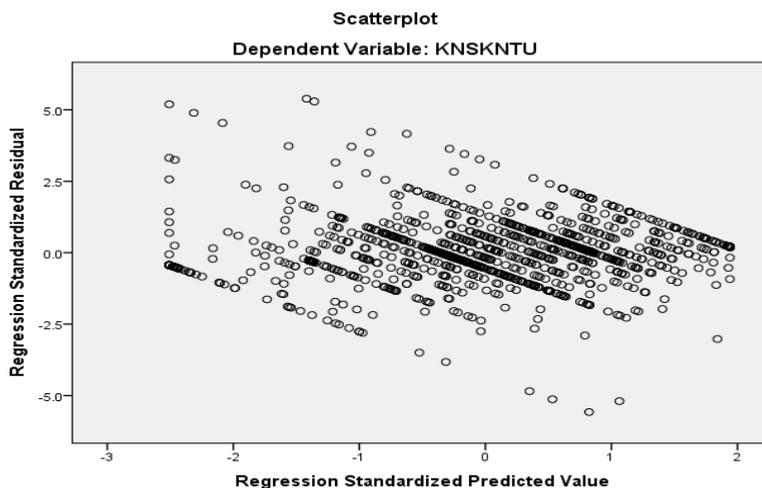
Source: Survey results, 2022

Regarding the assumption of linear relationship, the method used is the Scatterplot Dependent Variable. Looking at the graph, we see that the Regression Standardized Residual has no insignificant change in a certain order for the Regression Standardized Predicted Value. Hence the assumption of linear relationship is not violated. This means that the normalized prediction value is the normalized value of the dependent variable, and the normalized residual is the normalized value of the residual. We see that the dependent variable has no relationship with the residual.

Discussion

Results of regression analysis of factors affecting digital skills and adaptability of students at Ho Chi Minh City University of Technology and Education in the context of digital transformation showed that there are 04 factors identified that affect students' digital skills and adaptability (KNSKNTU), namely Environment (MT), Behavior (HV), Individual (CN), Instructor (ND) have an influence on Digital Skills and Adaptability (KNSKNTU) of students at Ho Chi Minh City University of Technology and Education. The results of the regression analysis also show that only 3/5 of the initial hypotheses H2, H3, H4 are accepted, and H1 is

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not accepted (H5 due to sig.>0.05 (does not affect skill). number and adaptability of students) in the correlation table run step, should be excluded from the regression model).

Table 16 – S . Statistical hypothesis testing

Statistical hypothesis	Estimated coefficient	Result
H1: The environment affects digital skills and adaptability (KNSKNTU)	0.017 (Sig.=0.384)	Does not accept
H2: Behavior affects digital skills and adaptability (KNSKNTU)	0.177 (Sig. = 0,000)	Accept
H3: Individuals influence digital skills and adaptability (KNSKNTU)	0.181 (Sig. = 0,027)	Accept
H4: Teachers influence digital skills and adaptability (KNSKNTU)	0.547 (Sig. = 0,000)	Accept

Source: Survey results, 2022

The regression analysis results show that behavioral factors influence digital skills and adaptability (KNSKNTU). The behavior is shown through time; although the internet is high-speed, the ability to interact and work directly on the Laptop, the ability to access information, documents, and digital learning equipment to fully meet the needs of users. Request access to behavior information about personal life on social networking sites. Behavior is a factor that accounts for a high proportion of students' selection, refinement, and learning of digital skills and adaptability. Obviously, people who can use information technology, the internet, fast operation, and quick search access can be seen as having the ability to adapt to digital transformation and digital skills quickly.

Personal factors influence digital skills and adaptability (KNSKNTU). Individuals with abilities such as active adaptation, good time management, high academic persistence, work performance, learning and accessing information in the context of online learning, improving skills Online learning, learning, accumulating online learning experiences, and adaptability is qualities and attribute that contribute to perfecting students' digital skills and adaptability in the context of digital transformation. .…

The teacher factor affects digital skills and adaptability (KNSKNTU). Teachers have an important role in contributing to the formation of digital skills and adaptability for students. Therefore, the variables observed by teachers in this study include: Innovation and technology readiness; teaching content is counted as a success factor for switching teaching modes, and Methodology Preaching is counted as a success factor for transforming teaching modes and organizational forms and implementing online exercises and tests. For students of Ho Chi Minh City University of Technology and Education, the role of the teacher as a guide and leader directly affects the assessment of students' digital skills and adaptability. Members in the context of digital transformation.

According to the analysis results from the survey, environmental factors (including observed variables: pandemic disruption, social isolation, studying at home should be

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convenient, easy to arrange, and not able to arrange a time. Appropriate time because of having to help with household chores, lack of face-to-face meetings, and interactions between lecturers and students, students and students have no effect on digital skills and adaptability (KNSKNTU).

Solutions to increase students' digital skills and adaptability in digital transformation

Firstly, to complete and upgrade the LMS and FHQLMS systems, lecturers must supplement, update and provide sufficient documents and detailed and easy-to-understand lectures. Video lectures on LMS and FHQLM systems are pretty diverse and rich.

The second is support means and tools for students to participate in online classes to improve the quality of training, learning, and accessing resources for learning.

Third, one of the factors affecting students' digital skills and adaptability today is the internet and students' access skills. In implementing online learning, an indispensable factor is the internet connection. Research results show that fiber optic internet system plays a key role, besides 4G network, 3G network, and 5G network. However, the transmission line and internet connection are unstable, making it difficult to access and serve the purpose of learning and research, so upgrading the wifi system, 4G, and 5G applications need to be focused.

Fourth, learning on the digital platform and students' ability to adapt in the context of digital transformation will quickly lead to psychological fatigue and stress, which more or less affects digital skills and students' adaptability in active learning and research. Therefore, it is necessary to facilitate and encourage students to adapt actively, manage their time well, persevere with high academics, work performance, study, and access information in the context of online learning. Enhancing online learning skills, learning, accumulating online learning experiences, and adaptability are qualities and attributes that contribute to perfecting students' digital skills and adaptability in the digital transformation scene.

Conclusion

In summary, this study has contributed to analyzing factors affecting digital skills and adaptability in the context of digital transformation in student learning at Ho Chi Minh City University of Technology and Education. The analysis results have shown that three influential factors are the individual (CN), the behavior (HV), and the teacher (ND). The regression analysis results also proved that environmental factors do not affect students' digital skills and adaptability in the context of digital transformation.

Although there are different approaches to the terminology related to digital skills, there are differences in the contents and methods to determine the level of digital competence. Still, the above studies have made it clear. Understand the nature, role, and essential range of digital skills. The above studies are an indispensable basis for individuals and organizations to research how digital has supported teaching and learning and how to improve digital skills for learners to meet future needs-new conditions.

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The authors have proposed four solutions to improving students' digital skills and adaptability in the digital context:

Trainers must improve, upgrade, and supplement resources on LMS and FNQLMS systems.

Support means and tools for students to participate in online classes to improve the quality of training, learning, and accessing resources for learning.

Upgrading wifi systems, 4G, and 5G applications need to be focused on.

To avoid psychological fatigue and stress in students, students need to actively study and research. Facilitate and encourage students to actively adapt, manage their time well, persevere with high academics, work performance, study and access information in the context of online learning, improve skills online learning, learning, accumulating online learning experiences and student adaptability in the context of digital transformation.…

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Investigation of the relationship between emotional quotient levels and imagery in university students in Turkey

Investigação da relação entre os níveis de quociente emocional e a imagem em estudantes universitários na Turquia

Ulviye Bilgin[*]
Mergül Çolak[**]
Emrah Seçer[***]

Abstract

The purpose of this relational study is to investigate the relationship between emotional quotient levels and imagery. University students, studying in the field of sports sciences (n=298), participated in the study. "Revised Schutte Emotional Quotient Scale" and "Sports Imaginary Questionnaire" was used in the study. In statistical analysis, Pearson Correlation analysis and Multiple Linear Regression analysis were applied. As a result, in this study it was found that there were moderate relationships between cognitive imagery and emotional quotient, low relationships between motivational specific imagery and emotional quotient, and moderate and positive relationships between motivational general mastery and emotional quotient. However, no significant relationship was found between motivational general arousal and emotional quotient. When the results were examined, it was found that the sub-dimensions of Cognitive Imagery, Motivational Specific Imagery, and Motivational General Mastery were significant predictors of emotional quotient level and explained 25.4% of the variance in emotional quotient.

Keywords: Students; Emotional Quotient; Imagery.

[*] Gazi University, Faculty of Sports Sciences, Department of Physical Education and Sports Teaching/Turkey; Email: ulviye@gazi.edu.tr; https://orcid.org/0000-0001-5871-0089

[**] Erzincan Binali Yildirim University, Faculty of Sports Sciences, Department of Physical Education and Sports Teaching/Turkey; Email: mcolak@erzincan.edu.tr; https://orcid.org/0000-0002-4762-8298

[***] Erzincan Binali Yildirim University, Faculty of Sports Sciences, Department of Sports Management/Turkey; Email: emrah.secer@erzincan.edu.tr; https://orcid.org/0000-0002-6683-680X

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Resumo

O objetivo deste estudo relacional é investigar a relação entre os níveis de quociente emocional e as imagens. Estudantes universitários, estudando na área de ciências do esporte (n=298), participaram do estudo. Foram utilizados no estudo "Escala de Quociente Emocional Schutte revisada" e "Questionário Imaginário Esportivo". Na análise estatística, foram aplicadas a análise de Correlação Pearson e a análise de Regressão Linear Múltipla. Como resultado, neste estudo foi constatado que havia relações moderadas entre imagens cognitivas e quociente emocional, relações baixas entre imagens específicas motivacionais e quociente emocional, e relações moderadas e positivas entre o domínio geral motivacional e o quociente emocional. Entretanto, não foi encontrada nenhuma relação significativa entre a excitação geral motivacional e o quociente emocional. Quando os resultados foram examinados, verificou-se que as sub-dimensões da imagem cognitiva, da imagem específica motivacional e do domínio geral motivacional foram preditores significativos do nível de quociente emocional e explicaram 25,4% da variação do quociente emocional.

Palavras-chave: Estudantes; Quociente Emocional; Imagiologia.

Introduction

The concept of Emotional Quotient (EQ) gained popularity in the mid-1990s with the STUDY of Goleman (Goleman 1995). This concept has been studied by many researchers in academic studies and field practices until today. In particular, Schutte et al. (Schutte et al. 2007c) collected all researched studies on emotional quotient and health in their article (Rubaltelli et al., 2018; Castro-Sánchez, et al., 2018). Many studies conducted in recent years have revealed that the definition of intelligence quotient (IQ) should be expanded and the emotional quotient (EQ) should be included in this definition (Koçak & İçmenoğlu, 2016). Goleman (Goleman 2005), on the other hand, demonstrated in a comprehensive study that the emotional quotient is a much more important phenomenon than the classical theory of intelligence. The concept of emotional quotient has been the subject of research in many fields such as education (Thomas et al., 2017), health (Pau & Sabri, 2015) and exercise (Dağ & Sarı, 2019; Solanki & Lane, 2010).

Emotional quotient plays a serious role in the individual's ability to cope with the difficulties, unexpected situations and problems that s/he has encountered in personal, social and business life. Emotional quotient is concerned with the skills and strategies to process emotional information (Lopes, et al., 2006). It also includes the interaction of emotion and cognition that enables the individual to adapt (Salovey & Grewal, 2005) or a common combination of emotion and intelligence (Ciarrochi et al., 2000; Roberts, et al., 2001). Accordingly, it is debated that the four interrelated basic skills consist the emotional quotient (Brackett & Mayer, 2003; Warwick & Nettelbeck, 2004). The first skill, perceiving emotions, is comprehending one's own and others' emotions with information obtained from facial expressions, verbal messages, body language or similar cues. It includes the ability to accurately express one's own emotions using these clues (Mayer, et al., 2004; Lopes, et al., 2006). The second skill, using emotions, requires concentration, thinking rationally, and developing, using and feeling emotions for the correct communication. The third skill in the model is about grasping emotional processes. It requires having knowledge of which events are likely to generate different emotion types, combining the necessary ones from complex emotion bundles,

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and comprehending how emotions evolve. The last skill of the model refers to individuals' ability to manage their own emotions and cope with emotionally challenging interpersonal situations. This emotional skill requires the ability to regulate the expression and perception of emotions in interpersonal interaction situations in order for the individual to realize his/her purpose (Mayer et al., 2004).

Matthews et al., (2002) noted that the emotional quotient level might affect both mental disorders in which emotion plays a critical role and disorders linked with the non-emotional characteristics of the emotional quotient. Mood and anxiety disorder conditions are examples of maladaptive emotional states as primary indications (Matthews et al., 2002). Improved perception, comprehension, and administration of emotion by those with high emotional quotients may interfere with the development of maladaptive emotional states associated with mood and anxiety problems. Studies have shown that those with higher emotional quotients are usually prone to have a more positive mood and can better repair their spirit after a pessimistic mood induction (Schutte et al., 2002b).

According to Murphy (1994), imagery is the internal recall of sensory experiences stored in memory and the repetition of these experiences without an external stimulus. Imagery is part of our thinking system. We can also use the imagery to recreate a past successful performance by rethinking what we saw or thought. In other words, we can remember events in the past and recreate them in our brain, or we can see events that never happened in our minds (Weinberg & Gould, 1995).

In order for the skills demonstrated in sports to yield successful results, it is necessary to perform the application at the right time, in the right place, with the right technical choices, with the right methods, and by making the right decisions. It is known that imagery studies are important in improving the ability of athletes to make correct decisions and practice. Imagery is an experience in which real lives are imitated. It can be noticed that the imaged thing is seen, its movements can be felt while imagining, or images of sounds, tastes and smells can be experienced without real experiences. Imagery includes not only visualizing but also experiencing this situation with all sense organs (seeing, smelling, hearing, touching, tasting) (Hall, 2001).

In the sports science literature, imagery types are grouped under five main headings (Hall et al., 1998). These are: "cognitive specific imagery", which includes the perfect application of special skills and has a direct impact on the development of a skill; "cognitive general imagery", which includes successful implementation of performance plans; "motivational specific imagery" that includes imagery of specific performance goals achieved; "motivational general mastery", in which athletes imagine how to deal with competition-specific technical and tactical problems when faced with them; and finally "motivational general arousal", which defines the emotions accompanying important competitions and is also used to control the anxiety and arousal level of the athlete while preparing for the competition (Miçooğulları et al., 2009).

According to Zizzi, et al., (2003), an athlete reported that in order to perform well in team sports; she should know his/her own emotions, the emotions of his/her teammates and opponents well. Moreover, Lane et al., (2009b) state that the use of psychological skills such as imagery and self-talk is positively associated with the emotional quotient at the individual level.

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When the importance of the emotional quotient is evaluated in the context of team and individual sports, it is stated that high level emotional quotient in athletes (especially in team sports) is directly related to performance success (Crombie, et al., 2009; Perlini & Halverson, 2006; Zizzi, et al., 2003).

In literature there are many publications on emotional quotient and imagery. However, specific studies in which both subjects were conducted at the same time could not be found. In order for the skills demonstrated in sports to yield successful results, it is necessary to perform the application at the right time, in the right place, with the right technical choices, with the right methods, and by making the right decisions. Both the development of physical skills and the development of mental skills can be achieved with imagery. With Imagery, physical corrections such as improving the skills learned and correcting mistakes can be provided, as well as psychological adjustments such as controlling emotions, improving concentration and self-confidence. It is obvious that the emotional quotient is also important for the athletes to be successful and to benefit from the imagery adequately, and to develop their ability to make the right decision and practice. For this reason, it is thought that determining the relationship between the emotional quotient and imagery will be important in terms of guiding the practitioners in the sport (trainer, athlete etc.).

Methods

Research Model

Relational survey model, one of the quantitative research methods, was used in the research. Relational survey model is defined as a method that intents to determine the degree and variation of the relationships between two or more variables (QuestionPro. 2022).

Research Group

The sample of study consists of 298 (141 female and 157 male) university students in the field of sports sciences in Ankara, who were selected by simple random method. The simple random sampling method is a method in which the participants are randomly selected from the population and the probability of each unit being selected is equal. It is stated that the representation power of this sampling method is higher than other methods (Büyüköztürk et al., 2021).

The protocol of the study was approved by the Human Research Ethics Committee of Erzincan Binali Yildirim University (30/06/2021 -decision number 07/14). The study was conducted in accordance with the Declaration of Helsinki.

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Data Collection Tools

In the research, "Personal Information Form" created by the researchers as well as "Revised Schutte Emotional Quotient Scale" and "Sports Imagery Questionnaire" were used to determine the characteristics of the study group.

Schutte Emotional Quotient Scale was developed by Schutte et al. (1998a) as 33 items, and was arranged by Austin et al., (2004) as 41 items, and was adapted by Tatar et al., (2011) into Turkish. Only the total score of the Revised Schutte Emotional Quotient Scale was evaluated. This test is a 33-item measurement tool that evaluates individuals' ability to identify, understand and manage their own emotions and those of others.

Sport Imagery Questionnaire; the imagery scale developed by Hall et al. (1998) was adapted into Turkish by Kızıldağ and Tiryaki (2012). The scale consists of 4 sub-dimensions and 21 items (Table 1).

Table 1 – Sport Imagery Questionnaire

Cognitive imagery	1,2,4,5,7,9,13,14,15
Motivational specific-imagery	3,6,8,10,20
Motivational general-arousal	11,12,17,19
Motivational general-mastery	16,18,21

Cognitive imagery (CI): Cognitive imagery is used for the correct application of special skills. This type of imagery appears to be used in the development of many skills, from golf swing to basketball free throw (Paivio, 1985).

Motivational specific imagery (MS): Feelings such as winning, seeing that they are congratulated for their good performance, being proud of winning increases the motivation of the athletes. Paivio (1985) found that athletes using Motivational Specific-Imagery were better at maintaining goal-related tasks (e.g., training).

Motivational general-mastery imagery (MG-M): It is known that athletes, who use this type of imagery more, have more mastery-related skills. Motivational general mastery serves to keep the athlete mentally strong and in control (Hall et al., 1998).

Motivational general-arousal imagery (MG-A): Athletes using this type of imagery try to keep their arousal levels under control. In this context, the person can learn ways to cope emotionally. Also, this type of imagery is used to control arousal level and anxiety when preparing for a competition (White & Hardy, 1998).

Results

In the study, descriptive analyses were conducted to determine the demographic characteristics (gender, age, height, weight) of the participants. In order to determine the statistical techniques to be applied in the research, the distribution characteristics were determined and the assumptions of the parametric tests were tested. It was determined that the skewness value was between -.100 and -.521, while the kurtosis values were between -.693 and

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-.031. It is stated that if the values in question are between -1.5 and +1.5, it is appropriate to perform parametric analyses in which the data have a normal distribution (Tabaschnick & Fidell, 2013). From this point of view, Pearson Correlation analysis was applied to determine the relationship between the variables and Multiple Linear Regression analysis was applied to determine the effect of emotional quotient on imagery in sports. The minimum, maximum, mean and standard deviation values of the answers given to the scales are shown in Table 2.

Table 2 – Mean, Standard Deviation, Minimum, Maximum, Skewness and Kurtosis Values of Participants' Scale Scores

Factor	n	Min.	Max.	Mean	Sd.	Skewness	Kurtosis
Emotional Quotient Scale	298	2.73	4.73	3.67	.434	-.100	-.681
Cognitive Imagery	298	2.56	7.00	5.49	.843	-.206	-.031
Motivational Specific-Imagery	298	2.40	7.00	5.40	1.196	-.472	-.543
Motivational General-Arousal	298	1.50	7.00	4.98	1.132	-.521	.141
Motivational General - Mastery	298	3.00	7.00	5.79	.915	-.261	-.693

Results

Demographic characteristics of the participants are given in Table 2. 52.7% of the participants were male and 47.3% were female. It is seen that the participants are between the ages of 18 - 25 and have an average age of 22.10, have a height of 154 - 210 cm and an average height of 175.76, and have a body weight of 48 - 101 kg and an average of 69.99 kilograms (Table 3).

Table 3 – Characteristics of Participants

Characteristics (n:298)	Group	n	%
Gender	**Female**	141	47.3
	Male	157	52.7
		Min-Max	**X±Ss**
Age (years)		18-25	22.1±2.45
Height (cm)		54.00-210.00	175.76±11.21
Weight (kg)		48.00-101.00	69.69±9.89

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Pearson Correlation test results that showed the relationship between Emotional quotient levels and Cognitive imagery dimensions were given in Table 4. Analysis results, showed that there were moderate level of ($r=.399$, $p<.01$) relationships between cognitive imagery and emotional quotient, low level of ($r=.138$, $p<.05$) relationships between motivational specific-imagery and emotional quotient, and moderate ($r=.465$, $p<.01$), significant and positive relationships between motivational general-mastery and emotional quotient. However, the relationship between motivational general arousal and emotional quotient was not significant ($p>.05$).

Table 4 – The Relationship Between Participants' Emotional Quotient Scores and Cognitive Imagery Levels

		Cognitive Imagery	Motivational Specific-Imagery	Motivational General-Arousal	Motivational General-Mastery	Emotional Quotient
Cognitive Imagery	**r**	1				
	p					
Motivational Specific-Imagery	**r**	.521	1			
	p	**.000****				
Motivational General-Arousal	**r**	.263	.533	1		
	p	**.000****	**.000****			
Motivational General-Mastery	**r**	.702	.511	.285	1	
	p	**.000****	**.000****	**.000****		
Emotional Quotient	**r**	.399	.138	.019	.465	1
	p	**.000****	**.017***	.742	**.000****	

p<.05*, p<.01**

Multiple Linear regression analysis' results showed that there were significant relationships between emotional quotient and cognitive imagery, motivational-specific imagery and motivational general-mastery (Table 5). According to this result, Imagery scores explain 25.4% of the variance in the emotional quotient. According to the standardized regression coefficients, the relative importance of the predictive variables on the emotional quotient appears to be motivational general mastery $\beta=.420$, cognitive imagery $\beta=.196$, and motivational specific imagery $\beta=.137$. The variables in question have significant and positive values, and it can be said that an increase in the values will also increase the level of emotional quotient.

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Table 5 – Multiple Linear Regression Analysis Results for Predicting Participants' Emotional Quotient Levels

	B	**Sh.**	**β**	**t**	**p**
Constant	97.671	6.704		14.569	**.000***
Cognitive Imagery	4.144	1.552	.196	2.670	**.008***
Motivational Specific-Imagery	-2.039	1.022	.137	-1.994	**.047***
Motivational General-Arousal	-1.244	.938	-.079	-1.325	.186
Motivational General - Mastery	8.162	1.420	.420	5.748	**.000***

R=.504, R^2=.254, F=24.882, p<.05

Discussion

In this study examining the relationship between emotional quotient and imagery in athletes, it was determined that there was moderate level (r=.399, p<.01) of relationships between cognitive imagery and emotional quotient, low level (r=.138, p<.05) of relationships between motivational specific-imagery and emotional quotient, and moderate (r=.465, p<.01), significant and positive relationships between motivational general-mastery and emotional quotient. No significant relationship was found between motivational general arousal and emotional quotient. According to the end of multiple linear regression analysis, imagery scores explain 25% of the variance in the emotional quotient. It can be said that other variables have significant and positive values, except for the motivational general arousal variable, and increases in the values affect each other positively.

