

Development of Students' Adaptive Skills in Graduate Internships Work Environment in Ho Chi Minh City

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Abstract: *The article refers to measures to develop students' adaptive skills in graduate internships work environment from empirical findings on 60 students involved in the research. The results show that the proposed measures have a positive impact on improving students' adaptive skills in graduate internships work environment.*

Keywords: *Adaptive skills, work environment, Graduate Internship.*

1. POSING THE PROBLEM

Graduate Internship is an important step in the training of students at professional schools in general and at universities and colleges in particular. This helps students to reinforce and complement the theoretical knowledge gained in the classroom, to enhance problem-solving skills in practical matters and fostering students' love for profession, their actual working capacity, their sensitivity and dynamics at work later. The initial experience of profession at graduate internships facilities would help students become more confident after graduation and help them join the labor market. Therefore, in recent years, training institutions were very interested in students' graduate internships activities, considered as one of the important tasks for training quality improvement. Besides, for the students themselves, graduate Internship is also a memorable milestone in the process of learning and training at the University. However, this is also tough times for many students as this is the first time students are exposed in a work environment work really, far from learning in work environment at the University. Many students are passive and not timely adaptive to graduate internships work environment. That makes students unable to determine what is needed to be done and how to deal with "colleagues" at graduate internships facility. Therefore, development of students' adaptive skills in graduate internships work environment is one of the urgent needs.

2. PROBLEM SOLVING

2.1. Objects and Methodology

The objects in experimental research are 60 students at the "Developing students' adaptive skills in graduate internships work environment" class that was held at Ho Chi Minh City University of Technology and University of Economics and Law– Ho Chi Minh City National University. The students were selected from the registration dossier sent to the managing boards of research projects.

The main method for assessing students' adaptive skills in graduate internships work environment is the questionnaire-survey method together with practical exercise- assessment method. From obtained results, the analysis by means of mathematical statistics is conducted.

The questionnaire contents before and after the experiment focuses on the following: Evaluation of problem solving skills, skills of teamwork, time management skills, organizational skills and scientific work.

Table1. *Marking questions in the empirical questionnaire*

GPA	Rate
4,51 - 5,0	High
3,51 - 4,5	Passable
2,51 - 3,5	Average
1,50 - 2,5	Low
1,00 - 1,49	Very low

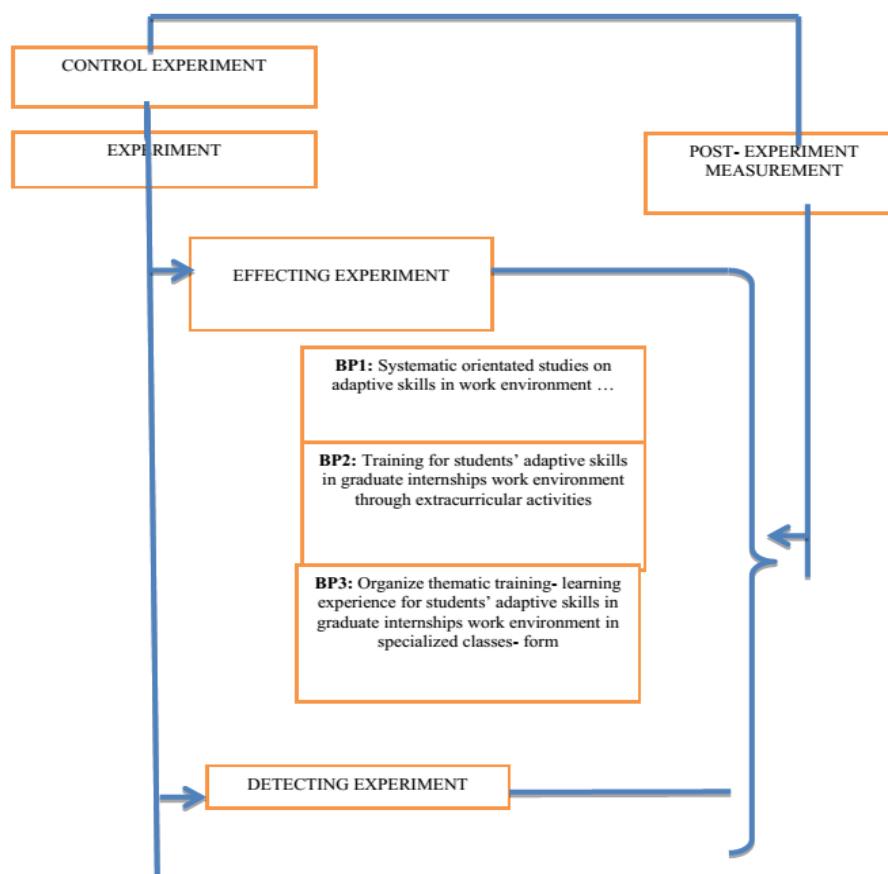
The questions are marked on a scale of 5. With one-choice question, 5 scores for the right choice, 0 for the wrong one. With 5-choice question, to mark 1 to 5 from the very low, low, average, passable, high. On this basis, the GPA is rated as follows.