Studies in the sports literature indicate that psychological skills facilitate athletic performance in athletes (Altıntaş & Akalan 2008). Emotional quotient is also among the important psychological skills. In general, it has also been reported that there is a positive relationship between performance and the emotional quotient, and between performance and the emotional quotient's dimension of being able to manage one's own emotions (Beauchamp et 1996; Thelwell & Greenlees, 2001).

The relationship and interaction between mental training and performance has also been revealed in some studies in the literature (Botwina & Krawczynski, 2003; Mamassis & Doganis, 2004).

Chakarvarti & Lal (2016) found that high-performing participants had higher emotional quotient scores than others in their study of high- and low-performing Indian sprinters.

In another study, Lane et al., (2009b) state that psychological skills used in competition and training may be related to emotional quotient approaches. Specifically, self-talk, imagery, and activation during training and competition connect with perspectives of assessing the feelings of others and the ability to regulate emotions. It is emphasized that the

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emotional quotient perceptions of individuals who report the direction of relationships and the frequent use of psychological skills are also stronger. Having an improved use of psychological skills is associated with the emotional quotient. This study is parallel to the literature and contributes to the literature in this sense.

In the study conducted by Alaeddinoğlu et al., (2022). it was stated that the communication levels of curling athletes were greatly affected by the pre-constructed mental processes and preliminary studies. Every mental training has a great impact on success in all aspects during the competition (Alaeddinoglu, Şebin, Çakır, 2022).

In a study examining the relationship between the use of imagery skills and the levels of sportive confidence in secondary school students participating in school sports (Savaş, 2019), as a result of the correlation analysis between sportive imagery and sportive confidence, it was determined that as sportive imagery skill increases, sportive self-confidence perception also increases. In parallel, Kolayış et al., (2015) found that there was a statistically significant positive relationship between cognitive imagery and motivational general-mastery and sports history in their study on female athletes between the ages of 14-18 in which imagery, motivation and anxiety relationships were examined.

Within their studies in which they investigated the relationship between imagery ability and imagery use in athletes, Gregg et al., (2011) revealed in their hierarchical regression analysis that the imagery capability explains 20% to 41% of the variance in the use of imagery functions. They also stated that visual and kinesthetic imagery ability predicts cognitive specific image use, and motivational general-mastery and motivational general-arousal imagery ability predict the use of motivational general functions of imagery. They also suggested using more than one evaluation method to evaluate imagery ability.

In a study of 54 male athletes from team sports (soccer, field hockey and rugby), it was stated that self-talk, imagery and activation were associated with emotional quotient both in training and competition. It was also stated that the emotional quotient perceptions of individuals who reported the direction of relationships and the frequent use of psychological skills were also stronger (Lane et al., 2009b). In the current study, Imagery scores explain 25% of the variance in the emotional quotient. In this sense, the study is similar to the literature.

In a study examining the relationship between the imagery skills of the archers and their attention levels, it was stated that the cognitive imagery, motivation specific imagery and motivation general-arousal sub-dimensions of the imagery questionnaire were low pre-ictors of the archers' attention levels (Tekin & Ulukan, 2020).

In his thesis study, Alaeddinoğlu stated that cartoons and animation increase effective pre-learning in tennis learning and that the next tennis technique increases with imagery (Alaeddinoglu & Kalkavan 2019).

Bahadır & Adiloğulları (2020) stated that as the emotional quotient levels of the athletes increased, their mental resilience levels increased. In their study investigating the relationship between mental resilience and emotional quotient, they found that there is a positive and weakly significant relationship between emotional quotient and mental resilience levels in university students participating in sportive activities. In addition, they emphasized that this relationship is important for researchers and practitioners and that this situation should be taken into account in terms of performance development of the athlete. Therefore, the high

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mental endurance ability of the athlete can be considered as one of the common characteristics of successful athletes due to the differences it creates in performance (Güven & Yazıcı, 2020).

In this study, in which we examined the association between emotional quotient and imagery, no significant association was found between the emotional quotient and the motivational general arousal variable that they imagined how to cope with problems.

The relationship between emotion and performance in psychology is explained with the IZOF model. The IZOF model is an emotion management system developed by Russian-Finnish Yuri Hanin, targeting individual performance in sports. According to Hanin (2000)'s IZOF model, it is a theoretical and practical approach that enables qualitative and quantitative analysis of the functional relationship between emotions and performance. In 4 sections described as Individual, Regions, Optimal and Functionality; It has been stated that there are individual differences among the athletes, the optimal anxiety level may vary for the athletes in the same sport, and the high anxiety levels of some athletes and low anxiety levels may affect performance (Hanin, 2000; Graeme J. Connolly 2019).

Robazza et al. (2004), In their research based on the IZOF model, they point out that personal feelings and physical reactions can distinguish between successful and less successful performances. In other words, the type and intensity of emotions and some of the physical responses associated with them increase the likelihood of good or bad performance.

Saklofske et al. (2007), reported that emotional intelligence is related to exercise behavior and emotional intelligence also regulates the relationship between exercise behavior and personality. They also stated that exercising may be related to emotional quotient.

Tok et al. (2008), found that emotional intelligence differs according to the status of being an athlete or not. Emotional intelligence level is more developed in athletes. In the same study, they stated that emotional intelligence differs according to the sports branch. While the emotional intelligence level of athletes from swimming, volleyball and basketball branches was higher, emotional intelligence was the lowest among non-athletes and athletes in athletics. They also found that emotional intelligence did not differ by gender.

Cooper et al. (2021) investigated athletes' performance-related emotions and emotional profiles for optimum performance in strength and conditioning; They stated that an optimal emotional profile should be reached in order to achieve the highest perceived performance in strength and condition, and in order to achieve this, they should be informed and developed about psychological skills and strategies in cooperation with sports psychologists.

Basically, you need enough stress to provide motivation, but not as much as you get overwhelmed. Mild to moderate short-term stress can cause an acute stress response that provides the motivation and energy needed just when it's needed. It only lasts long enough to help you do your best. It is difficult to detect this case and it will differ from person to person and according to the branches. Since branch change was not examined in this current study, the inability to find a relationship between motivational general arousal levels, which is the sub-dimension of imagery, and emotional quotient can be explained in this way.

Emotional quotient is highly interesting in the field of sports. The interior and intersubjective aspects are crucial here. More or less, every athlete achieves self-consciousness, self-discipline, self-spur, social skills, and empathy. The performances of individuals with high emotional quotients are positively affected. There is a relationship between emotional quotient

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and imagery. From here, paying attention to the emotional quotient development of children in the general education system will bring success in sports branches in the future.

Conclusion

At the end of the study, except for the motivational general arousal sub-dimension positive correlations were found among the imagery sub-dimensions' and emotional quotient. Cognitive imagery, Motivational specific-imagery and Motivational general-mastery were predicted 25.4% of the variance in the emotional quotient level of athletes.

The findings of this study have a number of important suggestions for researchers and practitioners:

- This study was carried out with a limited number of participants, studies with larger sample groups can be conducted in the future. In addition, studies can be conducted on athletes in different age categories.
- In this study, no distinction was made between individual and team athletes. In new studies, individual, team and branch distinctions can be made.
- Gender differences can be examined in future studies.
- The effect of emotional quotient and imagery training on performance in sports can be investigated.
- Different parameters can be compared together with emotional quotient and imagery.
- Based on the results of our research, it is recommended that trainers, managers, mentor etc. pay attention to emotional quotient and imagery training and seminars.

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Management of university-level training programs according to the AUN-QA approach: theoretical basis, management content, and influencing factors

Gestão de programas de treinamento de nível universitário de acordo com a abordagem AUN-QA: base teórica, conteúdo gerencial e fatores de influência

Nguyen Huy Dung[*]

Abstract

The issue of education quality in general and university training program management, in particular, is one of the major concerns of current education systems in the world and in Vietnam. Many studies have shown a dialectical relationship between education quality and training program management. The university training program is to train human resources with high skills, thinking abilities, and creative abilities. In training activities, it is necessary to innovate contents, programs, teaching, and learning methods, build a list of training occupations, and a system of assurance and accreditation of college training quality, towards integration with the university educational community of countries in the region and the world. The identification and clarification of the theoretical basis of training program management according to the AUN-QA approach are even more urgent when many Vietnamese universities are conducting training quality accreditation under this system. Along with that, it is necessary to clarify the management contents and impact factors of the management process of university-level training programs according to the AUN-QA approach. Qualitative analyzes were used as one of the main tools of this study. However, in some important contents, some important issues need to be clarified, this study will conduct some surveys to create more objectivity and accuracy in the conclusions.

Keywords: Training program management; university level; AUN-QA; universities in Vietnam.

[*] Saigon University, Ho Chi Minh City – Vietnam. PhD. Faculty of Education. ORCID: https://orcid.org/0000-0001-6596-1935; Email: nhdung@.sgu.edu.vn;

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Nguyen Huy Dung.

Resumo

A questão da qualidade da educação em geral e da gestão de programas de treinamento universitário, em particular, é uma das maiores preocupações dos sistemas educacionais atuais no mundo e no Vietnã. Muitos estudos demonstraram uma relação dialética entre a qualidade da educação e a gestão de programas de treinamento. O programa de treinamento universitário é o de treinar recursos humanos com altas habilidades, capacidade de pensamento e criatividade. Nas atividades de treinamento, é necessário inovar conteúdos, programas, métodos de ensino e aprendizagem, construir uma lista de profissões de treinamento e um sistema de garantia e credenciamento da qualidade do treinamento universitário, visando a integração com a comunidade educacional universitária dos países da região e do mundo. A identificação e o esclarecimento da base teórica da gestão de programas de treinamento de acordo com a abordagem da AUN-QA são ainda mais urgentes quando muitas universidades vietnamitas estão conduzindo o credenciamento de qualidade de treinamento sob este sistema. Além disso, é necessário esclarecer o conteúdo da gestão e os fatores de impacto do processo de gestão de programas de treinamento de nível universitário de acordo com a abordagem da AUN-QA. As análises qualitativas foram utilizadas como uma das principais ferramentas deste estudo. Entretanto, em alguns conteúdos importantes, algumas questões importantes precisam ser esclarecidas, este estudo conduzirá algumas pesquisas para criar mais objetividade e precisão nas conclusões.

Palavras-chave: Gestão de programas de treinamento; nível universitário; AUN-QA; universidades no Vietnã.

Introduction

Educational administrators and lecturers are decisive factors not only for the quality of education in university but also have an important influence on capacity and quality in every person's life. Resolution No. 29-NQ/TW on a fundamental and comprehensive renovation of education and training emphasized the task of "Developing a contingent of teachers and administrators, meeting the requirements of education and training innovation; develop planning and project on training and retraining teachers and educational administrators in association with the needs of socio-economic development, assurance of security, national defense and international integration. Standardize the contingent of teachers according to each educational level and training level; develop a system of pedagogical university to meet the training objectives and requirements of teachers and educational administrators" (Communist Party of Vietnam, 2013).

In fact, Vietnam has many policies to encourage the improvement of training quality, towards fundamentally innovating training in order to meet social needs and in line with the conditions of international economic integration. Vietnamese human resources are the most important foundation and advantage for sustainable development.

Vietnam's socio-economic development strategy for the period 2011-2020 has affirmed: "Rapidly develop human resources, especially high-quality human resources, focusing on a fundamental and comprehensive renovation of the economic education of national; closely link human resource development with the development and application of science and technology" (Communist Party of Vietnam, 2011).

Resolution No. 29/NQ-TW dated November 4, 2013, of the Central Committee, has determined: Reforming education and training needs to start from renewing viewpoints and guiding ideology to goals and contents, methods, mechanisms, policies, and conditions to ensure implementation; innovate from the leadership of the Party, the management of the State

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to the management of education and training institutions and the participation of families, communities, society and learners themselves; innovation at all levels, disciplines, etc.

This issue has not been until the 12th Congress (2016) that such a determination was made. The problem is that: In recent years, the viewpoints, guiding ideas, and goals of comprehensive education have not been properly understood and implemented, now we need to be more aware and implement it more effectively. "Transitioning education and training development from mainly quantity-based to focusing on quality and efficiency, while meeting quantity requirements, etc." (Communist Party of Vietnam, 2016).

After 36 years of renovation, Vietnam's education career has been developing, making an important contribution to human resource training for the country's industrialization and modernization (DangNguyen & Son, 2022a; Hang & Van, 2020; Vuhong , 2022a); As the nucleus of the education system to train high-quality human resources for the country, over the years, the Vietnamese higher education system has achieved positive results, specifically: University network planning has come into sync; the number of universities ranked on the number of prestigious international ranking systems is increasing; the number of students increases steadily every year; developing teaching staff; innovate training contents, programs, methods, and assessment methods; vocational skills of students are improved; improve the quality of management work and improve the capacity of managers; graduates have high jobs, gradually meet the needs of the domestic labor market and international integration.

However, evaluating the quality of training objectively, the team of experts in the field of education management has not yet fully met and satisfied the requirements to perform the development tasks of the education system, especially teachers in higher education (Cullen, et al., 2003; DangNguyen & Son, 2022a & 2022b; DucHiep, et al., 2022; Van, 2022). There are many reasons leading to the low quality of training: The lack of uniformity and consistency between the training programs and training models, the lack of standards and norms, and the lack of coherence and complementarity between the two groups training in university with on-the-job training, the university lacks a team of good lecturers and modern teaching and learning equipment, and employers do not pay attention to the placement of work positions that are appropriate to the industry occupations where workers have been trained, leading to low labor productivity (Emil & Raymond, 2007; Hang & Van, 2020; Dao & Van, 2020; Trung & Van, 2020a; Vuhong, 2022b).

Applying a quality assurance approach in managing university-level training programs is a new direction in education in recent years, attracting the attention of many managers and educational institutions (Wentling et al., 1993; Kellogg, 2000; Emil & Raymond, 2007). The set of criteria for assessing the quality of training programs of AUN-QA (ASEAN University Network - Quality Assuranco, the association of quality universities in Southeast Asia) is interesting and registered by many universities in Vietnam, many domestic training programs have been certified by AUN (ASEAN University Network, 2015).

With the desire to study more fully and deeply about the management of training programs at the university level, the author chooses the problem: "Management of training programs at university level according to the AUN-QA approach: Basic theoretical, management content and influencing factors" as a research topic in order to contribute to clarifying issues of university-level training program management according to the AUN-QA approach, meeting the requirements of the university demand for higher education reform in the current context.

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Literature review

The issue of education quality in general and university training program management, in particular, is one of the major concerns of current education systems in the world and in Vietnam. These are issues that are fundamentally related to the research topic, helping us to have an overall and appropriate view in building a theoretical basis for the management of training programs at universities. To the extent allowed, the study refers to the following studies:

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Wentling (1993) stated that: "A training program is an overall blueprint for a training activity (it can be a course lasting several hours, a day, a week or a few years). That master design outlines the entire content to be trained, specifies what to expect from learners after the course, outlines the process needed to implement the training content, and also shows training methods and methods of testing, assessing learning outcomes, and all that is arranged according to a tight timetable".

With the aim of creating a common language for curriculum development, (Fred Korthagena, John Loughranb, & Tom Russellc, 2006) proposed 7 basic principles for curriculum change including: (1) Learning from practical experience; (2) Building knowledge from practical experience; (3) Shifting from focusing on training programs to focusing on learners; (4) Promoted through research on training, (5) Learning to connect with colleagues, (6) Relationships between employers, educational institutions and learners, (7) Teaching activities are carried out according to the approach of each teacher.

These principles have helped to solve training program problems such as complaints from graduates, employers, and parents about the mismatch between being equipped with knowledge and skills. before entering the labor market (Barone, Berliner, Blanchard, Casanova, & McGowan, 1996); the phenomenon of "reality sock" of young teachers when starting work after graduation (Zeichner & Tabachnick, 1981); or the opposition between traditional training methods and new teaching perspectives such as constructivist views (Fosnot, 1996).

Tran Thi Hoai et al. (2018) also conducted a study on the degree of responsiveness to the national qualification framework of undergraduate training programs of Vietnam National University, Hanoi from the perspective of analyzing program output standards the university training program, the steps to develop the training program, and the points of compatibility and incompatibility of the content and structure of the training program with the requirements of the corresponding output standards stated in the Qualification Framework Vietnam. The research results show that the surveyed training programs have met most of the requirements of the National Qualifications Framework, but some contents are completely absent from the training programs, including Basic knowledge of management, operating professional activities, skills to lead and start a business to create jobs for themselves and for others, etc.

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By the end of 2017, the Ministry of Education and Training has issued 4 sets of standards for evaluating the quality of training programs (specifically, 01 set of standards for evaluating the quality of training programs for primary university teachers at the college level), 01 set of standards for evaluating the quality of training programs for high university teachers at the university level, 01 sets of standards for evaluating the quality of educational programs in industrial engineering pedagogy at university level and 01 set standards to evaluate the quality of nursing training programs at university and college levels) and 01 set of standards common to all training programs. This is also a very modest number compared to thousands of programs. Training programs are being implemented at domestic higher education institutions today.

Results and discussion

Theoretical issues of training management in universities according to the AUN-QA approach

Management:

Currently, there are many different views on management. In different fields and industries, there will be different perspectives. Management concepts can be understood in the following basic contents:

Management is a common phenomenon: Management is a very common and widely used term in all fields of society. All organizations, business, political, cultural, or social are involved in management. Because management will help and direct different efforts towards a definite purpose. According to Harold (1961): "Management is an art of getting things done through and with people in formally organized groups. It is the art of creating an environment in which people can perform and individuals and can collaborate to achieve group goals." According to Taylor (1903): "Management is the art of knowing what to do, when to do it, and seeing that it is done in the best and cheapest way".

According to Nguyen Ngoc Quang (2004): "Management is the purposeful, planned impact of the management subject on the collective of workers, generally, the management object, in order to achieve the intended goal".

With the above points of view, management is understood as the activity that directs the efforts of the group toward the achievement of certain predetermined goals. It is the process of working with and through others to effectively achieve organizational goals, by making efficient use of limited resources in a changing world. Of course, these goals can vary across agencies and organizations.

Management of training programs at universities:

Applying the concept of management to the field of training, which can be understood as: Management of training programs in universities is a process of purposeful and planned influence of the management subject on training activities at universities through the application of management functions and means to achieve the training goals of the university.

Management of training programs at universities according to the AUN-QA approach:

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Training management at universities following the AUN-QA approach is very important, this activity helps managers and commanders of the university to review, review and evaluate the current status of training. How have universities been and are? Since then, there are guidelines and measures to adjust training goals and plans to meet the requirements of comprehensive development.

The goal of the management of the training process at universities according to the AUN-QA approach is first and foremost the quality of comprehensive training of students with political-ideological-ethical and cultural standards-scientific-technical-technology, practical skills, and physical fitness are specified in the output standards or training objectives in a particular profession.

The subject of management is the leader, the administrator guides the improvement of the quality of work in the university, but the productivity and quality of the whole university, thereby achieving the results as the common goal of the university has been achieved. Managers must have a comprehensive, comprehensive and dialectical view of the elements under their management in order to control and manage them (Duchiep et al., 2022; Vuhong, 2022a; Van, 2020 & 2022). The quality of comprehensive training of students is reflected in the quality of graduates - technical workers, which must be suitable and meet the very diverse and complex needs of the customers in the market.

Southeast Asian University Network (AUN)

Quality management AUN-QA is a method of high-quality management, aiming to constantly improve quality, each person in the organization is imbued with high-quality cultural values. Therefore, quality management AUN-QA is the most appropriate quality management method in university management today. The researches of domestic and foreign scholars in the field of educational quality management and especially pedagogical education are necessary documents for reference in the process of searching for a theoretical basis, and surveying reality. The adverb then proposes measures to manage training programs suitable for universities.

AUN is a network of leading universities in Southeast Asia, established in November 1995 by the initiative of the Council of Education Ministers of Southeast Asian countries, with the first members led by the Minister of Education and Training. Nominated by the Ministry of Education. Since its establishment, AUN has had 13 members who are top universities in 10 countries in the region; Up to now, there has been 30 members university (In which, Vietnam has Hanoi National University, Vietnam National University Ho Chi Minh City, and Can Tho University).

The AUN accreditation standard is currently the goal that many universities in Vietnam and Southeast Asia aim to develop human resources through higher education in the ASEAN region. In order to promote quality assurance at universities in the region, AUN has launched an initiative to assess the quality of higher education according to the common quality assurance standards of the ASEAN region (ASEAN University Network - Quality Assuranco, abbreviated as AUN-QA).

The selection of quality accreditation according to AUN-QA standards helps the university understand what level the training program has reached on the regional evaluation

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scale, and detect what problems the training program still has need to be remedied for improvement to ensure the quality program in the ASEAN region.

Content management of training programs at universities according to the AUN-QA approach

Management of training programs at university in universities according to the AUN-QA approach is all activities that universities implement to maintain, improve and enhance the quality of their training. Since then, the content of training program management at universities following the AUN-QA approach includes the following issues:

Raise awareness for managers, lecturers and staff about the need to manage training programs according to the AUN-QA approach:

School members must have a clear awareness of quality, training quality, quality management, and the need for quality training and training according to the AUN-QA approach.

Awareness is the first step to having the right attitude and behavior. For the implementation of training program management according to the AUN-QA approach, awareness is expressed in the fact that every member of the university from learners to administrators, lecturers, and staff, all organizations (departments, departments, organizations, etc.) know how their work is of good quality and all follow that quality requirement. To do so, the university needs to have a specific training plan to regularly influence the awareness of its members.

Develop strategic plans, and quality policies for university training according to the AUN-QA approach:

The strategic plan at universities is a long-term plan, usually for a period of 5 to 10 years. Good strategic planning can help university: Clarify future direction; set priorities and focus resources on priorities; professional team/workgroup building; build and enhance the spirit of cooperation with businesses, communities, and external organizations; evaluate the university's progress; improve the quality of university management; Adapt creatively and effectively to change.

Quality management according to AUN-QA contributes to improving the university strategy formulation process in many ways such as: Promoting customer-oriented thinking; focusing on measurement and objective actions to introduce fact-checking against which one can determine the effectiveness of the strategy and the effectiveness of meeting objectives; focusing on teamwork to create the trust that everyone in the organization is involved in formulating strategy. For strategic planning in universities to follow the AUN-QA approach, the strategic planning process is as follows:

1) Mission, vision, and values of the university; 2) Analysis of learner and customer needs; 3) Environmental analysis (SWOT), identification of strategic issues; 4) Define strategic goals; 5) Define the quality policy; 6) Identify strategic solutions; 7) Action plan; 8) Organize the implementation and evaluation of the strategy.

Building a management system for training programs at universities according to the AUN-QA approach:

Defining the university's mission, vision, and goals; formulating policies on training quality of the university; establishing an organization for the quality of the university;

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identifying the needs of customers: internal customers (students, lecturers, etc.), external customers (students' parents, community, etc.) (Snoek, et al., 2011; Hong Vu, 2022; Hong Van, 2022a, 2022b); determine the ability (resources: human, material, financial) of the university to meet customer requirements economically; forming and constantly perfecting the system of assessment standards (evaluating teaching activities, learning activities, production labor, arts, sports, etc.).

Periodically survey the level of achievement of the specified standards for each type of product and the reliability of the product to customers; training, education, and fostering, with a clear reward and punishment regime to strengthen the capacity of the university's members (DangNguyen, 2022b; Van, 2022). The quality policy must be developed by all members of the university.

Building a quality cultural environment at universities. The contents of building a quality culture: Quality awareness education for all members of the organization; organizing training according to the inverted triangle model; maintaining customer-oriented and customer-oriented relationships; marketing within the university organization.

Managing training programs at universities according to the AUN-QA approach:

The university training process includes many stages or sub-processes, from the admissions process or stage to the implementation of the program, the teaching and learning plan, to the evaluation of the graduates out of university. Today, the training process can be extended to the stage where graduates find jobs, receive additional training, continue to update, etc. Manage training programs at the next universities The AUN-QA approach is composed of elements that are always moving, transforming each other, and interacting with the environment in three stages.

Manage Inputs: The input of the training process includes the successful students, management staff, lecturers, training quality, and necessary equipment for the organization of the teaching process. Therefore, the management of inputs includes:

Admissions management and consulting;

In order to be able to select students with the right competencies for the training profession as a premise for improving the quality and effectiveness of training, universities need to organize serious enrollment according to current regulations. For students who have been accepted, the university needs to organize counseling for students to choose the right major among the fields that the university trains to match the student's capacity as well as the university's ability.

Managing, selecting, employing, training, and fostering a contingent of managers and lecturers: Lecturers; Management staff, and lecturers are the main labor force of the university, which is one of the important quality assurance conditions of the university. Therefore, the university needs good management to have a team of managers and lecturers with high quality, and a synchronous structure of occupations and qualifications to meet the training development requirements of the university.

Manage training program development: In today's era, science and technology develop rapidly, production is also constantly changing. Therefore, vocational training programs need to be constantly improved to match the needs of society.

Manage the process of procurement, construction, preservation, use, and repair of teaching facilities and equipment;

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In order to teach quality, it is not possible to only teach theory, especially vocational training, the content of practical teaching accounts for a large proportion of the total training time. School facilities must meet training requirements. Teaching equipment must be modern, not too outdated compared to production, must be sufficient in quantity, and type, and especially always ready to be used.

Factors affecting the management of training programs at universities according to the AUN-QA approach

Factors belonging to the external environment:

First, Laws and policies of the State: The pedagogical training system operates within the legal framework of the country. The Party and State have always focused on education and training activities, including pedagogical training. Stemming from socio-economic realities, the Party and State have advocated promoting the training of highly qualified teachers, increasing the scale of training; increasing investment, consolidating and developing pedagogical education and training institutions; build a number of key educational institutions. These are policies that create a great motivation for the enhancement of pedagogical training in association with improving the quality of training in the current period.

Second, the level and trend of socio-economic development: The more developed the economy, the more and more demand for high-quality human resources is required. To meet that demand, pedagogical training always uses measures to improve the quality of training, to ensure the quantity and quality of labor for the economy. Economic development along with the process of industrialization and modernization of the country makes the economic structure of the industry shift from agriculture to industry, especially focusing on the manufacturing industry and high-tech industry. Currently, Vietnam is being evaluated as having a golden population structure with a large labor force. This creates increased demand for jobs, which in turn promotes educational institutions, to expand their enrollment scale. Raise the income of the national economy, and turn Vietnam into the world's factory.

Third, market size and educational development policy. As analyzed above, the development of the education sector creates the demand for human resources in the industry, thereby orienting the training needs in terms of both training size and quality.

Fourth, the level of scientific and technological development: The world is entering the era of the fourth industrial revolution (also known as the industrial revolution 4.0), from the first industrial revolution (industrial revolution). mechanical engineering), to the second industrial revolution (automation industry) and the third industrial revolution (digital industrial revolution), so far with the 4.0 revolution, technology has advanced significantly, integrating and blurring the boundaries between the physical, digital and biological domains; Industry 4.0 is considered an exponential development compared to the additive and exponential growth of previous industrial revolutions.

Fifth, the issue of integration: The process of international economic integration taking place deeply will greatly affect pedagogical training. Trends impact international negotiations on the liberalization of trade in goods and services and the free movement of labor between countries within a certain range. This puts countries in need of human resource development strategies, especially high-quality human resources to increase competitiveness.

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One of the issues that need to be paid much attention to in the integration process is to improve the professional qualifications of the lecturers. A skilled labor force will attract foreign direct investment; promoting productivity growth for the economy as a whole and moving towards the free movement of labor among countries in the region under the framework of the ASEAN Economic Community.

Factors belonging to universities:

First the training program and curriculum. The training program is a decisive factor in the quality of training because the training program reflects the training content; is a document or design that represents the overall components of the training process; including conditions, methods, and procedures for organizing and evaluating training activities to achieve training objectives of educational institutions. Depending on the subject of training, there is an appropriate training program and must ensure the following requirements: Basic, practical, modern, feasible, and systematic. If any program meets the above requirements and clearly defines the training objectives, requirements, content, and quality assurance, the training activities will be effective.

The training program must be developed with both standards and flexibility so that it can quickly adapt to the training organization and respond to the frequent changes in production technology. Therefore, in order to have a quality training program, it is necessary to involve experts from the educational sectors, with a scientific approach.

Developing a training program according to the AUN-QA approach requires close coordination between education experts, teaching staff, and experts from educational institutions. The essence of the AUN-QA approach is capacity training and capacity building for learners. AUN-QA is an approach to train students, including students of educational management to become comprehensive pedagogues, understand how to form ideas - design - implement - operate processes, and complex technical systems with high added value in the modern working environment. AUN-QA helps to form in education management students the competencies to meet the requirements of enterprises not only in the present but also to help them approach new development problems of science and technology in the future.

Second, the teaching staff and management staff. The training process consists of two processes teaching and learning, and the person who directly implements the teaching process or in other words imparts professional knowledge to students is the teaching staff. Thus, the teaching staff has a decisive role in the quality of training in general and training in particular. If the teaching staff has knowledge, capacity, creative thinking, good professional qualifications, professional ethics, and practical experience, the training quality will be increased; On the contrary, if the teaching staff is both lacking in size, inconsistent quality, and inappropriate structure, the training quality cannot be improved.

An indispensable factor in the training process is the management team. Management staff includes leaders and managers in specialized and professional departments (DangNguyen, 2022b; LuongNgoc & Van; 2022). The management team is a decisive factor in the sustainable development of the vocational education institution, including the improvement and assurance of training quality (ThiHong & VuHong, 2022; Van, 2022). If the staff is proficient in professional skills, has good moral qualities, and has good leadership capacity, the quality of training will increase.

Third, facilities. Technical and material infrastructure includes lecture halls, laboratories, practice workshops, etc. Therefore, the physical infrastructure and teaching

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equipment are factors that directly affect the quality of training. If the facilities are fully equipped and modern, it will have a positive impact on improving the quality of training. On the contrary, when the facilities are lacking or not suitable for the development trend of reality, the quality of training will be affected. This factor includes equipment serving the teaching and learning process of lecturers and learners. When the elements of equipment are adequate, quality assurance will increase the quality of training.

Fourth, the organization of exams and graduation assessments. The more rigorous, rigorous, and correct the organization of the graduation exam and assessment is, the more accurately the qualifications and skills of the learners can be assessed. This motivates learners to really try and study seriously to ensure good expertise; thereby ensuring the output quality of educational institutions. Moreover, the education management industry needs to evaluate graduation through practical content. Graduation assessment through live practice will assess students' real skills. Graduation assessment should be based on the output standards announced by the university. Therefore, the assessment of learning outcomes and graduation assessment should be based on these output standards.

Fifth, the participation of educational institutions in training. The relationship between educational institutions and university is the bridge between labor supply and demand. The closer the linkage, the more relevant the training process is to the needs of the labor market. Educational institutions participating in the process of developing programs and curricula, and teaching practical modules associated with each major will create favorable conditions for the university to develop the program in a way that is appropriate to the needs of the university; learners have more access to practice and the ability to meet the needs of the market is increasing.

Sixth, quality management of training programs is a factor to ensure training quality and improve training quality. If the university does a good job of managing the training program, the output of the training process will meet the needs of the labor market, ensuring the supply of highly qualified human resources. The process of managing the training program in order to ensure the elements of real learning and real exams, learners have the knowledge, skills, and attitudes according to the standards of each industry; this not only helps graduates to be able to work immediately, but also helps educational institutions to have access to highly qualified human resources. Moreover, the university enhances a certain brand and reputation in the industry, creating motivation and confidence for learners.

Conclusion

Issues about training programs in general and management of training programs according to the AUN-QA approach at universities, in particular, are mentioned in many different perspectives on the basis of educational management science. Management of training programs in each university training institution is a matter of survival, determining the quality of output products, creating prestige, and imprints, and related to the survival of training institution to meet the needs of education and training reform in the integration period, so this issue should be promoted research with practical application.

Management of training programs according to the AUN-QA approach at universities has been mentioned, but only suggested by articles, situation reviews, and single proposals

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through seminars, no research has been done for typical in-depth study. Therefore, this is a new and practical issue that needs to be studied intensively in order to apply improvements in education and training at universities, which will contribute to affirming the university's position as well as enhancing the role of education in education and training today.

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Winter sports awareness levels of students taking ski lessons

Níveis de consciência sobre os esportes de inverno dos estudantes de esqui

Murat Turan*
Buğra Çağatay Savaş**
Erdoğan Dönmez***
Vahdet Alaeddinoğlu****

Abstract

This study examines the winter sports awareness levels of the students who take the optional ski course at Erzurum Technical University, Faculty of Sport Sciences, and Faculty of Engineering, according to various variables. The data were collected from the students who took the optional ski course in the 2021-2022 academic year with the help of questionnaires. A total of 145 students, 87 male, and 58 female students, participated in the study using the quantitative research model. A questionnaire technique consisting of two parts was used in the research. In the first part, the "Personal Information Form" was used to determine the demographic characteristics of the participants. The "Winter Sports Awareness Level Scale" was used in the second part. Frequency analysis, kurtosis, skewness test, One-Way Anova analysis, t-test, and correlation analysis were used in the study. The study found a moderate, positive, and significant relationship between the sub-dimensions of winter sports awareness levels. According to the gender variable of the students participating in the study, no significance was found in the awareness levels of winter sports. According to the department variable, in the affective sub-dimension, the engineering faculty students were significantly higher than the sports science faculty students. In addition, according to the variable of where you live, it was determined that the students living in the cities were significantly higher than those living in the villages at the level of winter sports awareness. As a result, it can be said that the gender variable is not a distinguishing variable on the level of winter sports awareness. According to the age variable, it was determined that the winter sports awareness levels of the students aged 23-25 were significantly higher than the students aged 26 and over.

Keywords: Winter Sports; Sports Science; Student.

* Erzurum Teknik Üniversitesi, Spor Bilimleri Fakültesi, Erzurum, Turkiye; Email: muratturan@erzurum.edu.tr; https://orcid.org/0000-0002-3865-7134
**Erzurum Teknik Üniversitesi, Spor Bilimleri Fakültesi, Erzurum, Turkiye; bugra.savas@erzurum.edu.tr; https://orcid.org/0000-0002-8698-6311
***Atatürk Üniversitesi, Horasan Meslek Yüksek Okulu, Erzurum, Turkiye; erdogan.donmez@atauni.edu.tr; https://orcid.org/0000-0003-1691-3640
***Atatürk Üniversitesi, Horasan Meslek Yüksek Okulu, Erzurum, Turkiye; Email: v.alaeddinoglu@atauni.edu.tr; https://orcid.org/0000-0001-8432-0105

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Murat Turan; Buğra Çağatay Savaş;
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Resumo

Este estudo examina os níveis de consciência esportiva de inverno dos alunos que fazem o curso opcional de esqui na Universidade Técnica de Erzurum, Faculdade de Ciências do Esporte e Faculdade de Engenharia, de acordo com várias variáveis. Os dados foram coletados dos alunos que fizeram o curso opcional de esqui no ano acadêmico de 2021-2022 com a ajuda de questionários. Um total de 145 estudantes, 87 homens e 58 mulheres, participaram do estudo utilizando o modelo de pesquisa quantitativa. Uma técnica de questionário composto de duas partes foi utilizada na pesquisa. Na primeira parte, foi utilizado o "Formulário de Informações Pessoais" para determinar as características demográficas dos participantes. Na segunda parte, foi utilizada a "Escala de Nível de Conscientização sobre Esportes de Inverno". No estudo, foram usadas análises de freqüência, curtose, teste de inclinação, análise One-Way Anova, teste t, e análise de correlação. O estudo encontrou uma relação moderada, positiva e significativa entre as sub-dimensões dos níveis de conscientização dos esportes de inverno. De acordo com a variável de gênero dos estudantes participantes do estudo, não foi encontrado nenhum significado nos níveis de conscientização dos esportes de inverno. De acordo com a variável de departamento, na sub-dimensão afetiva, os estudantes da faculdade de engenharia eram significativamente mais altos do que os estudantes da faculdade de ciências do esporte. Além disso, de acordo com a variável de onde se vive, foi determinado que os estudantes que vivem nas cidades eram significativamente mais altos do que os que vivem nas vilas no nível de consciência dos esportes de inverno. Como resultado, pode-se dizer que a variável sexo não é uma variável distintiva no nível de conscientização dos esportes de inverno. De acordo com a variável idade, foi determinado que os níveis de conscientização dos estudantes de esportes de inverno com idade entre 23 e 25 anos eram significativamente mais altos do que os estudantes com 26 anos ou mais.

Palavras-chave: Esportes de inverno; Ciência Esportiva; Estudante.

Introduction

People have struggled to survive throughout history. At the beginning of these struggles, it was inevitable that access to opportunities and transportation came. Since transportation and transportation needs vary according to the region's living conditions, this need has developed depending on the area's geographical conditions. The desire to protect health in geographical conditions is one of the most fundamental goals of humanity (Asan and Çingöz, 2021; Tekkurşun vd., 2018). Sport, which emerged spontaneously as a life and death struggle with natüre, existed in the past; skiing and sledding with bodily actions according to geographical conditions were used as a kind of transportation vehicle over time, developed, and later emerged as a sport branch (Tatlısu and Bayraktar, 2020). Skiing and sledding, done with bodily actions according to geographical conditions, have been used as a transportation tool over time, developed, and later emerged as a sport branch. People's first wooden snowshoes to come to the lower polar regions and hunt on the snow go back to ancient times, and the subject of skiing in written documents goes back to ancient times, such as 900 years after Christ. There is a time gap of approximately eight to nine thousand years. Since it covers the bronze, stone, and iron periods, the use of sleds and skis should also be classified according to geographical segments, usage purposes, and shapes. The correct classification is known as sled and ski transportation and transportation for the people living under the arctic, the war for the people living in Central Asia, and sports and transportation for the people living in the mountainous regions of Central Europe (Fişek, 1998).

Skiing started its first activities in Erzurum province in Turkey during the First World War. Accordingly, the foundation of modern skiing was laid here, and it began with the orders

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of Chief of General Staff Enver Pasha after the Sarıkamış operation. In this operation, a similar organization was established for the Turkish military due to the Russian army's rapid movement of ski horses on the snowy ground. In fact, before this disaster, Hafız Hakkı Pasha, who later became the Commander of the Third Army, saw the benefits of skiing in the military exercises held in Austria while he was serving as an attaché in Austria, and he requested its creation the leader of a ski organization that prepared the ground for the fastest movement on snowy ground in the Caucasian front. Thus, modern skiing was started in Erzurum with the expert staff brought from Austria at the beginning of 1915. (Küçükuğurlu and Sivaz, 2011, 62-65).

Awareness can be defined as directing attention to the present moment and accepting and approving the moment, regardless of past or future feelings and thoughts (Act. Altınışık, İlhan & Kurtipek, 2021). Awareness is an affective and cognitive activity, and several mental schemas form when becoming aware. Creating and realizing the new Schema, which means expanding the consciousness field, brings an increase in our consciousness level about ourselves, our environment, and the universe, and the consciousness field increases. For any stimulus to be noticed, it must first have the power to pass a certain threshold and reach the sense organs. However, everything that comes from our sense organs cannot be realized. For a person to be able to notice a new stimulus that appears in front of him, there is a need to associate the new inspiration with the existing schemas in mind, to feel excited about the new stimulus (to have an emotional experience), to have a desire to communicate with 32 new inspirations. Being aware is the sum of these three elements. (Dökmen, 2002).

It is defined as the most appropriate tool that includes almost all types and principles of the movement element that develops an individual's physical and spiritual structure with physical education at its core. Communities have always found sports training that includes the individual's mental, emotional, social, and physical development important and necessary. For this reason, it is an inseparable part of our physical and sports education (Dolaşır, 2006). Physical fitness; is defined as having the necessary energy to do daily work healthily without fatigue and to spend free time with joyful pursuits. (Ulupınar and Özbay, 2021).

For this reason, while defining awareness in the field of physical education and sports, it was seen that it was necessary to define the psychomotor, cognitive, and affective areas that education tries to bring to individuals as an inseparable whole, and the awareness areas were gathered in three main groups by first defining general awareness in the field of physical education (Eski, 2010).

In this sense, our study examines the winter sports awareness levels of the students who take the optional ski course in Erzurum Technical University Faculty of Sport Sciences and Engineering Faculty according to various variables.

Research Model and Hypotheses

Variables were determined before the model was created in the study. There is a total of 1 variable in the model, and the level of awareness of winter sports was chosen as the independent variable.

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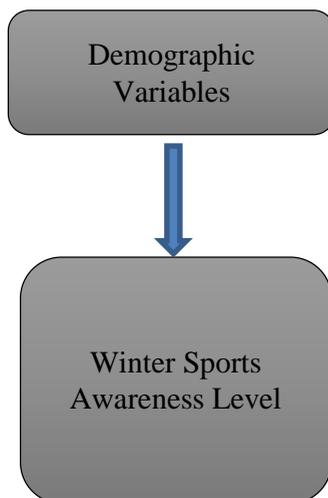
The model created within the research framework represents the research's main problem. In this sense, the research problem can be expressed as examining students' winter sports awareness levels according to various variables.

The hypotheses developed to evaluate the relationships between the variables in the research model are as follows.

H1: There is a significant difference between the students' winter sports awareness levels according to the gender variable.

H2: There is a significant difference between the students' winter sports awareness levels according to the department variable.

H3: There is a significant difference between the students' winter sports awareness levels according to the age variable.

H4: There is a significant difference between students' winter sports awareness levels according to the variable where they live.

Method

Research Group

The research universe consists of students who studied at Erzurum Technical University Faculty of Sport Sciences and Faculty of Engineering and took the optional ski course in the 2021-2022 academic year. The sample comprises 145 students, 87 men, and 58 women, who take the optional ski course.

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Data Collection Tools

The researcher met with the authorized persons in the faculties where the scales would be applied. After obtaining the necessary permissions, the researcher went to the faculties and explained the questionnaires to the students, and they were helped to answer the questionnaire questions healthily. The survey questions used to consist of three parts. These;

Personal Information: To collect information about the demographic status of the participants, Questions prepared by the researcher such as gender, department, age, and place of residence were asked.

Winter Sports Awareness Scale: The Winter Sports Awareness Levels Scale, which was developed by the former in 2010, consists of a total of 35 items and consists of 3 sub-dimensions such as Cognitive Dimension (1-13), Affective Dimension (14-26) and Psychomotor Dimension (27-35) and 5 It consists of a Likert format. The Cronbach's alpha values of the sub-dimensions of the scale were calculated as $(\alpha)=.88$ for the Cognitive Dimension, $(\alpha)=.92$ for the Affective Dimension, $(\alpha)=.78$ for the Psychomotor Dimension, and the Cronbach alpha value for the whole scale $(\alpha)=$ Calculated by Eski as 0.90. The Cronbach's alpha value obtained in our study was $(\alpha)=.90$.

Analysis of Data

The data collected from the students participating in the research were processed into electronic media with the "SPSS v25.0" program, and various statistical analyzes were made. A normality test was performed to determine the normality of the collected data, and it was determined that the data were normally distributed. Parametric tests were used in the study. Frequency analysis to determine the demographic status of the participants, t-test was applied in independent groups to determine winter sports awareness levels according to gender and department variables; one-way analysis of variance in comparison with age and place of residence; Tukey test was applied to find out which groups caused the difference and the level of significance $(p<0.05)$ was taken.

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Findings

Table 1 – Information on Demographic Variables of Participants

		(*N*)	(%)
Gender	Man	87	60,0
	Woman	58	40,0
Your department	Faculty of Engineering	60	41,4
	Faculty of Sports Sciences.	85	58,6
Age	20-22 years	56	38,6
	23-25 years	52	35,9
	26 years and older	37	25,5
Where you live	City	88	60,7
	County	36	24,8
	Village	21	14,5
	Total	145	100

When Table 1 is examined, The gender variable of the individuals participating in the study is examined; male participants are 87 (60.0%) while female participants are 58 (40.0%). When the department variable of the participants is examined, it is seen that 60 people (41.4%) are studying engineering faculty, and 85 people (58.6%) are studying in the faculty of sports sciences. When the age variable of the participants is examined, the highest participation is 56 (38%), 6) people, and the lowest participation is 37 (25.5%) people aged 26 and over. According to the variable of the place where the participants live, the highest participation is in the province and 88 (60.7%), while the lowest participation is in the village and 21 (14.5%) people.

Table 2 – The Normality Distribution Test of the Participants' Winter Sports Awareness Levels Sub-dimensions and Total Scores (Skewness- Kurtosis)

Scale	Sub-Dimension	Skewness		Kurtosis	
		N	Statistic	Std. Error	Statistic	Std. Error
	Cognitive	140	,385	,201	-,040	,400
		N	Statistic	Std. Error	Statistic	Std. Error
	Affective	140	-1,162	,201	1,479	,400
Winter Sports Awareness Level		**N**	Statistic	Std. Error	Statistic	Std. Error
	Psychomotor	140	,105	,201	-,389	,400
		N	Statistic	Std. Error	Statistic	Std. Error
	Total	140	,023	,201	,087	,400

When Table 2 is examined, when the sub-dimensions of the winter sports awareness levels and the normality distribution of the total scores of the participants are examined, Tabaschnick and Fidell (2013) stated that if the skewness and kurtosis coefficients in the scales

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are in the range of (-1.5, +1.5), the data will show a normal distribution they express. In this context, it is seen that the kurtosis and skewness values of the data show a normal distribution.