2.2. Results of Research to Develop Students' Adaptive Skills in Graduate Internships Work Environment in Ho Chi Minh City

2.2.1. Experimental Method

- Systematic orientated studies on students' adaptive skills in graduate internships work environment
- Organize thematic training- learning experience for students' adaptive skills in graduate internships work environment in specialized classes- form.
- Training for students' adaptive skills in graduate internships work environment through extracurricular activities.

2.2.2. Empirical Model



2.2.3. Experimental Results

In order to confirm the effectiveness of experimental methods, the topic compares data on the choice of the experimenting group before experiment and four months after experiment. The results were as follows:

2.2.3.1. Results from Comparing Time-Management Skills to Adapt to the Requirements of Discipline, Organization in Students' Graduate Internship Before and after the Experiment

The data in Table 2 shows that before experiment, time-management skills to adapt to the requirements of discipline, organization in students' Graduate Internship correspond only with the average when GPA is 3:07. But after the experiment, time-management skills to adapt to the requirements of discipline, organization in students' Graduate Internship were at higher rate with GPA being 3.98. Also t value of 0.00 obtained when comparing time-management skills GPA before and after the experiment showed significant differences statistically. There are evident differences statistically before and after the experiment in each specific item that can be seen in detail through the following analysis:

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Table2. Comparison of pre-and-post- experiment time-management skills to adapt to the requirements of discipline, organization in students' Graduate Internship

№	Items	GPA		T - Test	Significant differences
		Pre- experiment	Post- experiment		
1	Time-management skills concept	2,48	3,29	0,002	+
2	Features / requirements of time-management	2,58	3,69	0,001	+
3	Time-management skills-related operation and methods	3,57	4,46	0,000	+
4	Students' difficulties to perform time-management skills	3,63	4,49	0,000	+
Total		3,07	3,98	0,00	+

About the concept of students' time-management skills to adapt to the requirements of discipline, organization, the pre- experiment GPA was only at average with GPA of 2:48, but after experiment, GPA has the significant difference with 3:29 i.e at a high rate with t value 0.003, conclusion: significant difference before and after experiment, cognitive time-management skills concept to adapt to the requirements of discipline, organization of students. Up to 87.0% of students give correct answers about the concept of "time management skills is the ability to use time effectively in order to accommodate their goals through planning, organization and check of the use of time in an optimal way "better than before the experiment with only 53.0%.

Or pre- experiment time-management skills-related operation and methods reached 3.57 but after experiment, it was 4.46 – a very high rate, showing a very positive change about time management skills to adapt to the requirements of discipline, organization of students after experiment.