Table 3 – Comparison of Participants' Winter Sports Awareness Levels Sub-Dimensions and Total Scores by Gender Variable (Independent – Sample T Test)

Scale	Sub-Dimensions	Gender	N	X	Ss	t	p
Winter Sports Awareness Level	Cognitive	Woman	87	2,90	,767	-,208	,835
		Man	58	2,93	,692		
	Affective	Woman	87	3,97	,804	-1,170	,244
		Man	58	4,13	,713		
	Psychomotor	Woman	87	2,69	,785	-,939	,349
		Man	58	2,81	,746		
	Total	Woman	87	3,25	,597	-1,005	,317
		Man	58	3,34	,538		

(p<0.05)

When Table 3 is examined, comparing the sub-dimensions of the winter sports awareness levels and the participants' total scores, no statistically significant difference was observed (p<0.05). Therefore, the H1 hypothesis was rejected.

Table 4 – Comparison of Participants' Winter Sports Awareness Levels Sub-Dimensions and Total Scores by Department Variable (Independent – Sample T Test)

Scale	Sub-Dimensions	Your Department	N	X	Ss	t	p
Winter Sports Awareness Level	Cognitive	Faculty of Engineering	60	2,88	,676	-,476	,635
		Faculty of Sports Sciences.	85	2,94	,778		
	Affective	Faculty of Engineering	60	4,20	,805	-2,130	**,035***
		Faculty of Sports Sciences.	85	3,92	,728		
	Psychomotor	Faculty of Engineering	60	2,74	,702	-,049	,961
		Faculty of Sports Sciences.	85	2,74	,818		
	Total	Faculty of Engineering	60	3,33	,557	-,802	,424
		Faculty of Sports Sciences.	85	3,25	,587		

(p<0.05)

When Table 4 is examined, in the comparison of the sub-dimensions of the winter sports awareness levels and the total scores of the participants regarding the department variable; there was a statistically significant difference in favor of the engineering faculty students in the affective sub-dimension; no statistically significant difference was observed in

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the other sub-dimensions and the total score (p<0.05). Therefore, the H2 hypothesis was supported.

Table 5 – Comparison of Participants' Winter Sports Awareness Sub-Dimensions and Total Scores by Age Variable (One-Way Anova)

Scale	Sub-Dimensions	Age	N	X	Ss	f	p	Significant Difference
Winter Sports Awareness Level	Cognitive	(a) 20-22 years	56	2,81	,616	1,155	,318	–
		(b) 23-25 years	52	3,02	,863			
		(c) 26 years and older	37	2,92	,703			
	Affective	(a) 20-22 years	56	4,02	,817	3,004	**,053***	B>C
		(b) 23-25 years	52	4,21	,678			
		(c) 26 years and older	37	3,81	,776			
	Psychomotor	(a) 20-22 years	56	2,65	,827	1,132	,325	–
		(b) 23-25 years	52	2,87	,785			
		(c) 26 years and older	37	2,70	,644			
	Total	(a) 20-22 years	56	3,22	,517	2,384	,096	–
		(b) 23-25 years	52	3,42	,649			
		(c) 26 years and older	37	3,20	,521			

(p<0.05)

When Table 5 is examined, in comparing the sub-dimensions of the winter sports awareness levels and the total scores of the participants, In the affective sub-dimension, there was a significant difference in favor of the age of 23-25. There was no statistically significant difference in other sub-dimensions and the total score (p<0.05). Therefore, hypothesis H3 was supported.

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Table 6. – Comparison of Participants' Winter Sports Awareness Levels Sub-Dimensions and
Total Scores According to the Variable of Place of Residence (One-Way Anova)

Scale	Sub-Dimensions	Where you live	N	X	Ss	f	p	Significant Difference
Winter Sports Awareness Level	Cognitive	(a) City	88	2,97	,746	1,273	,283	–
		(b) County	36	2,75	,751			
		(c) Village	21	2,97	,645			
	Affective	(a) City	88	4,04	,835	,043	,958	–
		(b) County	36	4,01	,647			
		(c) Village	21	4,07	,707			
	Psychomotor	(a) City	88	2,87	,781	4,241	**,016***	A>C
		(b) County	36	2,65	,721			
		(c) Köy	21	2,36	,679			
	Total	(a) City	88	3,34	,626	1,035	,358	–
		(b) County	36	3,19	,487			
		(c) Village	21	3,22	,469			

(p<0.05)

When Table 6 is examined, in comparing the sub-dimensions of the winter sports awareness levels and the participants' total scores regarding the variable of residence, It was observed that there was a significant difference in favor of the province in the psychomotor sub-dimension. There was no statistically significant difference in other sub-dimensions and the total score (p<0.05). Therefore, hypothesis H4 was supported.

Table 7 – Investigating the Relationship Between the Sub-Dimensions of the Participants'
Winter Sports Awareness Levels (Correlation Table)

Dimensions		Cognitive	Affective	Psychomotor
Cognitive	Pearson Kor.	1	,306**	,515**
	P		,000	,000
	N	145	145	145
Affective	Pearson Kor.	,306**	1	,272**
	P	,000		,001
	N	145	145	145
Psychomotor	Pearson Kor.	,515**	,272**	1
	P	,000	,001	
	N	145	145	145

When Table 7 is examined, a low and positive relationship was found between the cognitive and affective dimensions (r = .306**). Again, a moderate and positive relationship was found between the cognitive and psychomotor dimensions (r = .515**).

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A low and positive correlation was found between the affective and psychomotor dimensions (r=.272**).

Discussion and conclusion

This study was conducted to examine the winter sports awareness levels of the students who took the optional ski course in Erzurum Technical University Faculty of Sport Sciences and Faculty of Engineering, according to various variables; In the comparison of the sub-dimensions of winter sports awareness level according to the gender variable of the students participating in the research; No statistically significant difference was found in all sub-dimensions, and it can be interpreted that the gender variable is not a distinguishing variable on the level of winter sports awareness. Polat (2019), in his study on university students, found a statistically significant difference between the winter sports recognition status of the participants according to the gender variable and stated that the awareness status of male participants was higher than female participants. In a study conducted by Küçük (2020) on university students, a statistically significant difference was found in the winter sports awareness levels of the participants according to the gender variable, and they said that the awareness levels of female students were significantly higher than male students. In the study conducted by Ünal (2017) on secondary school students, a statistically significant difference was found in the winter sports awareness levels of the participants according to the gender variable, and it was observed that the mean score of male students was higher than the average score of female students. Er, et al., In their study on high school students (2020), found a statistically significant difference in the winter sports awareness levels of the participants according to the gender variable, and they stated that male students had a higher average than female students. It has been determined that there are differences between the studies carried out in writing thinness and the results we obtained. It can be said that these differences are because the sample groups are composed of different universes.

In comparing the sub-dimensions of the winter sports awareness levels of the participants regarding the department variable; While there was a statistically significant difference in favor of the engineering faculty students in the affective sub-dimension, no statistically significant difference was observed in the other sub-dimensions and the total score. When the literature was examined, no study examined the level of awareness of winter sports in the department variable. The findings showed that the engineering faculty students had a higher average score in all dimensions and total scores, except for the cognitive sub-dimension. In this context, it can be interpreted that the department variable is a distinctive variable on the level of winter sports awareness.

In comparing the sub-dimensions of the winter sports awareness levels of the participants regarding the age variable, In the affective sub-dimension, there was a significant difference in favor of the age of 23-25. No statistically significant difference was observed in the other sub-dimensions and the total score. This result shows that the age variable significantly affects the awareness level of winter sports. In the study conducted by Polat (2019), it was revealed that there was a statistically significant difference according to the age variable of the participants, and those aged 25 and over had significantly higher scores for winter sports awareness levels than those aged between 15-20 and 21-24. turned out to be.

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Gençer and Şahin (2006) determined in their study that there is a statistically significant difference according to the age variable of the participants. It is seen that there is a parallelism between the studies carried out in the field writing and the results we have found. Contrary to the available findings, Orçanlı et al. (2018) found no statistically significant difference according to the participants' age variable.

Kalkavan and Alaeddinoğlu, (2017). In a study they conducted, they stated that the highest awareness in winter sports is skiing and alpine discipline. In addition, they stated that they have hopes for winter games and big organizations at the youth level (Kalkavan, Alaeddinoğlu 2017).

In comparing the sub-dimensions of the winter sports awareness levels of the participants regarding the variable of where you live, It was observed that there was a significant difference in favor of the participants living in the city in the psychomotor sub-dimension. No statistically significant difference was observed in the other sub-dimensions and the total score. This result shows that the variable of where you live significantly affects winter sports awareness. When the literature was examined, no study was found that examined the level of winter sports awareness in terms of the variable of where you live. Based on the findings, it was seen that participants living in cities had higher averages in all dimensions and total scores. In this sense, it can be said that the awareness of the participants living in the cities is higher.

As a result, When the normality distribution of the sub-dimensions of the winter sports awareness level was examined, it was seen that the skewness and kurtosis values showed a normal distribution. In comparing the sub-dimensions of the awareness of winter sports regarding the gender of the participants, no statistically significant difference was observed. Therefore, the H1 hypothesis was rejected. In the comparison of the sub-dimensions and total scores of the participants' winter sports awareness levels related to the department variable; While there was a statistically significant difference in favor of the engineering faculty students in the affective sub-dimension, no statistically significant difference was observed in the other sub-dimensions and the total score. Therefore, the H2 hypothesis was supported. In comparing the sub-dimensions and total scores of the winter sports awareness levels of the participants regarding their age status, In the affective sub-dimension, there was a significant difference in favor of the age of 23-25. No statistically significant difference was observed in the other sub-dimensions and the total score. Therefore, hypothesis H3 was supported. In comparing the sub-dimensions and total scores of the participants' winter sports awareness regarding the variable of where you live, It was observed that there was a significant difference in favor of the province in the psychomotor sub-dimension. No statistically significant difference was observed in the other sub-dimensions and the total score. Therefore, hypothesis H4 was supported. When the correlation table was examined, a low-level and positive relationship was found between the cognitive and affective dimensions (r = .306**). Again, a moderate and positive relationship was found between the cognitive and psychomotor dimensions (r = .515**). A low and positive correlation was found between the affective and psychomotor dimensions (r=.272**).

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Examine private school policies in Turkey in terms of public policy discipline

Examinar as políticas escolares privadas na Turquia em termos de disciplina de políticas públicas

Erhan Örselli*
Orhan İnal**

Abstract

The aim of this study is to examine private school policies in Turkey in terms of public policy discipline. In the study, private schools were examined in the context of public policy process analysis in five stages, "agenda setting, policy formulation, enactment, implementation, evaluation". Research data was analyzed through document analysis, which is one of the qualitative research analysis methods. The documents examined for the collection of data in this research consist of the Council of National Education, Government Programs, the law and regulations. According to the results obtained from the research findings; the establishment of private schools in Turkey dates back to the Ottoman Empire and it has been determined that this trend continued after the proclamation of the Republic, especially after the 1980s, when neo-liberal policies began to be implemented. In addition, it has been determined that the decisions of the Ministry of National Education Council and the Government Programs are effective in the formation of private school policies in Turkey. It should not be forgotten that the formulated education policies should not only focus on the increase in quantity, but also should be prepared to increase the quality in education.

Keywords: Education; private school; public policy; education policy in Turkey.

*Assoc. Prof. Necmettin Erbakan University, Faculty of Political Sciences, Department of Political Science and Public Administration, Konya, Turkey; Email: eorselli@erbakan.edu.tr; https://orcid.org/0000-0003-3977-0099

**Social Science Institute, Necmettin Erbakan University, Konya, Turkey; Email: orhan_inall@yahoo.com; https://orcid.org/0000-0003-3256-9122

Erhan Örselli; Orhan İnal.

Resumo

O objetivo deste estudo é examinar as políticas escolares privadas na Turquia em termos de disciplina de políticas públicas. No estudo, as escolas privadas foram examinadas no contexto da análise do processo de políticas públicas em cinco etapas, "estabelecimento de agenda, formulação de políticas, promulgação, implementação, avaliação". Os dados da pesquisa foram analisados através da análise de documentos, que é um dos métodos de análise qualitativa da pesquisa. Os documentos examinados para a coleta de dados nesta pesquisa consistem do Conselho de Educação Nacional, Programas Governamentais, a lei e os regulamentos. De acordo com os resultados obtidos a partir dos resultados da pesquisa; o estabelecimento de escolas privadas na Turquia remonta ao Império Otomano e foi determinado que esta tendência continuou após a proclamação da República, especialmente depois dos anos 80, quando as políticas neoliberais começaram a ser implementadas. Além disso, foi determinado que as decisões do Ministério do Conselho Nacional de Educação e dos Programas Governamentais são eficazes na formação de políticas escolares privadas na Turquia. Não se deve esquecer que as políticas de educação formuladas não devem se concentrar apenas no aumento da quantidade, mas também devem estar preparadas para aumentar a qualidade da educação.

Palavras-chave: Educação; escola privada; política pública; política educacional na Turquia.

Introduction

In a constantly changing and developing world, the way to keep up with innovations, to become modern and to be a developed and happy society passes through education (Keskin & Turna 2010: 411). Therefore, the importance of investment in education is an undeniable fact. Education is an element that contributes to the development of countries and increases both social and economic welfare. Countries for instance New Zealand, Mexico, Brazil, USA, UK, Germany (OECD, 2021) focus on investing in education and training institutions in order to reduce inequalities between people, contribute to individual and social development, increase productivity and efficiency, and improve economic growth (Bozyiğit, 2017: 525).

Education is an individual's process of bringing about the desired change in own behaviour through own life and intentionally. Differentiation of behaviour can only happen through the individual's own life. If an individual's behaviour is changed as planned and voluntarily, it may be called education. Education occurs as a result of change in which all these take place in a period of time (Adem, 1993: 15). According to another definition, education is all of the studies which aim to develop the mental, physical, emotional, social abilities and behaviours of the person in the most appropriate or desired direction, and to provide him new abilities, behaviours and information for a set of purposes (Akyüz, 2016: 2).

Education is a phenomenon that concerns societies and all individuals living in the societies. The basic element that affects the development of states and nations in scientific, technological, economic and humanitarian fields is education (Yeşilyurt, 2020: 10). Educational policies are organized in order to achieve predetermined goals on the basis of the mission attributed to education. For this reason, it is important to analyze and evaluate education policies in order to reveal the purposes for which educational organizations are shaped and operated by the forces that determine the policies, and in order to determine to what extent these goals can be achieved (Özdem, 2015: 632).

It is a necessity to seek solutions to educational problems, to make education better, to progress it in unity with training, and to address all aspects of education. In this respect,

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education should be evaluated as a whole and individuals should be prepared for the future by taking measures related to education together with all the components that make up the society. In this context, it should be ensured that education policies suitable for the age are produced and these policies become functional. That is because education directly affects the development of a country. Education and education policy in development is to a large extent a strategic instrument of orderly social change. It is seen that the countries to have increased the quality of human resources and to have trained the required workforce in sufficient numbers are developed countries. On the other hand, most of the underdeveloped countries have serious problems in training the workforce that their economies need (Çakmak, 2008: 35-37; Altınışık & Peker, 2008: 113). For this reason, it is of great importance that the implemented education policies are functional.

Public policies are defined as the choices and actions of governments in addressing particular problems. Dye (2012: 5-6) defines public policies as "anything that the political power (government) chooses to do or not to do". Anderson (2014: 6-7), on the other hand, describes public policy as "a series of purposeful actions or inactions developed by state bodies and public officials, followed by the actor or actors regarding a certain issue or problem". In addition, public policies emerge after the struggle between the demands and different perspectives of many actors in the formation process (Yıldız & Sobacı, 2013: 14). Thus, it can be stated that the primary duty of those who come to power is to create policies that meet the demands and expectations of the people.

One of the fields of study of the public policy discipline is education policies. Unlike other social services, education is a long-term effort. For that reason, the need for contemporary education policies is pretty much (Tural & Karakütük, 1991: 20). The success of the education system primarily depends on the determination of the goals, objectives, principles and methods on the issue, and therefore on the education policies implemented. Education policy means educational work. It is to make clear what needs to be done in education in the context of principles. (Özen et al., 2007: 120). Education policy is the general plan, which is prepared as a basis for the decisions to be taken by a society, an organization or an educational institution in order to achieve the determined educational goals, and includes the opinions and judgments appropriate to the changing social and economic factors (Yılmaz, 2004). In addition, it can be expressed as the execution of the educational activities carried out in reaching the determined educational goals of a society within the framework of political decisions in a planned and programmed way, taking into account the economic and social changes; or in other words that is, all the principles and decisions put forward by the political power on education.

Educational service may be provided in schools opened by individuals or private organizations as well as the state (Bozyiğit, 2017: 522). Educational institutions whose expenses are not covered by the state are called private schools. These institutions which are apart from public schools can provide education at all levels, from kindergarten to university. Private schools may be individual enterprises or they may belong to some aid organizations or foundations (Bingölbalı, 2018: 2). In another definition, private school is conceptualised as; institutions whose costs, income and expenses are covered by real or legal persons, and inspection and supervision is conducted by the Ministry of National Education (Memduhoğlu, 2008: 35; İlgar, 2014: 262).

In Turkey, there are private schools active alongside public schools in the education sector. Although the establishment of private schools in Turkey, which offer many opportunities

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especially full-time education and social activity opportunities to the issues such as the inadequacy of public schools and the desire of families for a better education to their children, dates back to the Ottoman Empire, while it expanded with the establishment of the Republic and has gained momentum especially after the 1980s under the effect of neo-liberal policies (Gök, 2004: 100-101). Although the establishment of private schools alongside public schools seems to have created a dual structure in education, it can be stated that it fulfils an important function in eliminating some deficiencies in the Turkish education system.

When the literature is examined, the fact that private schools and private school policies in Turkey have not been examined in terms of public policy has been effective in determining the subject of the study. The main purpose of the study is to examine private school policies in Turkey in terms of public policy discipline.

Development of private schools in Turkey

Private schools are not new in terms of the Turkish education system, they have been practiced during almost a century (Açıkalın, 1989). Primary schools and madrasahs, which are accepted to be the first official education and training institutions of the Ottoman Empire, have the status of foundation (waqf). Although those schools were operated as a kind of private school since these schools were conducted by foundations and philanthropic citizens, it cannot be said that they are fully private (Özkaya, 1992: 7). The history of private educational institutions affiliated to foundations in the Ottoman Empire dates back to before the 19th century. The existence of private schools in today's sense goes back to the Tanzimat Period (1839), and their first appearance in official documents starts with the Reform Edict (1856).

Education and training were brought under the supervision and control of the state with the General Education Regulations (Maarif-i Umumiye Nizamnamesi) issued in 1869 and The Basic Law (Kanûn-ı Esâsî) of 1876. In the 1869 General Education Regulation, schools were named as "General Schools (Mekatib-i Umumiye)" and "Private Schools (Mekatib-i Hususiye)". The "Private Schools" in this arrangement constitutes the first examples of today's private schools (Kaya & Akgün, 1997: 47). The school, which was opened by Darüşşafaka-i İslamiyye in June 1873 and is still active with the name Private Darüşşafaka Primary School and High School, is the first example of private schools (Akyüz, 2016: 276).

In the 1900s, private schools made significant progress. By 1903, the number of private schools in Istanbul was 28. In the early 1900s, the number of Catholic and Protestant schools throughout the country exceeded 300 (Kulaksızoğlu et al, 1999: 3). In 1915, the Regulation on Private Schools was issued and it was accepted that foreigners and minorities could open schools only in their neighbourhoods or villages, and that Turkish language would be taught by Turkish teachers (Akyüz, 2016: 277).

It can be stated that a different process about private schools started with the Law of Unification of Education, which was enacted on March 3, 1924, after the proclamation of the Republic. All schools, including private schools, were connected to the Ministry of National Education with the "Law of Unification of Education" (Akyüz, 2016: 374-375).

In this period, the quantitative excess of foreign schools and the fact that families sended their children to foreign schools were accepted as the deficiency of Turkish private schools in this field and establishing of private schools was encouraged. Mustafa Kemal Atatürk

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expressed this demand in his speech at the Turkish Grand National Assembly in 1925 and he stated that private initiatives should be carried out in order for private schools to become widespread (Aslan, 2019: 268). The first of these initiatives was the establishment of the "Turkish Education Society" on January 31, 1928. After the foundation of the society, the first private school was opened and started its education life in Ankara in 1931. In 1946, the society changed its name and transformed to the Turkish Education Association (TED). According to the establishment protocol of TED, it was aimed to establish dormitories for intelligent and successful students who could not find the opportunity to receive education materially and spiritually; and thus to contribute to the education of poor children in Anatolia (Çelebi, 2004: 37, https://www.ted.org.tr, Access date: 26.09.2021).

The development of private schools became extremely stagnant until the 1961 Constitution came into force (Aslan, 2019: 269). In Article 21 of the 1961 Constitution, it was accepted that education and training were free under the supervision and control of the state, and it was stated that the status of private schools would be arranged by legal regulations. In the 7th National Education Council held in 1962, unlike the previous Councils, the issue of private schools came to the fore for the first time. The need for making the necessary legal arrangements for the dissemination of private schools was brought to the agenda at the council (MNE, Board of Education, https://ttkb.meb.gov.tr, Access date: 23.08.2021). Hereby, the necessary structural conditions for the widespread of private schools were provided. In this context, legal arrangements were made for the expansion of private schools (Aslan, 2019: 269). Private Education Institutions Law No. 625 was enacted in 1965 (Bingölbalı, 2018: 3). During early 1980s, studies began to increase the number of private schools, but the progress about private schools accelerated after 1985. The reason is that the laws enacted after this date, the regulations prepared based on these laws and the incentives applied made it easier to open private education institutions (Özkaya, 1992: 11).

Although universities could only be established by the state in accordance with the 1982 Constitution; private schools were also openly encouraged by the state with the regulations such as laws, circulars, etc., especially after 1985. The law on private schools was regulated by the Law on Private Education Institutions dated 11 July, 1984, numbered 3035, and various provisions.

Methods

Research Method

Qualitative research methods have become increasingly widespread in policy analysis and policy research, and they try to analyze the policy process in a holistic and inclusive way by approaching complex policy problems from a different and broader perspective than quantitative analysis (Altınışık, 2021: 29). For this reason, document analysis method was used in this study, which is one of the qualitative research methods.

The Research Instrument

The research data was collected through document analysis method, which is one of the qualitative research methods. Document analysis method includes the analysis of written materials containing information about the case or cases aimed to be investigated (Yıldırım & Şimşek, 2016: 189). Document analysis makes it possible to analyze documents produced within a certain period of time about a research problem or documents produced by more than one source and at different intervals on a related subject (Yıldırım & Şimşek, 2016: 140-143).

Data Analysis

Document analysis method is defined as obtaining, reviewing, questioning and analyzing various documents, which are considered as primary or secondary sources that make up the data set of the research. Document analysis method is a systematic process for examining or evaluating both printed and electronic materials (Özkan, 2021: 2). The document analysis method is defined as the technique used to identify, categorize, research and interpret the boundaries of physical resources. Document analysis method includes an analysis of the content of the document rather than making a summary or explanation of a document related to the research topic and, in most cases, examining the message, intention and motive to be given in the document within a certain historical or contemporary context (Özkan, 2021: 3). In order for documents to be used as a data source; It is expected that the source is both qualified and closely related to the research problem. It is possible to use internationally valid documents as well as the use of official documents of a country, such as the legal basis, development plans and council decisions on education.

The documents examined for the collection of data in this research consist of the Council of National Education, Government Programs, the laws and the regulations (Private Education Institutions Law No. 625, Private Education Institutions Law No. 5580, Regulation on Private Education Institutions of the Ministry of National Education). Therefore, these documents were used as primarily data sources. Each resource in the study was examined and analyzed regarding private schools. The sources obtained were analyzed with descriptive analysis.

The Findings

Arrival of Private Schools on the Agenda

Private schools came to agenda with the formation of private education, which continued its activities in an unspecified manner in the Ottoman period. The number of foreign schools that benefited from the gap due to the lack of a law regulating education and training in the Ottoman Empire increased significantly until 1869. Minorities and foreigners living in Istanbul during the Ottoman period opened schools to receive education in their own language and to implement their own education policies. As a result of the loss of function of the madrasahs and the spread of foreign schools, the Ottoman state established a "Ministry of

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General Education (Maarif-i Umumiye Nezareti)" and tried to ensure the control of foreign schools (Polatoğlu, 1990: 19).

Private schools first came to the fore in our history, when foreign schools were enacted by a law. Within those regulations, private schools were opened also by the Turkish people until the Republic. The state supported the opening of private schools by Turks, as Turkish families sent their children to schools opened for foreigners to receive education, with the idea of providing a better education for their children and acquiring a good foreign language education (Akyüz, 2016: 375).

With the Republic, the Turkish Education Association was established and a private kindergarten was opened by this association, in order to save Turkish children who went to foreign schools. Private schooling has come to the agenda periodically since the proclamation of The Republic of Turkey, and private education and preparatory teaching institutions have also come to the fore since the first years of the republican period, due to the exams for passing to higher education (Uygun, 2003: 114).

Formulation of Public Policies on Private Schools

Every individual's right to education is guaranteed by the constitution. Educational policies to increase the quality about that right to education are made by the Ministry of National Education on behalf of the public. It can be stated that the public policies to be implemented in the field of education come to the fore in the Councils of the Ministry of National Education and government programs. Recommendations regarding education are taken by the national education councils. Government programs also reflect the education policies that the political power will implement during the period of the government to be established (İnan & Demir, 2008: 345). Opinions about private schools in the National Education Council can be listed as follows (MNE, Board of Education, https://ttkb.meb.gov.tr, Access date: 23.08.2021).

a) 6th National Education Council (5-15 February, 1962):

Private schools came to the fore for the first time at the 6th National Education Council held on February 5-15, 1962. It was stated in the council that "The necessity of preparing laws and regulations to include encouraging and supportive measures for the development and spread of private education institutions in an order suitable for the same level as the official education institutions". It was decided that the draft law and regulations regarding private schools will be prepared as soon as possible and submitted to the examination of the Board of Education and Discipline by the General Directorate of Private Schools.

b) 12th National Education Council (18-22 June, 1988):

In the 12th National Education Council held on 18-22 July 1988, it was decided regarding private schools that; "taking measures to encourage private and legal persons to open private education institutions including vocational and technical schools, excluding military, religious and law enforcement schools at secondary level, in accordance with the provisions of the legislation; arranging the principles to which these schools depend, in accordance with the level desired to be achieved with public schools; (ii) making legal arrangements that will enable the private sector to open colleges, especially vocational colleges, under the management and supervision of the state, by providing all kinds of incentives to the private sector, even those except foundations; (iii) adding education share to TRT's advertising revenues and ensuring

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that it is allocated to education services. Decisions were taken on the issues of ensuring that a certain amount of share is taken from private courses and preparatory teaching institutions until a favorable solution is reached and regulations are made on the issue."

c) 14th National Education Council (27-29 September, 1993):

At the 14th National Education Council held on 27-29 September 1993, decisions were taken on (i) encouraging and supporting the private sector to found schools and establish universities; (ii) encouraging and supporting municipalities, state economic enterprises, foundations, religious organizations and other private entrepreneurs to open pre-school education institutions (iii) establishing the "pre-school education fund" for the development, dissemination and institutionalization of pre-school education.

d) 15th National Education Council (13-17 May, 1996):

At the 15th National Education Council convened on 13-17 May 1996, the following decisions regarding private schools were taken; (i) private education institutions providing secondary education should be encouraged, and vocational programs of these institutions should be incentivized; (ii) long-term education loans should be provided by the banks to students in public and private schools or their parents; (iii) private schools and private non-formal vocational and technical courses should also be taken into account in the preparation of city development plans, and low or free land should be allocated to private schools and non-formal vocational technical courses; (iii) tax supports should be provided to private schools and non-formal vocational and technical courses; (iv) public incentive measures should be taken to reduce the operating costs of private schools and non-formal vocational and technical courses; (v) public subsidies should be provided to private schools. However, this subsidy must not exceed 50% of unit student expenditure in public schools.

e) 16 th National Education Council (13-17 November, 1999):

At the 16th National Education Council held on 13-17 November 1999, the following decisions were taken regarding private schools, (i) private sector should be encouraged to open vocational and technical education schools; (ii) establishment of vocational and technical education institutions, vocational training activities in workplaces, by the private sector should be supported through incentives such as Income and Corporate Tax exemption, reduction of VAT rates, tax refund, etc.

f) 17th National Education Council (13-17 November, 2006):

The following decisions were taken regarding private schools at the 17th National Education Council held on 13-17 November 2006; (i) the private sector should be encouraged to open pre-school education institutions; (ii) the private sector should be encouraged to invest in education, and services should be purchased from the private sector; (iii) it should be ensured that private education institutions offer training also in the fields of vocational and technical education and non-formal education.

g) 18th National Education Council (1-5 November, 2010):

The following decisions regarding private schools were taken, at the 18th National Education Council convened on 1-5 November 2010; (i) in order to increase the quality of education, private schools should be encouraged and their number should be increased, and the families who send their children to private schools should be supported as much as half the cost of a student's education in public schools, and in this way, the education expenditures of the state should be reduced; (ii) necessary measures in accordance with 2023 Vision should be taken to increase the enrolment rate in private education to 25%; (iii) taxes and insurance

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premiums on employment of private institutions and organizations operating in the field of education should be collected according to priority regions in development, the capacity of private schools should be increased by purchasing services, and the problem regarding land allocation should be resolved.

Opinions about private schools in government programs can be listed as follows:

a) 45th Government Program (13.12.1983-21.12.1987):

When the 45th Government Program is examined, it is seen to be stated that; individuals and private institutions will be able to provide education and training services within the rules to be set by the state, however it is also stated that education and training are among the fundamental missions of the state.

b) 50th Government Program (25.06.1993-05.10.1995):

In the 50th government program, it was stated that; arrangements will be made about public lands in order to meet the land needs of private entrepreneurs in education investments, and private education investments will continue to be encouraged through taxation.

c) 53rd Government Program (06.03.1996-28.06.1996):

In the 53rd government program, "encouraging private sector to open schools and foundations to establish private universities; encouraging and supporting this segment to take a greater role in the development of education, technical methods and technologies, and the production of educational tools and equipment" were the mentioned on the issue.

d) 54th Government Program (28.06.1996-30.06.1997):

In the 54th Government program, the mentioned measures about private education are "encouraging private sector to open schools; promoting this section to take a greater role in the development of education, technical methods and technologies, and in the production of educational tools and equipment".

e) 58th Government Program (18.11.2002-14.03.2003):

In the 58th Government program, it was stated that "private enterprise will be supported in every field of education and the share of private enterprise in education will be increased".

f) 61st Government (6.07.2011-29.08.2014):

During the 61st government period, private teaching institutions were transformed into private schools, and various steps were taken to initiate a process that would increase the share of the private sector in education. In this context, various measures were envisaged in order to encourage the establishment of private schools.

When the National Education Councils and Government Programs are evaluated in general, it is seen that the incentives for private schools will be increased in almost every period and the necessity of state support has been emphasized (GNAT, https://www.tbmm.gov.tr, Access date: 23.08.2021).

Legislation on Private Schools

The first law on private schools was enacted on June 8, 1965, with the name of "Private Education Institutions Law No. 625". The Law on Private Education Institutions was prepared in great detail. All types of private schools such as Turkish, foreign, minority etc. were covered by this law. The general objectives that these schools have to comply with, the basic

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principles, their place in the system, the qualifications of the teachers they will assign, the school buildings and facilities, educational tools and equipment, their duties and responsibilities in the field of education and training were determined in detail (Uygun, 2003: 114).

With the 27th and 42nd Articles of the 1982 Constitution and by the year 1985, foreign real and legal persons in a joint with Turkish citizens were allowed to found private schools in order to encourage foreign capital. Private Education Institutions Regulation was issued for the first time on June 23, 1985. Determination of Private school fees was made free with the Decree Law No. 326 dated June 23, 1988. With the Law No. 4771, dated August 3,.2002 and enacted for harmonization with the European Union acquis, within the scope of private education institutions belonging to foundations, community foundations became able to own and save on real estates in order to meet their religious, social, educational, sanitary and cultural needs with the permission of the Council of Ministers (Küçükçayır & Cemaloğlu, 2017: 2).

Private Education Institutions Law No. 625 was repealed with the Law on Private Education Institutions dated 08.02.2007 and numbered 5580. After 2007, some changes were made in the Law No. 5580 (Law on Private Educational Institutions, https://ookgm.meb.gov.tr Access date: 10.10.2021). The Regulation of the Ministry of National Education on Private Education Institutions dated 20.03.2012 and numbered 28239 was prepared being based on the Law No. 5580 and the Articles 13 and 36 of the Decree Law No. 652 on the Organization and Duties of the Ministry of National Education dated 25/8/2011. With this regulation, the procedures and principles regarding the opening and operation of private education institutions of all degrees and types were regulated (MNE, The regulation on Private Education Institutions, 2008).

Private Education Institutions Law No. 5580 consists of 16 articles. The purpose of the law is stated in Article 1 of the Law. Accordingly, anyone who wants to engage in an activity related to private education in Turkey has to act within the framework of this law.

According to Article 3 of the Law on Private Education Institutions; Private education institutions can be opened by real persons who are Turkish citizens, private legal entities or legal entities subject to private law provisions. The Ministry of National Education is authorized to establish and activate the institution. The necessary qualifications and appointments regarding the administrators, teachers, master trainers and personnel who will work in these private education institutions are stated in the 2nd and 3rd articles of the Law on Private Education Institutions and in the Regulation on Special Education Institutions. School principals and (if any) general director, founder or founding representative are appointed with the approval of the Ministry of National Education according to the relevant documents.

Teachers who will work in private education institutions are required to meet the requirements and qualifications in official education institutions, according to which they can be appointed as teachers to all kinds of institutions and organizations. In addition, work permit approvals are obtained from the governorship before they start to work. (MNE, Regulation on Private Education Institutions, 2008, article 32.) In 2014, the legal process regarding the closure of preparatory schools or their conversion to private schools was initiated with the Law No. 6528 on the Amendment of the National Education Basic Law and Some Laws and Decrees (Aslan, 2019: 271).

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Implementation of Public Policies Regarding Private Schools

In Turkish education system, private schools are also state-affiliated institutions, and the public policies and decisions taken in general are also directly related to private schools. In addition, there are also public policies implemented especially for private schools. In this context; with the transition to 8-year compulsory education, the secondary school sections of private schools were closed, and only the high school sections continued to operate. With the transition to the 4+4+4 education system, private secondary schools were reopened. Due to the fact that high school education has become compulsory, interest in private high schools has increased. The state support for students of private schools, which has been put into practice since the 2014-2015 education and training period, has increased the interest in private schools. There has been an increase in the number of private kindergartens as the age for starting education was decreased to 60 months. With the closing of private preparatory institutions in 2014 and their transformation into private schools, those who met the specified conditions turned into private schools. Thus, interest in private high schools has increased in preparation for university exams. There has been a significant increase in the number of private schools.

Evaluation of Public Policies Related to Private Schools

Although there have been periodic decreases in the number of private pre-schools, when evaluated in general, the number of private pre-schools has increased over time. For example, while there were 1,244 (private kindergartens and private nursery classes) in Turkey in 2006, the number of the schools increased to 5,320, while the number of teachers working in these schools increased to 19,340, in 2021 (MNE, Official Statistics, http://sgb.meb.gov.tr, Access date: 09.09.2021). It can be easily stated that determination of the age of starting school as 60 months and the state incentive support provided to private schools in 2014 contributed to this increase.

With the determination of compulsory education period as 12 years, an increase is observed in the schooling rate in Turkey. With this increase, the proportion of private schools has also increased. With the transition to the 4+4+4 education system, the number of private schools at primary school level, which was 677 in 2004, increased to 2.049; and the number of students increased from 172.346 to 269.312, in 2021. Again, the number of teachers working in private primary schools became 33,285 in 2021 (MNE, Official Statistics, http://sgb.meb.gov.tr, Access date: 09.09.2021). In this context, it is seen that the number of private primary schools and the number of students and teachers in these schools have increased in the last ten years.

With the abolition of the 8-year education system in 2012, secondary schools were reopened. The number of private secondary schools increased from 904 in 2012 to 2,343 in 2021 and the number of students reached the number of 311,811 (MNE, Official Statistics, http://sgb.meb.gov.tr, Access date: 09.09.2021). Policies such as making high schools compulsory and applying exams for high school education have led to an increase in the number of private secondary schools.

Private high schools have always shown their presence in the Turkish education system. Significant increases are observed in the number of private high schools, as a result of

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the policies such as the 4+4+4 system implemented since 2012-2013 and the closure of private preparation institutions. The number of private high schools, which was 582 in 2004, reached 3,789 in 2021 (MNE, Official Statistics, http://sgb.meb.gov.tr, Access date: 09.09.2021). It is seen that the number of students and teachers has also increased.

According to the data of the Ministry of National Education, the number of private schools and the number of students increased from year to year at every education level as a result of the public policies implemented; in the 2020-2021 academic year, 13,501 private schools serve to 1,310,605 students with 162,215 teachers (MNE, Official Statistics, http://sgb.meb.gov.tr, Access date: 09.09.2021). This increase in the number of private schools has relatively eased the burden of the education system on the state on and created a different alternative to the school preferences of the parents for their children at compulsory education age.

Discussion

The existence of private schools in today's sense was in the Tanzimat Reform Era (1839) and the first time for them to be included in official documents was in the Reform Edict (1856). With the Tanzimat Reform, educating the people began to be seen as one of the main duties of the state and the Regulation of General Education dated 1869 was enacted. During this period, the number of minority schools, which can be seen as the basis of private schools, have increased in the Turkish education system.

With the Law of Unification of Education enacted on March 3, 1924, after the Republic was proclaimed, all educational institutions in Turkey were connected to the Ministry of National Education. The state, which restricted foreign and minority schools, decided on January 31, 1928 that private entrepreneurs could open private schools under its own control, and the Turkish Education Association (TED) was established in this regard.

Private schools, which developed in a limited way under the state administration until the 1960s, experienced a revival after this date. Especially since the 1980s, the number of private schools increased with the effect of neo-liberal policies. Private Education Institutions Law No. 3035, which entered into force in 1985, removed all obstacles to private schools up to that time and the state encouraged their establishment. With that law enacted, the attempts of private and legal persons to open private schools were significantly supported and thus the concept of private school began to spread rapidly. In the 2000s, private schooling has become an important issue in the field of education. Especially in 2014, with the closure of private teaching institutions and the conversion of some of them to private schools, there has been a serious increase in the number of private schools.

Conclusion

In this section the research findings and suggestions were presented below:

Private schooling started in the Ottoman period. Until the 1961 Constitution, private schools in Turkey followed a rather stagnant course. Especially with the effect of neo-liberal policies, there became a serious increase in the number of private schools after the 1980s. It has been determined that various legal regulations and instructions have been prepared and put into

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effect in parallel with those strategy documents among which the decisions of the Ministry of National Education Council and Government Programs are effective in the formation of private school policies in Turkey.

It can be stated that the legal regulations regarding private schools in Turkey are at the level of law and regulation. With the transformation of 8-year compulsory education into 4+4+4 12-year compulsory education in 2012, the need for private schools has increased. In addition, it is seen that the incentive policy provided by the state for private school students also supports the opening of private schools. Reducing the starting age of education to 60 months, closing the preparatory teaching institutions and turning them into private schools also had a positive impact on the development of the private school sector.

Although there have been periodic decreases in the number of private preschools; when evaluated in general, it has been determined that the number of private preschools has increased over time. Parallel to this, the number of students having education in private schools has also increased. In addition, it can be stated that the need for private schools has increased with the transformation of 8-year compulsory education into 4+4+4 12-year compulsory education in 2012 (OECD, 2020: 8).

However, it should not be forgotten that while the number of private schools increases with the implemented public policies, the quality of education does not increase at the same rate. Today, there are private schools in almost every city besides public schools. As a matter of fact, this increase in quantity brings the issues of quality and efficiency in education into a controversial situation.

When evaluated in general, the steps to be taken regarding private schools can be summarized as follows:

- The formulated education policies should not only focus on the increase in quantity, but also should be prepared to increase the quality in education.
- In order to increase the quality in education, it is important to evaluate the course curricula as a whole, taking into account teacher competencies.
- Particular attention should be paid to the meticulous evaluation of the conditions for opening private schools and the well-designed evaluation of whom these schools will serve.
- Finally, in order to ensure equality of opportunity and access in education, various public policies should be put into effect. In this context, it is very important to consider measures that will increase the quality of the public policies to be implemented for private schools in the coming years, and to be more careful while allowing an increase in quantity.

Endnotes

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Professional development for ESL lecturers – a struggle to integrate ICT into teaching

Desenvolvimento profissional para professores da ESL – uma luta para integrar o ICT no ensino

Do Thanh Tu*
Tran Huu Hoan**
Ha Thanh Huong***
Nguyen Thi Van Khanh****

Abstract

Information and Communications Technology (ICT) plays a crucial role in our daily life. In fact, students are considered digital citizens and have become accustomed to being always connected to their devices and the Internet. Given the importance ICT plays in our lives, education institutions nowadays have a duty to incorporate ICT into teaching and learning in order to better prepare students for 21st Century skills and careers. Although certain technological equipment may be available in classrooms, there are several external and internal factors that affect the proper implementation of ICT in classrooms. In preparing students to be career-ready, ICT integration is imperative. This paper will discuss factors affecting ESL lecturers' professional development in terms of ICT application in the classroom. A total of 61 lecturers from 12 non-English-majored universities in Vietnam voluntarily completed this quantitative study's survey questionnaire. The findings show that although ESL lecturers are aware of the significance of some factors affecting ICT implementation in classrooms, they are struggling to learn, to adapt, and to integrate ICT into their classrooms.

Keywords: EFL lecturers; ICT integration; self-efficacy; perceptions; professional development

∗ MA, National Academy of Education Management, Vietnam; https://orcid.org/0000-0003-0705-2041; Email: tudt@niem.edu.vn
∗∗ Assoc. Prof. National Academy of Education Management, Vietnam; Email: hoan63@hotmail.com; https://orcid.org/0000-0003-4923-9293
∗∗∗ PhD, National Academy of Education Management, Ha Noi, Vietnam; Email: huonght@niem.edu.vn; https://orcid.org/0000-0003-0296-1895
∗∗∗ MA; Faculty of English Language, School of Languages and Tourism, Hanoi University of Industry, Ha Noi, Vietnam; Email: vankhanh@haui.edu.vn; https://orcid.org/0000-0002-2216-495X

Do Thanh Tu; Tran Huu Hoan;
Ha Thanh Huong; Nguyen Thi Van Khanh.

Resumo

As TIC desempenham um papel crucial em nossa vida diária. Na verdade, os estudantes são considerados cidadãos digitais e se acostumaram a estar sempre conectados a seus dispositivos e à Internet. Dada a importância que as TIC desempenham em nossas vidas, as instituições de ensino hoje em dia têm o dever de incorporar as TIC no ensino e na aprendizagem, a fim de melhor preparar os estudantes para as habilidades e carreiras do século XXI. Embora certos equipamentos tecnológicos possam estar disponíveis nas salas de aula, há vários fatores externos e internos que afetam a implementação adequada das TIC nas salas de aula. Ao preparar os estudantes para a carreira, a integração das TIC é imperativa. Este artigo discutirá fatores que afetam o desenvolvimento profissional dos professores de ESL em termos de aplicação das TIC na sala de aula. Um total de 61 professores de 12 universidades não-inglesas no Vietnã responderam voluntariamente a este questionário de pesquisa quantitativa. Os resultados mostram que embora os professores de ESL estejam cientes da importância de alguns fatores que afetam a implementação das TIC nas salas de aula, eles estão lutando para aprender, para se adaptar e para integrar as TIC em suas salas de aula.

Palavras-chave: Palestrantes de ESL; integração das TIC; auto-eficácia; percepções; desenvolvimento profissional.

Introduction

Research findings over the last two decades have provided much evidence for the fact that Information and Communications Technology (ICT) application has a favorable impact on education. In spite of such projects, the effects of some professional development programs, and investment by universities in ICT resources, there has been a disappointingly slow improvement in universities (Cox et al, 1999; Passey & Samways, 1997). Although university leaders and lecturers are aware of the importance of ICT integration into teaching, not much attention is paid to ICT professional development for ESL (English as a Second Language) lecturers. ESL lecturers themselves are struggling to learn, to adapt, and to integrate ICT into their classrooms. This paper will discuss how much ESL lecturers are aware of the significance of some factors affecting ESL lecturers' ICT application in the classroom and the practice of ICT application in the classroom. A premise for further studies to be conducted.

Literature Review

ESL lecturers

ESL (English as a Second Language) lecturers give English language lessons to non-native speakers. They typically work in colleges and universities and other educational institutions. ESL lecturers prepare course materials and design lessons that cover all aspects of the English language, whether written or verbal. They monitor students' progress and customize individualized plans for students with special requirements. Additionally, they are in charge of fostering a supportive learning atmosphere and motivating students to achieve their academic objectives. Most ESL lecturers have a degree in English and an ESL or TESOL (Teaching English to Speakers of Other Languages) certification. ESL lecturer requirements include basic

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software skills, usually MS Office, to handle administrative tasks, such as updating student records. To be successful in this role, it's crucial to have a patient and resilient personality and great communication skills.

Professional Development

Numerous scholars have acknowledged the significance of language lecturers' ongoing professional development (Williams, 2009; Vo & Nguyen, 2010) in different contexts and through a variety of methodological approaches. Lecturer professional development has been defined as "a life-long process of growth which involve collaborative and/or autonomous learning… lecturers are engaged in the process and they actively reflect on their practices" (Crandall, 2000, p. 36). Freeman (2004) uses the term "second language teacher education" to refer to the professional preparation and the continuing professional development of lecturers while Craft (2000) refers to professional development as a broad range of activities designed to contribute to the learning of lecturers who have completed their initial training.