Especially in time management methods to identify targets, only 20.0% at a high rate, after experiment, up to 40%, at a high rate and 25.0% at relatively high, or for "determine the content, job requirements for time-management" 45.0% also high-rated 17.0% only before experiment

In summary, the experimental results and empirical impact after attending experimental time-management skills to adapt to the requirements of discipline, organization, there is clear progress. These are complementary skills to actively help student complete adaptive skills in graduate internships work environment

2.2.3.2. Results after Comparing Students' Pre-and-Post Experiment Problem-Solving Skills to Adapt to Graduate Internships Work Environment

To have a detailed view of the change through problem-solving skills to adapt to graduate internships work environment, we assess the real state of skills pre-and-post experiment based on the criteria outlined. Although this is just a simulation of problem-solving skills at the level of theory, modeling and experience but in terms of the limited study and the limits of research, the data in Table 3 showed a major improvement and a very positive about problem-solving skills of students after the experimental period.

Table3. Comparing students' pre-and-post experiment problem-solving skills to adapt to graduate internships work environment

№	Items	GPA		T - Test	Significant differences
		Pre- experiment	Post- experiment		
1	Problem-solving concept	3,23	4,57	0,00	+
2	Understand problem-solving skills and related issues	2,42	4,15	0,00	+
3	Take steps to solve the problem	3,08	4,27	0,00	+
4	Request when solving problems	3,79	4,91	0,00	+
5	Specific actions in each phase	2,23	3,87	0,00	+
6	Difficult to solve the problem	3,25	4,56	0,00	+
GPA		3,00	4,25	0,00	+

At first, we may find students' problem-solving skills in graduate internships work environment of experimenting group are quite significantly improved after measures taken to experiment with the following impact:

First, based on skills before experiment, GPA is just 3.00 - the average rate but after experiment, GPA was 4.25 – at high rate. The pre-and-post experiment difference of GPA is (4.25 to 3.00), 1.0 scores higher showing that the difference is quite significant.

Second, t value in experiment T to compare differences of pre-and-post experiment GPA in the same group was 0.00 with a 0.00 significance level, i.e it is significant difference statistically. A certain basis to assert after the experiment, students’ problem-solving skills in graduate internships work environment of experimenting group are quite significantly improved

Next, when considering each expression in the problem solving skills of students after experiment, there is change positively. We may refer to some comments below when analyzing the statistics and the results of interview of empirical objects:

First, in each specific expression, GPA has increased markedly. Specifically after the experiment, the most significant difference of GPA is as follows: understand the concept of problem-solving skills and the characteristics of it. Difference score of 1.73 - very high when compared to GPA in this expression before and after the experiment 2.42 and 4.15 respectively

Second, of the six manifestations as criteria to assess problem-solving skills to adapt to graduate internships work environment after experiment, all six criteria have significant changes and this is a significant difference statistically. The most significant difference in the order as follows: to understand the concept of problem-solving skills and the characteristics of it (4.15 to 2.42 = 1.73), specific actions in each problem-solving period (3.87 to 2.23 = 1.64), understanding of the concept of problem solving (4.57-3.23 = 1.34), difficulties in problem solving (4.56- 3.25 = 1:31), the request in problem solving (4.91- 3.79 = 1.12). On average the difference is quite big showing that students’ problem-solving skills in the experimenting group had a certain progress.

Third, if based on scores of each expression, before the experiment, there is no indication at high rate according to the standard scale to assess. But after the experiment, the scores of each expression were improved and at passable rate (lowest GPA of 3.87- the expression "specific actions in each stage" and the highest GPA of 4.91 for "Request when solving problems" and GPA: 4.57 for "problem solving concept"). This expression is also quite specific proof for difference with better problem-solving skills to adapt to graduate internships work environment after experiment of the experimenting group.

In summary, statistical results showed there is positive change of students’ problem-solving skills to adapt to graduate internships work environment after experiment, the impact factor in solving skills problems of students are at the average to high rate. The results of experiment also showed that, with measures taken accordingly, organized lively, practically, but science and systems associated with the difficulties students are facing, it is possible to raise problem-solving skills in graduate internships work environment to the next level in the same conditions. It is also improving students’ adaptive skills in graduate internships work environment

2.2.3.3. Results from Comparing Pre-and-Post-Experiment Teamwork Skills to Adapt to Colleagues and Managers in Graduate Internships Work Environment

Corresponding to the results of a baseline study, before experiment, teamwork skills to adapt to colleagues and managers in graduate internships work environment, GPA was at an average rate of 3.01. But after experiment, teamwork skills to adapt to colleagues and managers in graduate internships work environment, GPA was at a high rate: 4.07. At the same time, t value when comparing GPA of the group before and after the experiment was 0.00 showing significant differences statistically. There are evident differences statistically before and after the experiment in each specific item that can be seen in detail through the following analysis:

Table4. Comparison of pre-and-post- experiment teamwork skills to adapt to colleagues and managers in graduate internships work environment

№	Items	GPA		T - Test	Significant differences
		Pre- experiment	Post- experiment		
1	Concept of teamwork skills	2,67	3,95	0,003	+
2	Teamwork requirements	2,77	4,00	0,002	+
3	Implementation of tasks and skills related to teamwork skills	3,45	4,32	0,000	+
4	Difficulties faced by students in teamwork	3,16	4,00	0,000	+
GPA		3,01	4,07	0,00	+

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About teamwork skills concept, before experiment, GPA was at an average rate of 2.67 but after experiment, GPA has significant difference: 3.95, i.e at a high rate, t value of 0.003 allows conclusion there is significant difference before and after experiment, about teamwork skills concept. Specifically, prior to experiment only 50.50% of the students have a correct perception of teamwork skills concept, after the experiment, 94.50% of the students gave correct answers about teamwork skills concept "team work skills is the ability to collaborate with other members of the group to perform effectively the common task of the group", only 3 students gave wrong answers about teamwork skills concept. Clearly, though, these are original signals but the positive sign is the very admirable efficiency.

Regarding the requirements for teamwork, before the experiment, GPA was 2.77 at average rate but after experiment, GPA was 4.00, i.e at a high rate; t value of 0.002 allows conclusion there is significant difference before and after experiment, about teamwork skills concept. Before experiment, only 57.0% of students with precise selection of team work skills, the actual data corresponding to 70.2%; after experiment, a higher rate significantly.

Regarding the implementation of operations and skills related to teamwork skills, before experiment, this content is only passable with a GPA of 3.45 but after experiment, GPA was 4.32, i.e at a high rate, t value of 0.00 allows conclusion there is significant difference before and after experiment, Specific analysis of the answers, before experiment, 8/15 manipulations or skills are assessed by students as " passable" and 7/15 as "medium. But after experiment, 9/15 manipulations or skills are assessed by students as at a high rate and 6/15 at a passable rate

About difficulties of students in teamwork, before the experiment, GPA was 3.16, as falling into frequent difficulties but after experiment, GPA was 4.00, as falling into occasional difficulties, t value of 0.00 allows conclusion there is significant difference before and after experiment. During the impact, under the faculty's guidance and time given to students as the opportunity for them to exchange ideas, followed closely by the faculty for comments when they conduct discussions and exchange. The follow-up, practice in class and timely correction have overcome some difficulties or limitations of students in teamwork. Most notably, the difficulties arise while working with older colleagues or superiors, as well as with individuals with strong personalities and "in the opposite direction"

This is the biggest problem for teamwork students in a completely new environment as students are also new in the group. The question is how to integrate quickly into the group, to express themselves appropriately in the group that makes students most worried. Principles of teamwork skills will help students adapt to graduate internships specific situations for interacting and working with other individuals. Student TTM shared: "Teamwork with classmates had difficulties due to the conflict of egos between the young people, while teamwork with the less familiar relationships and difference of age or experience is even more difficult. From classroom, I have a better understanding of certain rules when working with the psychological characteristics of each individual in the group. "

Thus, from the above analysis we can conclude there is a difference in teamwork skills to adapt to colleagues and managers in graduate internships workplace before and after experiment. Due to the impact of measures taken, teamwork skills in graduate internships work environment improved significantly, from an average (GPA = 3.01) to a high (GPA = 4.07).