ICT Integration in the Classroom

ICT stands for Information and Communications Technology. ICT are tools that handle information and produce, store, and disseminate information. ICT and its tools had led to the emergence of online learning. Thanks to ICT, both lecturers and students are learning innovative ways in the education process. Especially, online learning has gained popularity amidst the corona pandemic to ensure that the learning continues (Manpreet Kaur, 2021).

It is imperative for lecturers and students to perceive ICT as not only an important element of their present and future lives but also as an essential one in the development of their countries. That awareness is indispensable for the way both lecturers and students use ICT as an educational resource. Furthermore, in order to adapt their teaching methods to the new ways that people are learning in the twenty-first century, ESL lecturers must integrate technology into their teaching practices (Manpreet Kaur, 2021). Even though the use of ICT is not the final solution for learning outcomes, it is a powerful tool when it is available for lecturers and students and when used properly.

We cannot dispute the significance of ICT in our life. It promotes global connectivity and cooperation. Technology is constantly evolving. It is likable due to certain features like growth, creativity, joy, fun, and consumption. Students are more engaged in their work when ICT is incorporated into lessons. This is because using technology to teach the same concepts in various ways can make learning more entertaining and fun. It is believed that students will be able to retain information more effectively and efficiently as a result of their increased participation (Manpreet Kaur, 2021).

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Methods

Research objectives

- To determine how much ESL lecturers are aware of the significance of some factors affecting ESL lecturers' ICT application in the classroom,
- To determine the practice of ICT application in the classroom, to identify the level of ESL lecturers' ICT integration in the classroom.

Research questions

- What are the levels of the importance of factors affecting ESL lecturers applying ICT to teaching.
- What are the performance levels of factors affecting ESL lecturers applying ICT into teaching.

Methodology

Research Design

A quantitative research design was used to carry out this study. The population surveyed consists of ESL lecturers at non-foreign-language-major universities in Hanoi, Vietnam. Online questionnaires are sent to ESL lecturers of concern at non-foreign-language-major universities in Hanoi, Vietnam, then data is synthesized and processed.

Participants

The sample consisted of 61 ESL lecturers at non-foreign-language-major universities in Hanoi, Vietnam. They voluntarily completed the questionnaires. All of the samples were teaching at non-foreign-language-major universities in the same geographic region and had almost the same organizational and hierarchical structure, which makes no formal distinction between lecturers' duties and position in university. As the statistics for the total population of Hanoi is unreachable, the researchers did not mention the total population for male and female lecturers in this research.

Data collection tools

The questionnaire is divided into 3 sections. The first section is about the lecturer's profile with basic demographic questions such as age, the participant's sex, educational

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qualification, years of teaching experience, and subjects of teaching; it was followed by their awareness of some factors affecting ICT integration into teaching, which referred to teacher's perception; and the last section referred to the practice, the performance levels in reality of factors affecting ESL lecturers applying ICT into teaching.

Online questionnaires were sent to ESL lecturers of concern at non-foreign-language-major universities in Hanoi. 5-scale Likert is applied in the questionnaire as in table 1:

Table 1 – Likert scale in the questionnaire

Levels of importance	Scale	Levels of performance
very important	5	excellent
important	4	good
fairly important	3	satisfactory
less important	2	fair
not important	1	poor

Procedures

Data collection occurred via random distribution. The researchers sent (via email, and zalo) the Microsoft-forms survey questionnaire to ESL lecturers at non-foreign-language-major universities in Hanoi. Once the online survey questionnaire was sent out, the participants had a week to complete the survey questionnaire, and submit it online. Once the participation deadline lapsed researchers downloaded data files for data analysis.

Results

Research Question 1: What are the levels of the importance of factors affecting ESL lecturers applying ICT to teaching?

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Table 2 – Levels of the importance of factors affecting ESL lecturers applying ICT to teaching

	Factors affecting ESL lecturers applying ICT into teaching		Levels of the importance					$\overline{X}$	Rank
			Very important	Important	Fairly important	Less important	Not important		
1	Infrastructure	N	23	19	17	2	0	4.03	4
		Percent	38%	31%	28%	3%	0%		
2	Technology	N	24	21	13	3	0	4.08	3
		Percent	39%	34%	21%	5%	0%		
	Professional Development	N	34	22	5	0	0	4.47	1
		Percent	56%	36%	8%	0%	0%		
	Self-efficacy	N	23	14	15	9	0	3.84	5
		Percent	38%	23%	25%	15%	0%		
	Lecturers' Perceptions	N	33	13	14	1	0	4.28	2
		Percent	54%	21%	23%	2%	0%		
							Mean $\overline{X}$:	4.14	

Data from Table 2 shows that ESL lecturers at non-foreign-language-major universities in Hanoi attach great importance to five factors affecting ESL lecturers applying ICT to teaching with **Mean** $\overline{X}$ = **4.14**. Of the five factors (Infrastructure, Technology, Professional Development, Self-efficacy, and Lecturers' Perceptions) Professional Development is of the most importance with *Mean* $\overline{X}$ = 4.47, and Self-efficacy is of the least importance with *Mean* $\overline{X}$ = 3.84.

Research Question 2: What are the performance levels of factors affecting ESL lecturers applying ICT into teaching?

Table 3 – Performance Levels of factors affecting ESL lecturers applying ICT into teaching

	Factors affecting ESL lecturers applying ICT into teaching		Levels of Performance					$\overline{X}$	Rank
			Excellent	Good	Satisfactory	Fair	Poor		
1	Infrastructure	N	0	14	28	19	0	2.92	2
		Percent	0%	23%	46%	31%	0%		
2	Technology	N	3	13	17	28	0	2.85	4
		Percent	5%	21%	28%	46%	0%		
3	Professional Development	N	0	15	16	27	3	2.70	5
		Percent	0%	25%	26%	44%	5%		
4	self-efficacy	N	3	13	21	22	2	2.90	3
		Percent	5%	21%	34%	36%	3%		
5	Lecturers' Perceptions	N	0	25	26	6	4	3.18	1
		Percent	0%	41%	43%	10%	7%		
							Mean $\overline{X}$:	2.91	

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Data from Table 3 shows that performance levels of factors affecting ESL lecturers applying ICT into teaching are low with *Mean* $\overline{X}$ = **2.91**. Of the five factors (Infrastructure, Technology, Professional Development, Self-efficacy, and Lecturers' Perceptions) Professional Development is of the poorest in performance with *Mean* $\overline{X}$ = 2.70, and Lecturers' Perceptions is the best in performance with *Mean* $\overline{X}$ = 3.18.
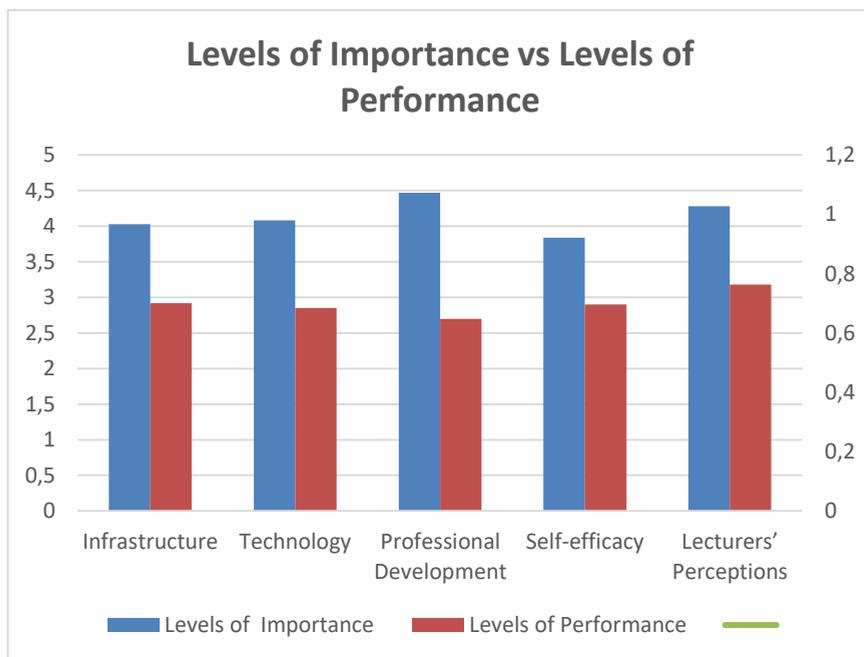

Chart 1: A comparison between the Levels of Importance and the Levels of Performance towards some factors affecting ESL lecturers applying ICT into teaching

Discussion

Infrastructure

Although Infrastructure affects the application of ICT into teaching a lot with *Mean* $\overline{X}$ = 4.03 (Table 2), data from Table 3 shows that Infrastructure doesn't really meet the requirement of reality in applying ICT into teaching with *Mean* $\overline{X}$ = 2.92.

The poor infrastructure prevents lecturers and students from applying ICT into teaching and learning. To succeed in integrating ICT into teaching and learning, teaching and

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learning must be supported by a strong foundation in technology, particularly network infrastructure (Build the 21st century classroom infrastructure, 2018). Universities can equip their classrooms for tomorrow's networking requirements by concentrating on the appropriate technology advancements in network administration and security from the right vendor. However, due to the limited budget and funds, infrastructure is often neglected when making the decision to purchase technological tools as well as equipment. Collaborative classrooms also need a robust Wi-Fi signal to ensure that students can connect to the internet from any location, at any time, using a variety of devices (Build the 21st century classroom infrastructure, 2018). Infrastructure can interfere with Wi-Fi connections and restrict technology devices' access to the internet. Facing the poor infrastructure among non-foreign-language-major universities in Hanoi, to integrate ICT into teaching some lecturers have to turn on their own personal hotspots for better Wi-Fi connections. Furthermore, in old buildings, the improper power voltage prevents multiple technology devices from being used at the same time.

Technology

While Technology is the third important factor affecting the application of ICT into teaching with *Mean* $\overline{X}$ = 4.08 (Table 2), data from Table 3 shows that Technology doesn't meet the requirement of reality in applying ICT into teaching with *Mean* $\overline{X}$ = 2.85. Inadequate Technology affects ESL lecturers' ICT application right in the very first phase.

From the perspective of the constructivist, students create knowledge as a result of their interactions with the environment, building on existing knowledge and dependent upon the relevance of the content or instructional activity in their own lives. From the sociocultural perspective, ICT offers the platform and the tools to interact through a variety of media with people and groups (Pittman & Gaines, 2015). There is an obvious demand for students to be prepared to use technology. However, due to tight budgets and funding, universities fail to provide sufficient resources to give all students access to suitable technology. Although both lecturers and students want to mobilize technology in the classroom more, the resources are simply not available. In fact, ESL lecturers are struggling to implement ICT in classrooms where inadequate tools and equipment are obstacles.

Facing the problem of inadequate technology, universities implement Bring Your Own Device (BYOD). BYOD is a policy that allows students to use their own devices, usually their smart devices such as mobile phones, tablets, or laptops to access subject content. BYOD is called a trend for the fact that more and more educational institutions turn the green light to it, which solves financial problems Students gain benefits from BYOD in the way that their technological skill is better, and they can avoid the lack of equipment during "rush hour" prior to exams or deadlines. BYOD also gives students the feeling of ownership during the learning process and project work. Above all, the most important benefit is flexible time, which means students can study at their own pace whenever and wherever they want. In fact, BYOD should have it position as language teaching and learning is not only CALL (computer-assisted language learning) but also MALL (mobile-assisted language learning). (Nguyen Thi Van Khanh, Ha Thanh Huong, Do Thanh Tu (2022). However, as society advances closer to the ICT era, it is critical to close the gap between resource availability and utilization. The bigger the

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gap is, the more necessary ICT-related professional development is. Given the inadequate technology access, effective professional development should, therefore, is of priority.

Self-efficacy

Albert Bandura defined self-efficacy as a person's belief in his or her capability to successfully perform a particular task (Bandura, 1977). Although self-efficacy is attached importance to (*Mean* $\overline{X}$ = 3.84), the performance level of self-efficacy is low with *Mean* $\overline{X}$ = 2.90.

An important idea in Bandura's social cognitive theory from 1977 is self-efficacy, which influences how you choose to engage with others and your environment. Together with the goals that people set, self-efficacy is one on the most powerful motivational predictors of how well a person will perform at almost any endeavor. It is anticipated that making use of technological devices in digital classrooms will increase learners' achievement. The theory of self-efficacy is "that people process, weigh, and integrate diverse sources of information concerning their capability, and they regulate their choice behavior and effort expenditure according to that information" (Bandura, 1977). We have control over our behavior not control of the outcome. In addition, the correlation between lecturers' ICT integration in the classroom and their self-efficacy is said to be significant. (Li, Worch, Zhou, & Aguiton, 2015). Due to the high demands of student performance and accountability, if lecturers see the advantages of ICT application on students' achievement, they would more likely apply it to their practice and vice versa. The feeling that students know more about IT than lecturers makes them self-deprecating, which may add to some lecturers' perceived low self-efficacy. ESL lecturers themselves are trying to overcome the feeling of unconfidence and reluctance in ICT application. Therefore, ICT-related professional development is what ESL lecturers are badly in need of. Only when they are equipped with ICT skills, can ESL lecturers raise their self-efficacy and be willing to integrate ICT into teaching.

Lecturers' Perceptions

Lecturers' Perceptions is the second most important factor affecting the ICT integration into teaching with *Mean* $\overline{X}$ = 4.28. It is understandable that its performance level is of the highest with *Mean* $\overline{X}$ = 3.18.

Despite the fact that technology is becoming more accessible in universities, lecturers are usually portrayed as hesitant users. They are accustomed to the old practice which leads to frustration, hesitation and cautiousness when trying to shift to a new paradigm. That's the reason why lecturers, especially the over-50-year-old, stay away from the application of 21st century technological devices. Lecturers who integrate technology are those who are not digitally literate, capable of comprehending and using data from a number of digital sources. They are aware of the effort needed to acquire the new technology and the practicality or value of ICT applications (Mac Callum, Jeffrey, & Kinshuk, 2014). This is in line with current studies

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that discovered the readiness -or lack thereof- of the lecturers had the greatest overall impact on whether lecturers applied technology in their courses (Inan & Lowther, 2009). ICT integration requires a lot of factors, among them, Lecturers' Perceptions come first. Professional development, therefore, does not limit to the expertise and profession but also the perceptions and awareness of ESL lecturers. Consciousness decides actions. As long as ESL lecturers are aware of the importance of ICT integration, they will try to overcome the immediate difficulties. As a result, raising awareness should also be included in ICT professional development program.

Professional Development

While professional development is the most important factor affecting the application of ICT into teaching with *Mean* $\overline{X}$ = 4.47 (Table 2), data from Table 3 shows that the performance level of professional development is currently the lowest with *Mean* $\overline{X}$ = 2.70. The lack of sufficient professional development makes ICT applications hard, and in some cases, impossible. Even given adequate technology access, without effective professional development, it is impossible for lecturers to integrate ICT into their classrooms. Only when lecturers are provided with ICT knowledge, skills, resources, and immediate support can they integrate technology into the classroom to maximize its effects on teaching and learning (Papanastasiou, Zemblyas, & Vrasidas, 2003).

Besides, studies show that providing lecturers with good infrastructure and adequate technology does not help much in raising higher levels of ICT integration in the classroom. Only when lecturers themselves are fully awere of the significance of ICT application, and their self-efficacy, can they make breakthroughs in ICT integration in the classroom. Besides, sufficient and effective professional development should be among the top priority factors. Universities, therefore, need to provide ICT-related professional development regularly in accordance with the development of the digital age. However, according to Academic Impressions (2016), research shows that up to 33% of education institutions think that the first thing they will do is to cut their budget for professional development when the budget is tight; 52% will cut funding for professional development activities equivalent to cuts in other activities; 9% will maintain the budget for professional development activities, although it is possible to cut the budget for other areas; and 1% will increase the budget for professional development activities.

Conclusion

Although university leaders and lecturers are aware of the importance of ICT integration into teaching, not much attention is paid to ICT professional development for ESL lecturers. Facing the problem of poor infrastructure, inadequate technology, low self-efficacy, and the lack of ICT professional development, ESL lecturers themselves are struggling to learn, to adapt, and to integrate ICT into their classrooms. In order to equip students, in other words, digital citizens for 21st Century skills and careers, ICT application in classrooms is imperative.

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Therefore, ESL lecturers professional development in terms of ICT application is of great importance.

It is recommended that the research be conducted as an experiment with one more group of leaders and/or with higher number of lectures and/or leaders. Then, the survey is revised to cover more factors/items related to ICT.

Acknowledgment

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Factors affecting education for Vietnamese youth today

Fatores que afetam a educação dos jovens vietnamitas atualmente

Nguyen Minh Tri[*]

Abstract

The development history of countries in any era shows that youth people always hold an important position and role in the development of society. Today, along with the promotion of economic growth, the opposing sides of the market economy, international economic integration, and the movements of ideas and foreign cultures have greatly influenced the mind: Thoughts, feelings, and responsibilities of the youth generation towards the task of national construction and defense. Therefore, more than ever, Vietnam must take care of the education and training of youth people so that they can truly be the main army in the cause of national construction and development; consider it one of the top tasks, because it is directly related to the future of the country. The article uses methodological materialism and synthesis of methods, analyzes, compares, and evaluates the factors that directly affect moral education for youth people, thereby proposing solutions to improve the quality of life in youth education to meet the national development requirements in the current period.

Keywords: education; youth; international integration; globalization; Vietnam.

[*] HUTECH University, Vietnam; nm.tri@hutech.edu.vn; https://orcid.org/0000-0003-2535-1766

Nguyen Minh Tri.

Resumo

A história de desenvolvimento dos países em qualquer época mostra que os jovens sempre ocupam uma posição e um papel importante no desenvolvimento da sociedade. Hoje, juntamente com a promoção do crescimento econômico, os lados opostos da economia de mercado, a integração econômica internacional e os movimentos de idéias e culturas estrangeiras têm influenciado muito a mente: Pensamentos, sentimentos e responsabilidades da geração jovem em relação à tarefa de construção e defesa nacional. Portanto, mais do que nunca, o Vietnã deve cuidar da educação e treinamento dos jovens para que eles possam ser verdadeiramente o principal exército na causa da construção e desenvolvimento nacional; considerá-lo uma das principais tarefas, pois está diretamente relacionado com o futuro do país. O artigo utiliza materialismo metodológico e síntese de métodos, analisa, compara e avalia os fatores que afetam diretamente a educação moral dos jovens, propondo assim soluções para melhorar a qualidade de vida na educação dos jovens para atender às exigências do desenvolvimento nacional no período atual.

Palavras-chave: educação; juventude; integração internacional; globalização; Vietnã.

Introduction

Education for youth people today is a very important thing because they are the core force in realizing the Vietnamese national aspiration with the goal of rich people, a strong country, democracy, justice, and civilization. Doing this work well will contribute to building and strengthening the confidence and political bravery of youth people, building the youth generation with ideals, aspirations, and responsibilities worthy of mastering the country.

To train and comprehensively develop Vietnamese youth to serve the cause of industrialization and modernization of the country and international integration, in particular, Vietnam is always interested in comprehensive innovation in education and training. "Considering an investment in education is the most important and basic investment for the country's comprehensive. Link the education development strategy with the socio-economic development strategy. Renovate education with appropriate practices in terms of organization and management, teaching and learning, research and application; pay attention to raising people's intellectual level, attach importance to personality, ideal, moral, intellectual, and physical education; linking learning with practice, theory with practice; strive to build an advanced education with a reasonable scale, qualifications, and structure. It is an education that is deeply imbued with the people's character, nationalism, and modernity" (Minh, 2011, vol. 12, p.257).

In the process of international integration, Vietnam has always determined that youth people are a youth force with an important position and role in the existence and development of the nation and affirmed: "Innovating contents and methods political, ideological, idealistic and traditional education, fostering revolutionary ideals, patriotism, moral building, healthy lifestyle, sense of respect and strict observance of the Constitution and laws for the youth generation. Having appropriate mechanisms and policies to create a favorable environment and conditions for the youth generation to study, research, work, entertain and develop intellectual skills, and physical. Encourage and encourage youth people to nurture their dreams, ambitions, impulses, creativity, and mastery of modern science and technology. Promoting the role of the youth generation in the cause of national construction and defense. Widely attract youth people,

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adolescents, and children to organizations run by the Ho Chi Minh Communist Youth Union as the core and in charge" (Communist Party of Vietnam, 2021, p. 162). Institutionalizing this point of view, in the process of international integration, Vietnam has achieved many important results in youth education. However, in the process of international integration, the situation in the country and the world still has many complicated developments, directly affecting our country, and creating both opportunities and challenges many problems still arise; which has led to the formation of a section of youth people who live without ideals, follow a pragmatic lifestyle, are lazy to work and cultivate morality, and lack the sense of learning to reach the heights of knowledge people like to enjoy, favor unhealthy or counter-cultural activities, fall into social evils, and even break the law. These expressions are not only a risk to the youth generation themselves but also to the youther generation themselves. It also hinders the healthy, progressive, and civilized development of the country.

Research Questions

The article focuses on clarifying the research questions, which is also the orientation in which the report conducts research:

-What are the factors affecting the education of Vietnamese youth today?

- What are the solutions to promote the effectiveness of Vietnamese youth education in the coming time?

Literature Review

Regarding the topic of the article, there are typical studies.

Tham (2006) analyzed theoretical issues about youth bravery and pointed out the current situation, directions, and solutions to build youth bravery, especially political bravery and cultural bravery in life in the profession. Therefore, this work is of great theoretical and practical significance in the current period, especially in the work of training, coaching, and educating youth people to establish themselves, establish a career, and build a country rich, strong, democratic, fair, and civilized", in the context of globalization, direct integration and comprehensive promotion of the current renovation work. The content of this work gives the author of the thesis practical suggestions in proposing and explaining some specific directions and solutions to improve the education of Vietnamese youth today (Tham, 2006).

Dam (2008) presented the youth development guidelines and policies of the Party and the House of Vietnam on educating Ho Chi Minh's ideology and morality to build up the living personality of the youth generation; Ho Chi Minh Communist Youth Union with communist education for youth people; Apply scientific and technological methods of education to train and develop youth people; Use youth education models appropriately. The article will continue to research to clarify the above issues (Dam, 2008).

Tung (2011) focuses on clarifying basic contents such as theoretical issues and approaches when researching youth and youth's lifestyle, some concepts related to youth, lifestyle youth and the age of youth today; survey and analyze Vietnamese youth and youth people's lifestyle during the nearly 30 years of renovation of the country, clarify the trend of youth lifestyle change and point out the key factors affecting the transformation process youth lifestyle. Since then, the author has proposed basic solutions to build the lifestyle of Vietnamese youth in line with the current process of national renewal (Tung, 2011).

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Dung et al. (2015) analyzed the theoretical issues and the actual situation of moral education, cultural lifestyle, and revolutionary ideals for the youth generation; applying Ho Chi Minh's thoughts on moral education, cultural lifestyle, and revolutionary ideals for today's youth generation; speeches and articles of Ho Chi Minh, Directives and Resolutions of the Party, State and Central Youth Union on moral education, cultural lifestyle, revolutionary ideals for the youth generation (Dung et al. 2015).

Tri & Hoang. (2022) said: Vietnamese youth play an important role in developing the nation. Currently, besides the youth people living meaningful lives, there are those living selfishly without passion or faith and becoming law-breakers, which is seen as an unexpected and alarming reality in society. Based on the collected data, as well as the use of analytical and comparative methods, the article offers a conclusion. To train the next generation to become talented and idealistic, it is necessary to foster their qualities based on the testament of President Ho Chi Minh, including training and fostering the spirit of enthusiasm to take initiative and embrace challenges; taking care of the revolutionary ethic education; moving towards comprehensive human development; Paying attention to revolutionary moral education for the youth generation, building a class of Vietnamese youth with qualifications and revolutionary moral qualities is an important content in his thought on caring for and fostering the revolutionary generation forever. Ho Chi Minh said that the future of the nation, the future of the Fatherland, and the success of the revolution largely depend on the youth force (Tri et al, 2022).

Regarding this topic, the Resolutions of the Communist Party of Vietnam such as The Conference of the Central Committee of the Communist Party of Vietnam (July 2008) issued *Resolution No. 25-NQ/TW on Strengthening the Party's leadership for youth work in the period of accelerating industrialization and modernization* of the country at the Conference of the Central Committee of the Communist Party of Vietnam (July 2008). The resolution assessed the situation of Vietnamese youth, affirming the great role and importance of youth people in the future of the nation and the future of the Vietnamese revolution, thereby proposing tasks and solutions to strengthen the Party's leadership in youth work to form a generation of youth people with good qualities, knowledge, health, skills, mettle, and determination to successfully carry out the cause of industrialization and modernization of the country. In March 2015, the Party Central Committee, term XI, issued Directive No. 42-CT/TW on Strengthening the Party's leadership in the education of revolutionary ideals, morality, and cultural life for the youth generation in the period 2015-2030, in which tasks and solutions to improve the effectiveness of youth education are set out. The Prime Minister issued *Decision No. 1501/QD-TTG dated August 28, 2015, approving the Project on Strengthening the education of revolutionary ideals, morality, and lifestyle for youth people, adolescents, and children in the period 2015-2020*, which identifies specific goals, tasks, and solutions to strengthen youth education.

Understanding the views, directives, and resolutions of the Communist Party of Vietnam, the Ho Chi Minh Communist Youth Union has issued resolutions and decisions for youth education, specifically: *Resolution No. 02-NQ/TWDTN, dated August 22, 2013, of the 10th Central Committee of Ho Chi Minh Communist Youth Union on Strengthening moral education, lifestyle, fostering revolutionary ideals for youth and youth people period 2013-2017*; *Decision No. 359-QD/TWDTN, dated October 23, 2013, of the Central Committee of the Ho Chi Minh Communist Youth Union on Strengthening moral education, lifestyle, fostering revolutionary ideals for youth people and youth people year period 2017-2020*; *Decision No.*

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*134-QD/TWDTN dated November 7th, 2018 on the Promulgation of the Project on Strengthening the education of revolutionary ideals, morality, and cultural lifestyles for youth people in the period of 2018-2022.*All of these resolutions and directives define goals, and tasks and propose specific solutions to improve the effectiveness of youth education in each specific historical period.

With the above typical research works, it shows that the research on youth education in Vietnam has achieved certain successes, suggesting many approaches, and becoming a valuable document for research. However, so far there has not been a direct and systematic study of the factors affecting the education of Vietnamese youth. Based on inheriting the research results of previous scientists, the article delves into the study of the factors affecting (positive and negative) the education of Vietnamese youth today in a comprehensive and relevant manner system.

Methodology

The Oxford Dictionary of Current English explains the entry youth: "A young person who, between childhood and adulthood, is enthusiastic, enthusiastic, or inexperienced or just other characteristics of this age, when used in the plural, it refers to youth people" (Allen, 1994, p.877).

Deutsches Universalwoerterbuch Dudenverlag interprets the entry "Jugend" (youth) in socio-population terms as "the whole young people" (Gesamheit Junger Menschen) (Drosdowski & Guenther, 1996, p.792). Kim (1996) in State management of youth work stated that: Youth is a specific socio-demographic group including people of a certain age, have close relationships with all ages and social class, present in all fields of social activities, plays a big role in the present and plays a decisive role in the future development of society (Kim, 1999, p.14). Tung (2011): "Youth is a part of society - a population with very high complexity (heterogeneity), containing many diversity in terms of age, sex, occupation, residential area residence, value orientation, interests, spirituality, and modes of behaviors and social preferences" (Tung, 2011, p.67).

From the above studies of scientists, it is shown that, although different approaches, conceptions and ways of seeing young people are also other, so far, researchers on youth are unanimous. The young people are a particular socio-demographic group, belonging to those aged from 14, 15 to over 30 or 40 years old with their psycho-physiological characteristics floating, dynamic, sensitive, and in the stage of development, perfecting both physically and mentally, play a particularly important role in the social life zone.

Vietnamese youth, in addition to the typical characteristics of young people in the world, such as: being young people - young, vibrant, dynamic, enthusiastic, enthusiastic, have the will to progress; are sensitive to the surrounding life, prefer new things, and tend to experiment; is a stage of physical, intellectual and moral perfection, with age-specific psychophysiological characteristics; is a pure age, has many ambitions, dreams, beliefs and aspirations towards good social values, but has an impulsive, impulsive, easily influenced mentality, lacks self-control, lacks experience. However, due to natural, historical, and cultural conditions, Vietnamese youth also have some unique characteristics as follows: (i) Vietnamese youth are a specific socio-demographic group whose age ranges from 16 to 30 years old (Youth

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Law, 2005); (ii) Vietnamese youth account for a relatively high proportion of the population structure and are present in all regions, sectors, and socio-economic sectors. Resolution No. 25-NQ/TW dated 25/07/2008 of the Central Committee of the Communist Party of Vietnam (X term) also stated: Youth is a great social force, one of the most important factors in the development of society important to decide the future and destiny of the nation; is a major force in many fields, undertaking jobs that require sacrifice, hardship, health, and creativity. Youth is the most physically and mentally fit age, always active, creative, and want to assert themselves (Communist Party of Vietnam, 2008, p.36); (iii) Vietnamese youth have good traditions and are guided by scientific, humanistic, and revolutionary ideologies.

From the above analysis, it is shown that Vietnamese youth are a specific social demographic group with a certain age range, from full 16 to 30 years old; present in a large number of classes, social classes, and socio-economic professions of the country; have specific psychophysiological characteristics of this age group such as developing, orienting and maturing in all aspects: physical, mental, emotional and psychological needs, abilities and personality, ideals and lifestyle… plays a great role in the current society and plays a decisive role in the future development of Vietnam.

In this article, the author uses the methodology of dialectical materialism to research. The article has comprehensive methods to approach the factors affecting youth education both opportunities and opportunities. The article also uses the method of meta-analysis to draw out solutions to develop education with the training of youth people with professional qualifications, ethics, and integration skills to meet the requirements of the development socio-economic situation in Vietnam today.

In addition, the paper uses clear historical principles. That means that every object exists, moves, and develops under specific conditions of space and time. Spatial and temporal constraints have a direct influence on youth education.

Along with that, the article uses data analysis methods from Vietnamese documents (report of the Vietnamese Government on youth education). From analyzing the current situation affecting youth education, researching and proposing solutions to promote the education of Vietnamese youth further, to train and developing human resources to meet the requirements of sustainable development.

Results

The education of youth people today is influenced by many different factors, which both create opportunities and challenges. In the article, we focus on basic factors such as the impact of industrialization, modernization, globalization, and international integration and family, school, and society.

Impact of industrialization and modernization

To develop socioeconomically and improve people's living standards, Vietnam needs to industrialize and modernize the country. Industrialization and modernization of the country have become an inevitable trend in the development process of Vietnam, and have been taking place strongly and deeply, having profound effects on youth people in all aspects. It also has a

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significant impact on the education of youth people. With the promotion of industrialization and modernization, soon turning Vietnam into an industrialized country toward modernity, Vietnam is striving to get rid of poverty and underdevelopment. To achieve the set target, in terms of talent, the country needs a youth workforce with knowledge, labor skills, high skills, and industrial style; In terms of morality, the country needs a youth workforce with dreams and ambitions to dedicate themselves to the Fatherland and the people. That shows that, before the requirements of industrialization and modernization, the education of youth people needs to have changes and transformations to contribute to training a talented youth workforce, ability, health, and morality to move the country forward, standing shoulder to shoulder with the powers of the five continents (Diep, 2022).

However, under the impact of industrialization and modernization, the environment has been polluted and degraded; which has threatened the health and life of all Vietnamese people, including youth people. Living in a polluted environment, the health of youth people in our country is not guaranteed to meet all activities such as working, studying as well as playing and entertaining... Youth people have a strong health. Only when they are healthy and strong will they be able to develop, carry out all creative activities and enjoy spiritual values, and meet the requirements of industrialization and modernization. Therefore, it is necessary to strengthen the awareness of environmental protection as well as health and physical education for youth people in the current period, and the education on this issue for youth people also needs to change different from before to train a class of youth Vietnamese people with good health, height, weight, and stature to better meet the cause of industrialization and modernization of the country.

With the requirements of industrialization and modernization, Vietnamese youth are more conscious of studying to improve their knowledge of science - technology, professional qualifications, and sense of organization and discipline of labor; forming industrial style to promote capacity in inventing and inventing scientific works, and applying them to production and business. In addition, the industrial working environment has equipped youth people with a spirit of cooperation, close community cohesion in production labor, a spirit of hard work and high discipline; have strong political courage against the temptations of everyday life, honesty, benevolence, respect for morality; more comfortable and convenient life. However, with the acceleration of the process of industrialization and modernization, industrial centers have been formed, creating a developed industry, especially in the process of urbanization. happening more and more strongly, the development of modern science and technology has made the number of youth people unemployed increase due to not meeting the needs of industrialization, modernization, and development; the rate of youth people participating in social evils such as drugs, prostitution, and theft are increasing with a high degree of danger; the morality of a part of youth people is increasingly degraded, traditional values and moral standards are threatened, the youth's pursuit of a Western lifestyle is in danger of spreading. All these factors profoundly impact and pose many challenges in the education of youth people in the era of industrialization and modernization. The education of youth people so that they have morality, a new, healthy and progressive way of life, have the right thoughts, feelings, and political courage, have the knowledge, education, expertise, and skills high professional skills; have the ability to access and master advanced and modern science and technology effectively serving the cause of industrialization and modernization of the country is an urgent and necessary issue in the current period. Youth with high education, technical expertise, high spirit and sense of discipline, and

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industrial working style will help promote their strengths to contribute and contribute more to society associations and can realize their professional ideals (Tri&Hoa, 2022).

Impact of globalization and international integration

Globalization is a concept born in the 80s of the twentieth century, in essence, is a process of strongly increasing the relationships, influence, impact, and interdependence of all nations and peoples of the world. Today's globalization is no longer a new phenomenon, but an objective trend, an inevitable process that is daily and hourly having a strong impact on all areas of social life in each country family, nation, and individual. In short, globalization is the process of global integration in all areas of social life, including youth education. Meanwhile, international integration is the participation of an independent country in a common international community, a common organization, and an operation mechanism, aimed at national development and solving problems together with other countries' global problems. The impact of globalization and international integration on youth education is shown in detail as follows.

Globalization and international integration have brought many opportunities to make the education of youth people more convenient and effective, helping them improve their professional capacity, acquire knowledge, develop their thinking, and practice their necessary skills. In the context of globalization and international integration, the education of youth people is not only limited to one country or people but has expanded and linked between nations and peoples between the education of one country and the education of other countries. The interference, dialogue, cooperation, and competition between education systems make the education of each country both national value and international value - humanity. Therefore, youth people have the opportunity to study, study abroad, acquire advanced and modern scientific knowledge, and have the conditions to work abroad, in modern environments. The explosion of information and communication technology has expanded youth people's needs, and ability to integrate and discover new knowledge, and changed youth people's perceptions of education, training, work, and fun entertainment play. Currently, the achievements of information technology have helped Vietnamese youth to exchange, learn and acquire knowledge very conveniently with all mankind and previous generations; at the same time, it also helps to make youth education more convenient, faster, and more effective. More and more popular educational programs and forms on the Internet allow youth people to choose for themselves to acquire the relevant and necessary knowledge, skills, and experiences. At the same time, these educational programs and forms allow youth people to exchange and learn with friends around the world. Therefore, the effectiveness of youth education in the current context is great. Since then, contributed to training high-quality youth human resources with scientific knowledge, independent and creative thinking, necessary skills, and a solid ideological stance to not only meet the needs of the industry to modernize the country but also meet the needs of the times (Tri & Hau, 2022).

Faced with the impact of globalization and international integration, the educational process of Vietnamese youth must constantly change in terms of goals, contents, and methods to train a youth generation to meet the needs of the development of society.

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Regarding the goal, the education of youth people in today's era is not only training a youth generation to meet the needs of socio-economic development, not only working in the Vietnamese environment but also aiming to train them. Become a global citizen, highly adaptable to all economies in the world, and able to work in other countries around the world. The goal of youth education and training is no longer a diploma on paper, but a degree in the sense of expansion, knowledge exchange, creativity, and value contributing to society. The education of youth people does not stop at providing theory but must aim at training practical operation skills. Only then will Vietnamese youth be able to maximize their strengths and abilities, contributing to the success of the country's renewal. Therefore, youth education must create values that are suitable to the rhythm of life in the new era, and talented and virtuous people will devote themselves to social development. Youth education is aimed so that they can "Learn to know, learn to do, learn to live together and learn to be".

About content. To educate youth people to become global citizens with high education, expertise, professional skills, and creative thinking; having the ability to access and master advanced and modern science and technology, effectively serving the cause of national construction and development, the content of youth education not only educates the youth generation on values the basis of national culture, tradition, and morality, but must transmit scientific, advanced and modern knowledge, the quintessence of human culture, and form for youth people the ability to do scientific research, apply new technical and technological achievements (information technology, biotechnology, new materials...) into practice and achieve high efficiency.

About the method. The process of education and youth education, in particular, to achieve high efficiency, must have appropriate, and modern educational methods. However, the reality shows that the method of educating youth people over the past time still mainly uses traditional methods, is still backward, slow to innovate, slow to modernize, and not associated with social life and labor. Professional activity has not brought into play the dynamism, creativity, and practical capacity of youth people. It can be affirmed that the educational method is one of the basic factors, playing an important role in the effectiveness of youth education. Therefore, in the current period, it is necessary to renew educational methods to achieve the goal of youth education under the impact of globalization and international integration. Innovating education development natio methods towards modernity, promoting positivity, initiative, creativity, capacity development, knowledge application, and skill formation for youth people (Tung, 2011).

The education of youth people in globalization and international integration, besides opportunities, is currently facing many challenges and difficulties. Under the impact of globalization and international integration, the subjects most affected are youth people because they are youth, dynamic, and very sensitive to absorbing new things, both progressive and the new anti-progressive, toxic. That leads to many youth people living without ideals, with reduced faith in people, little interest in the country's situation, lack of sense of law observance, and not yet aware of their roles and responsibilities oneself to the homeland, country, and nation; disregarding traditional values, pursuing unhealthy, personal, selfish tastes, worshiping foreign countries with a pragmatic and depraved lifestyle… Resolution of the IX Congress of the Ho Chi Minh Communist Youth Union Minh affirmed: "Enemy forces promote activities that entice and corrupt youth people, inciting youth people to take part in activities that destabilize political security and social order and safety of the country" (Central Ho Chi Minh Communist

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Youth Union, 2007, p.29). With such a complicated situation for youth people, the work of youth people's education faces many difficulties and obstacles. Therefore, youth education needs to promptly grasp the situation and developments of youth people to take measures and forms of education. People who work in youth education must not only be professional, professional, and skilled but must have closeness and understanding of the youth generation to grasp their ideological developments to promptly correct and correct them, education and training. The Party and State need to promulgate guidelines and policies on youth education suitable to the youth situation to contribute to the training of the most preeminent youth generation.

The impact of family, school, and social factors

The family is the cell of society, playing an important role in the education and upbringing of youth people. The family is the first, direct, long-term, regular, and most important educational environment for the personality development, knowledge acquisition, skill training, and lifestyle formation of youth people. Based on love and blood relationships, this is the educational environment that has the most influence on youth people. However, for the family to become the best and most effective educational environment for youth people, it is required that all family members be shining examples of thinking and acting so that the youther generation can learn and act. Follow. As the Russian educator Novikov argues that nothing has a stronger effect on youth minds than the power of example, and among countless examples, none is more impressive than the example of a father, mother, and teacher.

However, in today's family, due to the influence of the negative side of the market economy, modern life has made family relationships, especially husband-wife, and parent-child relationships there has been a crisis, good traditional family values have been lost, and all family members do not perform well as their role and role model and parents do not care or care properly for the children; That leads to the negative impact of the family on the education of the youth generation and that is also the reason why a part of Vietnamese youth today attaches great importance to the power of money and pursues material interests, moral degradation, negative lifestyle, or lifestyle choices. Thus, it can be affirmed that, in the process of educating Vietnamese youth today, the family has had both positive and negative impacts on the formation and development of youth people.

In addition to the family, school is also one of the important factors affecting the education process of youth people, for the following reasons: (i) the time spent in school accounts for a large part of the youth. Therefore, everything that happens in school (whether good or bad) has a certain influence on the youth as well as the youth education process; (ii) It is at school that youth people have acquired knowledge, developed thinking, practice career and life skills, and perfected their personality to grow up. In other words, it is the school's educational environment that has contributed to training a generation of youth people who are talented and virtuous enough to meet the new requirements of the current period; (iii) in schools and school education, special social relationships have been created such as the relationship between teachers and students, the relationship between learners and learners, in which youth people play the role of the center. Through these social relationships, the content of youth education is carried out, contributing to the formation of a generation of talented and broad-

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minded youth people. Therefore, if the school is a modern, scientific and advanced educational environment, it will contribute positively to the education of youth people and vice versa. In Vietnam today, the process of comprehensive educational renovation has contributed to the formation of a class of youth people with sufficient bravery, capacity, knowledge, creative thinking, and professional life skills active and healthy life to meet the requirements of the process of national construction and development. However, the inadequacies of Vietnamese education in recent years such as academic pressure, achievement disease, and moral deterioration of some teachers have had negative impacts on the process of youth education. This has led to negative manifestations in school education such as unemployment, students sitting in the wrong class, students fighting, dropping out, forming gangs, and even assaulting teachers (Dung, & Nhuan, 2015).

In addition to the family and school factors, for the education of youth people to be highly effective, it requires the participation of political organizations, party and State agencies, and socio-political organizations. Associations, especially the Ho Chi Minh Communist Youth Union, the Youth Union, the Women's Union... These agencies and organizations play a prominent role in the education of youth people. With many innovative, creative, flexible, and rich activities, the Youth Union and Association have made a great and active contribution to the unity, gathering of youth people, taking care of the youth, and orienting the majority of the youth. Vietnamese youth to good ideals and beliefs, creating an environment and conditions for youth people to practice, dedicate and grow up. However, in recent years, the organization of the Youth Union and Association and the youth movement organized by the Youth Union and Association are still limited. The content and mode of operation of the Youth Union and the Association have changed but have not kept pace with the socio-economic development in general and the development of youth in particular; there has not been much difference in activities between the Youth Union and the Association, especially at the grassroots level; facilities and resources for activities of the Union and the Association still face many difficulties, dependence and lack of initiative; the pioneering role of Union officials, associations, union members and members is not high; policies for Union and Association officials still have many shortcomings; The influence and influence of the Youth Union and the Association among the youth are not deep, the youth concentration rate is still low. All these limitations and shortcomings have reduced the educational role of youth organizations (Tri &Hoa, 2022)

In the current period, due to the impact of many positive and negative factors on youth people, it is necessary to have closer cooperation between family, school, and society. This combination has an important meaning to promote the synergy of organizations, forces, and individuals taking care of the education of youth people, contributing to training a class of youth people to meet the needs of youth people's demand for innovation.

In addition to the above objective factors, the education of youth people is also influenced by subjective factors, first and foremost the sense of self-cultivation and training in terms of education, expertise, skills, morality, personality, lifestyle, and culture of the youth themselves. That shows that the role of education and self-education the decisive factor in the maturity and perfection of youth people.

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Discussions

From analyzing the factors affecting the education of Vietnamese youth today, content thinking takes advantage of opportunities to overcome challenges, the article proposes solutions to develop the youth force to meet the requirements of sustainable development in Vietnam.

Raising awareness about the role of youth education. To raise awareness about the role of youth education, it is necessary to promote education propaganda in the entire society to be aware of taking care of youth people's education, making the whole people see that youth people are a great social force. To play a decisive role in the revolutionary cause, to be the future owner of the country, to pay attention to the youth, to invest in youth moral education, together with the Party, government, the front, and socio-political organizations have done well in the moral education of youth people. Besides, constantly educating youth people to raise awareness about their role and position in social life.

Regularly take care of the education of revolutionary morality and a clean and healthy lifestyle for youth people. First of all, it is necessary to improve the quality of lectures and to make students and youth people aware of the need to study and study these subjects. To do this, we need to innovate teaching methods, both to improve the theoretical level, and to associate theory with real life, especially with the content of the field, in which youth people are being trained to create. That can only be done well when we strengthen the quality of staff and lecturers and innovate the method of exam questions. The exam questions must be general knowledge and promote the youth's index. From the innovation of assessment methods, teachers have to innovate teaching methods and youth people have to innovate learning methods.

It is necessary to closely combine family, school, and society in the education and training of morality and lifestyle for youth people. This is an important issue to promote the synergy of organizations and forces together to take care of education, moral training, and lifestyle for youth people, and to form noble human qualities new socialist.

Promote the role of youth people in self-study, self-cultivation, and moral and lifestyle training. Youth is a class of youth, healthy people with revolutionary enthusiasm and sensitivity to new and progressive things. Promoting the role of youth people in self-study and self-cultivation of morality and lifestyle is an important measure to help them quickly progress and mature. It is also a condition that determines the training results of each individual. First of all, it is necessary to form youth people the needs and motivations for striving, and correct training, making each person have a sense of mastery, eager to learn, seek progress, and rise to assert themselves. It is necessary to create all favorable conditions for youth people to strive and practice; at the same time, it is necessary to regularly monitor, check and evaluate the results and strive for the youth. Pay attention to meeting the legitimate needs of youth people in terms of material and spiritual; Assigning tasks suitable to their forte, aptitude, and mental and physiological characteristics will create good conditions for youth people to practice morality and lifestyle.

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Conclusion

Youth is an important force that determines the destiny and future of the nation, the most important resource that makes a positive contribution to the construction and defense of the Fatherland. The process of educating youth Vietnamese people today is influenced by many factors, both positive and negative, both opportunities and challenges. The synchronous implementation of the above solutions will contribute to the training of a qualified and ethical youth force; have a spirit of solidarity, actively study, practice, and cultivate; have a good sense of law observance, a beautiful and healthy lifestyle; have patriotism, the spirit of national pride; participate in activities for the community.