2.2.3.4. Results from Comparing Students' Organizational Skills and Scientific Work to Adapt Graduate Internships Work Environment Before and after the Experiment

Table5. Comparison of students' organizational skills and scientific work to adapt graduate internships work environment before and after the experiment

№	Items	GPA		T - Test	Significant differences
		Pre- experiment	Post- experiment		
1	Concept of organizational skills and scientific work	2,68	4,00	0,00	+
2	Features / requirements of scientific organization and work	2,68	3,82	0,002	+
3	Organizational skills and scientific work-related operations and methods	3,67	4,56	0,000	+
4	Students faced w/ difficulties when performing time-management skills	3,73	4,59	0,000	+
GPA		3,19	4,24	0,00	+

About organizational skills and scientific work, before experiment, GPA was at a passable rate of 2.68, but after experiment, GPA had a significant difference of 4.00; i.e at a high rate; t value of 0.00 allows conclusion there is significant difference before and after experiment with respect to concept of organizational skills and scientific work. Up to 88.0% of students gave correct answers” the concept of organizational skills and scientific work is the process of identifying, organizing, and arranging the work in a logical sequence, additional support for work together in order to contribute positively and effectively to the common goal of the work compared to before the experiment, only 60.0%. Or the implementation of operations and skills related to organizational skills and scientific work, before experiment, GPA was 3.75 but after experiment, GPA was 4.56 – a very high rate showing a very positive change in organizational skills and scientific work to adapt to the work environment after the experiment. Especially in organizational skills and scientific work, the method "scientific work file" by selecting the file cabinet with drawers, sorting records on the nature of work, records in a reasonable manner, indexing records and recordkeeping carefully with the highest GPA of 4.67 after experiment, while GAP was only 3.63 before experiment. Next, the method "arranging workplace as to 5S" rule, in steps as follows: Step 1 - Screening; Step 2 - Arranging, organizing; Step 3 - Cleaning; Step 4 - Caring, preservation; Step 5 - Readiness, discipline with GPA of 4:45, before experiment, GPA of this method was only 3.54. The most interesting is step 3 with the arrangement and organization; about 90% considered they will perform well and relatively well during graduate Internship. Prior to experiment, only 30% considered they will perform well and relatively well. Next, the method of "information management" through the classification of information, establish proof of information, compliance with the principles of information management and setting of specific assignment books, clearly. GPA was 4.40, a relatively high rate; 85.0% considered they will perform well and relatively well. Before experiment, for this method, it was only 25.0% with a GPA of 3.52“

Thus, the impact of measures such as: organizing learning about graduate internships work environment systematically; training of adaptive skills in graduate internships work environment in relatively formal programs, together with adaptive skills in graduate internships work environment through extracurricular activities ... has brought certain effects in improving students' adaptive skills in graduate internships work environment. The figures above demonstrate quite clearly the true effectiveness of the impact of measures taken and implemented in practice, for the development of students' adaptive skills in graduate internships work environment

3. CONCLUSION

Thus, the research data has demonstrated quite clearly the true effectiveness of the impact of measures taken and implemented in practice, for the development students' adaptive skills in graduate internships work environment. This result requires further research in a systematic way on students' adaptive skills in graduate internships work environment; organize thematic training - learning for students' adaptive skills in graduate internships work environment in specialized classes- form; together with training for development of students' adaptive skills in graduate internships work environment through extracurricular activities

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