However, Vietnam is currently integrating deeply into all fields of economy, politics, culture, and society. All of the above factors have a direct impact on youth education. In the content of the article, we only focus on qualitative analysis of influencing factors. In the future, it is necessary to analyze in the quantitative form to have more objective comments.

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Application of design thinking to implement innovation policy in teaching table tennis for students – the case of Vietnam National University, Hanoi

Aplicação do pensamento de design para implementar a política de inovação no ensino de tênis de mesa para estudantes - o caso da Universidade Nacional do Vietnã, Hanoi

Nguyen Thi Thu[*]
Nguyen Ngoc Minh[**]
Phan Quoc Nguyen[***]

Abstract

Design-Thinking is very innovative process and could be applied as innovative teaching. The current situation of teaching table tenis at Vietnam National University, Hanoi, one of the leading universities in Vietnam shows that the traditional teaching method (passive learning) of table tenis is not approriate. Therefore, Design-Thinking (process of Empathize - Define - Ideate - Prototype - Test) is very necessary for teaching table tennis for students at Vietnam National University, Hanoi, which helps students to get better results from real-world experiences on their own learning and through projects and help them to understand the importance of fitness. The papers will firstly review what is Design-Thinking, its advantages in teaching table tenis, then analyse the current situation of teaching table tenis in Vietnam National University, Hanoi and show the results of design-thinking application for teaching table tenis for students of Vietnam National University, Hanoi to recommend some solutions for better application of this method in future.

Keywords: Design-Thinking; Tenis-table; Method; Student.

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[*] Dr, Physical Education and Sports Center, Vietnam National University, Hanoi, Vietnam; Email: nguyenthithugdtc@vnu.edu.vn https://orcid.org/0000-0003-0071-5471
[**] Dr, Physical Education and Sports Center, Vietnam National University, Hanoi, Vietnam; Email: minhnguyen@vnu.edu.vn https://orcid.org/0000-0001-8693-6843
[***] Assoc. Prof. Dr. University of Law, Vietnam National University, Hanoi, Vietnam Corresponding Author; Email: pqnguyen77@yahoo.com https://orcid.org/0000-0002-0579-9179

Nguyen Thi Thu; Nguyen Ngoc Minh;
Phan Quoc Nguyen.

Resumo

Design-Thinking é um processo muito inovador e poderia ser aplicado como ensino inovador. A situação atual do ensino de tenis de mesa na Universidade Nacional do Vietnã, Hanoi, uma das principais universidades do Vietnã, mostra que o método tradicional de ensino (aprendizagem passiva) de tenis de mesa não é approriado. Portanto, o Design-Thinking (processo de Empatizar - Definir - Idear - Protótipo - Teste) é muito necessário para ensinar tênis de mesa para estudantes na Universidade Nacional do Vietnã, Hanói, o que ajuda os estudantes a obter melhores resultados a partir de experiências do mundo real em seu próprio aprendizado e através de projetos e os ajuda a entender a importância da aptidão física. Os trabalhos revisarão primeiro o que é Design-Thinking, suas vantagens no ensino de tênis de mesa, depois analisarão a situação atual do ensino de tênis de mesa na Universidade Nacional do Vietnã, Hanoi e mostrarão os resultados da aplicação do Design-Thinking para o ensino de tênis de mesa para estudantes da Universidade Nacional do Vietnã, Hanoi, para recomendar algumas soluções para uma melhor aplicação deste método no futuro.

Palavras-chave: Design-Thinking; Tênis de mesa; Método; Estudante.

Introduction

With the rapid development of society in the 21st century, it is extremely important to teach students the necessary skills to help them survive and thrive in the future. Given this global need, the question is how do we teach them to prepare for an unknown future? In fact, many educators have been looking for creative methods to find the answer to this problem. They have been constantly looking for different approaches to help students acquire those necessary skills such as project-based learning (PBL), experiential learning, or the "4C" approach (known as Collaboration, Critical Thinking, Creativity, and Communication), etc. In recent years, Design-Thinking has been receiving great attention from educators in many countries around the world (Skaggs et al., 2009; Kwek, 2011; Scheer et al., 2011; Anderson, 2012; Watson, 2015) because this tool has the potential to promote skills such as creativity, problem solving, communication, and teamwork. Morever, this skill allows learners to develop empathy for others inside and outside their community (Retna, 2018).

Through the actual observation of the teaching process of table tennis to Vietnam National University, Hanoi (VNU) students, it is shown that most of the lecturers are using traditional teaching methods such as explaining, modeling, and dividing. The above methods are mainly one-way communications; the teacher transmits knowledge and the student is the passive receiver, which leads to a low effectiveness in the study process. The number of students who are not interested in the subject accounts for a high percentage. Therefore, applying the design thinking method is considered one of the innovation policy to apply the principles of student-centered learning, learning through activities, and enhancing students' interest in learning. This direction of application is completely consistent with the center's plan to innovate teaching activities

This papers will show firstly the concept of design-thinking, its advantages, then analyse the application of design-thinking in tenis-table teaching in the Physical Education and Sports Center, VNU, and draw some conclusions.

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Methodology

This papers uses the traditional analysis of papers, books which have been published earlier relating to design-thinking. Moreover, the comparative research and the observation are conducted between the application of design-thingking and the traditional methods of teaching to show the effectiveness of design-thinking. This papers also uses the fact-finding survey to have empirical evidence relating to the teaching of table tenis at the Physical Education and Sports Center, VNU.

Results

What is design thinking?

The concept of design thinking was first introduced in the book "Sciences of the Artificials" by Herbert Simon in 1969. In this book, the author considered the concept of design as being the change of old circumstances into new ones and more favorites. Later, the author collaborated with other scientists and came up with the concept of "design thinking" (roughly translated as Design Thinking). It is defined as a creative process that generates ideas from problems that arise. This concept is not only limited to the field of design but is also applied in different areas of life. Since then, the concept of design thinking has been used more and more widely in many different communities and is considered as an approach to learning, collaboration, and problem solving. More specifically, it is seen as "an innovative, creative, and human-centered thinking and process that utilizes interdisciplinary interaction to create new products, services, or user-centered experience" (Lor, 2018, p.36).

In fact, there are many design thinking models that have been introduced and applied to different industries and fields. In particular, the most commonly used model is the five-step process created by the Hasso Plattner Institute of Stanford University (d.school)(trich dan cho nay)—one of the pioneers in the development of private equity models in education. This process is simulated in five steps as follows:

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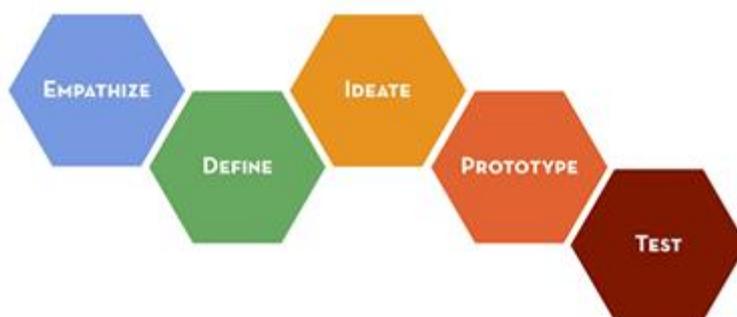
Although this model consists of different steps, it is not exactly a linear process but a very flexible model that allows the user to repeat the steps in the whole process.

Empathize

This step helps students understand the problem to be solved. This step requires the implementer to go through three steps, such as: observing, interviewing, finding out about the problem through the internet, or experiencing it yourself. Empathy is an important step in the design thinking process when the practitioner ignores his or her subjective thinking and focuses more on the desires of the object being studied. These steps make the implementation of the next steps more meaningful and practical.

Define

After the first step is done, the identified problems are grouped together, and one outstanding problem is selected to be solved. In this second step, the most important thing is not to let your own prejudices apply to the implementation process but to place the researcher at the center.

Ideate

This step helps to identify where the problem is, then come up with a solution to that problem. It is important to come up with as many solutions as possible. If this step is difficult, repeat the steps to determine and identify the problem so that you can find the best solution.

Prototype

Once a solution is available, it will be included in the product creation step. In this step, the implementer does not necessarily create a finished product, but more importantly, it helps to connect the idea with reality, thereby helping the researcher "see" and realize the idea on their own and getting user feedback to perfect their ideas..

Test

This stage involves testing and assessing the created sample product to see if its response is appropriate. Products could be accepted, called for revisions, or not accepted at all. However, the designer may better understand his or her product and tailor it to the user's requirements as a result of this. To make adjustments to the product at this stage, the researcher might need to return to the earlier stages of the process. Even if that means repeatedly going back to the first empathetic step until you produce the most satisfactory result.

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Design thinking and its advantages

Lor (2018) conducted a survey of 68 articles, 13 conference papers, 4 published books, and a number of related journals in a recent research review. Therefore, it can be seen that the design thinking process, from being limited to the design field only a few decades ago, has now been widely used in many other areas of life, such as business, engineering, etc., arts, technology, and, in recent years, education.

In terms of education, design thinking is applied as a new trend of innovation and creativity not only for lower grades but also for higher education, from art education, design, and architecture (Bruton, 2010; Donar, 2011; Lee Vs. Wong, 2015; Watson, 2015), to engineering courses (Skaggs, Fry & Howell, 2009; Alhamdani, 2016), or fields of entrepreneurship, management, and entrepreneurship education (Dunne & Martin, 2006; Schlenker, 2014).

It can be said that the design thinking process is considered "oriented to the learning process that involves active problem solving and enhances learners' ability to make impactful changes." (Kelly, 2012, p. 225). In other words, design thinking promotes problem solving, creativity, and collaboration among learners (Skaggs et al., 2009; Kwek, 2011; Scheer et al., 2011; Anderson, 2012; Watson, 2015).

Talking about the core features of the design thinking process and the benefits it brings, it is important to mention firstly that this tool helps researchers solve problems that are considered difficult. Besides, it also provides a standard process framework from which to come up with more meaningful and practical solutions. From this rigorous but very flexible process, it can be seen that the benefits that it brings are: nurturing the ability to think and be creative to create solutions and opportunitiesThus, design thinking can be considered as one of the best methods to nurture creativity and entrepreneurial thinking in learners (Lor, 2018). Each step of the process helps learners develop skills and attitudes that are closely related to the characteristics of the entrepreneurial mindset. From the beginning of the process, an empathic step with the goal of encouraging learners to explore untapped issues surrounding a real-life phenomenon and from different perspectives of the subjects involved; to the step of defining the problem, stating potential solutions, and checking whether the product or service meets the needs of the users of that product or service Through such a rigorous process, learners will be trained to have better awareness of and more confidence in their own creativity (Scheer & Plattner, 2011). According to Lor (2018), the main reasons for schools to adopt this approach are to "teach empathy, foster creativity and innovation, and develop a design-oriented mindset." (p.56). The author also emphasizes in his research review that design thinking is necessary because it "teaches students to adapt rather than just focusing on content knowledge so that they can prepare well for an unforeseen future" (Lor, 2018, p.52).

Using design-thinking in education in the technological age

In the current 4.0 technology era, artificial intelligence will gradually make some professions "disappear," instead of people in the industry. Smart robots with robot workers, robot teachers... The current urgent problem that countries around the world are facing is how

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to train students so that the younger generation of countries can adapt quickly to the new requirements of this revolution.

Currently, not only in Vietnam, but many developing countries in the region and the world are facing great challenges in terms of a shortage of highly qualified and professional workers to meet the needs of the economy or the demand for human resources for the industrial revolution 4.0. This is the urgent requirement and challenge of the education sector in training human resources according to the new needs of the times. If we realize how great the human capacity for creativity and innovation is, we will see the importance of investing in education. That shows that education needs to focus on creativity and promote positive, creative thinking for learners. However, the current educational teaching methods still have many shortcomings. The reason for the low effectiveness of the current education system in general and the current teaching method in particular is that Vietnam's education system is not yet effective and cannot escape from the traditional way of thinking and doing education. Traditional society often divides people's lives into 3 stages: the first stage is going to school; the middle stage is working; and the last stage is retirement.

Due to the slow development and little change in science and technology, traditional society places the mission of the school to be fully equipped with knowledge so that people can work for a lifetime but ignores it. fostering the capacity of learners to apply that knowledge to solve problems that are posed by work and life. This mindset is still reigning in many organizations and responsible individuals in the education management system, leading to the following consequences in the way of education:

-Focusing on imparting knowledge, bringing heavy cramming; paying too much attention to qualifications and exam results, but not paying attention to the capacity and quality of learners. The current way of organizing exams mostly just stops assessing students' book awareness.

The education system is closed in schools and is mainly based on the interaction between teachers and students within the scope of textbooks; it also lacks interaction with society. The role of family, mass organizations, and society is becoming increasingly blurred in the education of the younger generation.

Therefore, it is necessary to aim at training students to gain knowledge, skills, and attitudes along with the training of "hard skills" and "soft skills" to meet the output standards. Students who are taught the application of design thinking will soon catch up with the rapidly changing realities of social life. Teaching methods aim to energize learners and give learners the opportunity to experience real-life situations, directly consider, discuss, practice, and solve problems in the direction of thinking. thinking, both individually and in groups, thereby gaining new knowledge and skills that will promote creative potential. Moreover, there has not been any systematic research on the innovation of teaching methods such as implementation to strengthen capacity, equip skills, and promote innovative thinking and entrepreneurship for students. Thus, with this article, the author wishes to give his students the ability to form the ability to apply, adapt, solve problems, think independently in a practical, activity-based approach, learning through projects, learning through practice, through group activities... In particular, the author is especially hoping that students would realize they need to modify their perspective on learning once for a lifetime in favor of learning for life to work for a lifetime.

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Phan Quoc Nguyen.

The application of design thinking in teaching table tenis at VNU

The current situation of table tennis education in Vietnam and at VNU reveals that lecturers still primarily use traditional methods such as stable repetition, split workouts, and intact practice. These are the traditional teaching methods used frequently in universities in general and table tennis at VNU in particular, although these methods have certain strengths. Teaching physical education subjects as well as table tennis is a good idea, but if it is not innovated and combined with other methods, it is difficult for students to actively grasp the subject's content or passively absorb it, and thus they cannot promote other skills as well as positive self-discipline. In the current context, if only traditional teaching methods are used without improving critical thinking skills, creative thinking skills, teamwork skills, and communication skills, the university cannot catch up with other universities, leading to backwardness and limited teaching quality. Due to the characteristics of table tennis compared to other subjects, self-study and self-practice between theory and practice must always go hand in hand. At VNU, students lack a strong feeling of self-study; while there are teachers there, students practice to get by, and when there are no teachers present, the majority of students lack a strong sense of self-study. So, in order to assist students become conscious of their own self-study, the author employs the "design thinking" methodology to provide students with lifelong self-study strategies. Enhance practical methods and promote the application of modern technology in teaching to stimulate students' ability to think independently and creatively. Therefore, using this technique, students are encouraged to develop some of the following abilities: critical thinking, group work, self-examination and assessment of the implementation of the plan, scientific research, the ability to visualize motions, the ability to repair mistakes that are frequently made in technical learning, and communication skills.In Vietnam, in recent years, design thinking has been mentioned in a number of skills training courses as well as applied by teachers and lecturers in the process of teaching innovation. However, the scientific research on design thinking is still very limited.

Regarding this issue, there is currently a study by a group of authors from Tra Vinh University with the article "Applying Design Thinking in Teaching towards a CDIO Approach" (Phan Thi Phuong Nam, Nguyen Hoang Duy Thien, and Tran Hoang Nam, 2018). The authors presented the process of applying design thinking to subject teaching in the undergraduate information technology training program in the direction of CDIO (conceive—idea generation, design, implement—deploy, and operate). The application process has achieved certain results, and the authors have affirmed that "combining design thinking in teaching toward a CDIO approach is a new initiative in applying learner-centered teaching methods."

Phan Quoc Nguyen et al. (2019) published some initial results on the application of design thinking models in teaching a number of subjects at VNU, such as information technology, psychology, literature, folklore, and physical education. This article has synthesized different views on design thinking, process, and application steps in each subject. Besides the positive results, such as promoting creativity and interest in learning and contributing to the formation and development of 21st century skills for students, the group of lecturers also affirmed that they had attracted many lecturers to apply. Design thinking: educational institutions need a strategy and plan to train and encourage teachers to use this

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method. Educational institutions also need to be more open to non-traditional approaches to education.

In general, there are quite a few studies on this issue, and there is not research on the application of design thinking to teaching physical education in Vietnam.

Based on the analysis, the authors introduce the process applying design thinking in teaching table tennis to VNU students as follows:

Step 1: Implement the teaching according to the prepared plan, including the following tasks:

In the first lesson, the lecturer introduces the subject, the requirements of the subject, and the learning method, along with other subjects evaluation criteria;

- Let the class choose groups to organize learning activities;

- Present a list of topics students have to do and let the group of students choose a topic from the first lesson of the subject to help students have time to prepare report content, including learning about the subject's effects Physical education, subject history, subject technique, common mistakes, sports injuries, as required by the report.

- Provide the implementation process as describedabove.

Step 2: Students follow the following instructions:

- Complete each step in the process in step 1 after one week, and next week, each group will report the results of the previous week to the lecturer by file via email or results presented on paper; - At class time the following week, the lecturer reviews and gives necessary suggestions to students so that they can proceed to the next step or return to the previous step before embarking on the next step or moving on to the next step.

Step 3: Students can check the lesson through teaching tools in education such as Khoot, Office 365,...

Step 4: Present the results of the group's performance and draw lessons learned Requirements for the presentation Groups:

-The groups must be able to give proof by minutes, videos, photos, etc., to prove that they have followed the operational process of Design Thinking.

- Presented in combination with technological means.

-Members in the group that participates in the presentation, the groups have to comment and vote for the other groups**.**

It requires a final group exercise: "Application of design thinking in the implementation of right-handed technique."

The steps to apply the design thinking process are as follows:

Step 1: Empathize

The class is divided into 6 groups. Each group consists of 6-7 students. Write down all the problems that the students see when their friend does the right-handed flip technique.

Through such an activity, students need to deeply understand the right-handed technique that the lecturer has taught in class. This activity helps the lecturer grasp the technical understanding of the students. This is where students will understand the wrong techniques that their friends are using to perform better the next time.

Step 2: Identify

The groups will discuss based on the collection of information from the problem-finding process to analyze the wrong technique. In this step, the groups must identify the

mistakes that most people make and gather information to determine your mistakes when performing the right-handed flip technique.

Step 3: Brainstorm ideas

Identify the mistake. How should students come up with ideas to correct the mistake? How to do exercise? In this step, the groups will consult with the lecturers on the feasibility of the project as well as professional issues to decide whether to implement the project or not. If there are obstacles, each group is advised to continue to redo the steps of understanding the problem, defining the problem, and giving an idea to make the best choice

Step 4: Modeling

The groups, after having decided If they decide to choose an orientation for the project, they will continue to practice modeling until they master the movement skills so as not to repeat the mistakes that the students they choose to do the project encounter. The detailed plan is required to be developed according to the available template provided by the trainer.

Step 5: Double-check

Check that students model the movements until they are good. Each group member will record videos and clips of the movements they have made after finding out their friends' common mistakes to send on the road. The general office 365 Sway link is provided by the instructor directly in the classroom or can be done in front of the class.

Discussions

Through the analysis andsurvey results on the application of design thinking in teaching table tennis over the past time, the authors found that:

The percentage of students who like to study table tennis is higher than that of the control group; students in the experimental group who perceive the purpose of learning this subject as improving their health accounted for 86.18%, while the control group only reached 36.71%.

The design thinking method is used flexibly in the lessons, creating excitement, self-discipline, and active learning while helping students understand the principles of techniques and develop skills. 21st century properly. It is most clearly shown through the academic results: the number of excellent and good students accounts for 90–95%, while the number of students with average academic results accounts for a low percentage.

Students who learn design thinking methods have a stronger sense of learning and frequently exchange help to correct technical errors for one another. Through investigation and a direct interview, the author learned that students in the experimental group found that by learning the design thinking method, they were not only more interested in class time but also took on more responsibility for it. Teachers assign homework to their students, but they are also aware that planning new lessons ahead of time will help students absorb information more effectively. According to these students, learning in this way helps them learn from each other through teamwork, understand the history and nature of technical principles in table tennis, and especially support their scientific research skills.

The survey results show that the effectiveness of the method has been partly confirmed by the design thinking that the subject has used.

Through the initial application process, the authors recorded the following results:

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Phan Quoc Nguyen.

Firstly, through design thinking activities, the author awakened students to understand the importance of forging practice health because "Health is a precious asset of human beings; having health is having everything." Therefore, helping them understand and practice the right method and technique of movement contributes to improving health. They understand this issue will form learning motivation and thus will create excitement and interest in the subject in students.

Second: Through design thinking activities in the subject, students realize some skills during project implementation, such as: they can't rely on excellent team members, but will come from the contributions of each member and many different ideas, because design thinking in the process of understanding the problem can let them understand that ideas often come from understanding and empathy, listening, observing, and understanding what people want or don't want to. You must try to find solutions to problems using the eyes of others, not your own. Creative ideas come from empathy.

Third, working in groups helps them improve their personal skills such as communication, problem-solving, persuasion, and leadership. Therefore, they continue to have more networks of connections with others. students in the school as well as at VNU.

Fourth: In addition to applying to the learning content, design thinking also gives students the opportunity to make a high-quality report and presentation that can help them understand more about design thinking and how it can be applied to their scientific and specialized research.

Conclusions

Design-Thinking could be applied in teaching table tenis as innovation policy. Incorporating Design-Thinking in teaching table tennis is a new initiative in applying learner-centered teaching methods. This is also one of the forms of accumulation of knowledge and skills in improving the quality of university training to meet the requirements of businesses and society. Design thinking can also be applied to work or any project.

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2. *Abstract*

The abstract should have about between 12 and 15 lines and should be written in the original language of the paper and also in English. In sequence to the abstract in both languages, it should include from three to five key words in each of the two languages. If the article is written in English, French or Italian, as well as the abstract and the keywords, you should also submit the abstract and the keywords in Portuguese or Spanish.

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Segundo Rangel (2007, p. 58), "[...] o estudo requer do supervisor a atenção ao processo didático, seus fundamentos, princípios e conceitos".

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Segundo Rangel (2007, p. 57-58):

> A coordenação das atividades didáticas e curriculares é interdisciplinar, tanto em seus fundamentos, quanto no sentido da promoção de articulações entre os elementos do processo ensino-aprendizagem: professores, alunos, objetivos, conteúdos, métodos, avaliação, recuperação e contexto.

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Parte de livro ou documento de um autor em obra organizada pelo mesmo autor, de acordo com exemplo da NBR 6023, 2002, p. 4:

SANTOS, F. R. dos. A colonização da terra do Tucujús. In: _____. **História do Amapá**, $1^{\underline{0}}$ grau. 2 ed. Macapá: Valcan, 1994, cap. 3, p. 15-24.

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Conhecimento & Diversidade, Niterói, v. 14, n. 35 Dossiê, p. 133-138 dez. 2022.

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