

Organizational Skills In Youth Work Activities Of Students At Thai Nguyen University Of Education

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Abstract

The 2018 General Education Program emphasizes holistic student development, focusing not only on academic knowledge but also on fostering students' qualities and competencies. This requires pedagogy students—the future educators—not only to master specialized knowledge but also to develop soft skills, particularly organizational skills. The ability to organize youth work activities is one of the core competencies of teachers, enabling them to enhance teaching quality and create a positive learning environment for students. In practice, teachers with strong organizational skills not only help boost students' learning motivation but also encourage their active participation through engaging and relevant educational activities and experiences. This plays a crucial role in improving overall educational quality.

Keywords: Student, Pedagogical University, Youth Work, Skills, Activity Organization.

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I. Introduction

In the era of educational reform, objectives extend beyond the mere transmission of knowledge to the comprehensive development of students. As a result, youth activities play a vital role in cultivating life skills, fostering self-confidence, and enhancing teamwork abilities.

Educational reform necessitates a flexible approach, the integration of technology, and the adoption of modern teaching methodologies. Pedagogy students must be proficient in organizational skills to effectively coordinate activities, from planning and program execution to impact assessment. Strong organizational abilities enable them to adapt to evolving educational demands and foster dynamic, engaging learning environments for students.

The ability to organize youth activities not only enables pedagogy students to fulfill their roles effectively but also contributes to shaping future generations within the framework of educational innovation. By fostering strong organizational skills, future educators can actively engage in creating a modern, humanistic, and holistic education system that supports the comprehensive development of students.

II. Material And Methods

Theoretical research method: This approach involves collecting, analyzing, synthesizing, systematizing, and generalizing relevant documents related to the organizational skills in youth work activities.

Survey method: This approach involves collecting opinions from 350 students who are not members of the Youth Union or Student Association, across the Mathematics, Literature, Political Education, Geography, History, Biology, Chemistry, and Physics departments at Thai Nguyen University of Education. The data is gathered through a questionnaire-based survey to analyze the current state of education students' organizational skills in youth work activities.

Interview method: This approach involves selecting and conducting interviews with the Head of Student Affairs, the Student Affairs Assistant, and the Secretary of the Youth Union to collect and explore in greater depth information regarding education students' organizational skills in youth work activities.

Data processing method: After the research subjects complete the survey questionnaire, the responses are collected and examined to determine their validity. The data is then entered into Microsoft Excel 2016 for statistical analysis, including a count of survey responses. Finally, mean score calculations and percentage formulas are applied to process and interpret the data.

Skill proficiency rating scale: Highly proficient / Highly influential (5 points); Proficient / Influential (4 points); Moderately proficient / Moderately influential (3 points); Partially proficient / Slightly influential (2 points); Not proficient at all / No influence (1 point).

Point Range for Different Levels of skills: Excellent/Highly influential: Demonstrates a high level of competence, significantly impacting effectiveness and outcomes (4.21 - 5.00); Good/Influential: Exhibits strong

skills that contribute positively to the process and results (3.41 - 4.20); Average/Partially influential: Shows moderate proficiency with a limited yet noticeable impact (2.61 - 3.40); Not good/Slightly influential : Displays basic competency but with minimal effectiveness (1.81 - 2.60); Very not good/No influence – Lacks proficiency, resulting in negligible or no impact on outcomes (1.00 - 1.80).

III. Result

The current state of planning skills for organizing youth work activities of students at Thai Nguyen university of education

Table 3.1. The current state of planning skills for organizing youth work activities of students at Thai Nguyen university of education

No	Content of activity planning skills	Mean
1	Define the objectives and requirements for organizing the activity	3.61
2	Determine the time and location of the activity	4.37
3	Specify the content and implementation approach for each specific component	1.98
4	Identify the resources required for activity organization	3.45
5	Establish the key message of the activity	3.88
Average		3.45

The results presented in table 3.1 indicate that the planning skills for organizing youth work activities among students at Thai Nguyen University of Education are assessed at a fairly competent level, with an average score of 3.45. A detailed analysis of the individual aspects of the planning process reveals significant variations among specific components, with mean ranging from 1.98 to 4.37. The skill most proficiently self-assessed by students is “*Determining the time and location for organizing activities*,” with an average score of 4.37. However, certain aspects still require improvement, notably “*Defining the objectives and content requirements for organizing activities*,” which received an average score of 1.98.

Students excel in concrete, practical tasks like selecting locations, scheduling events, and managing resources, as these aspects are easily observable and frequently encountered in extracurricular activities. These technical skills are highly applicable and subject to immediate feedback, allowing for quick acquisition and flexible implementation.

However, students struggle with strategic thinking and orientation-based tasks, such as defining objectives and structuring content, as these require comprehensive analytical abilities and the ability to conceptualize the overall framework of an activity. Such skills demand systematic training through guided activities that offer structured instruction and strategic direction.

The current state of organizational and implementation skills in youth work activities of students at Thai Nguyen university of education

Table 3.2. The current state of organizational and implementation skills in youth work activities of students at Thai Nguyen university of education

No	Content of organizational and implementation skills	Mean
1	Accurately and comprehensively execute activities according to the planned framework	4.37
2	Confidently lead and direct group discussions and operations	2.48
3	Assign tasks appropriately based on individual members' competencies	3.14
4	Adaptively handle unforeseen situations with flexibility	1.68
5	Foster an engaging and dynamic atmosphere to encourage participant involvement	2.86
Average		2.9

The results presented in Table 3.2 indicate that students' organizational and implementation skills in youth work activities are assessed at an average level, with an overall mean score of 2.9. A detailed analysis of the specific aspects of activity organization and implementation reveals significant variations among different skill components, with mean scores ranging from 1.68 to 4.37.

Students at Thai Nguyen University of Education demonstrate strong abilities in executing activities according to established plans and assigning tasks effectively based on team members' competencies, with an average proficiency score of 4.37. However, they struggle with adaptability in unexpected situations, which is assessed at a significantly lower level (mean:1.68). While students excel in structured tasks and fostering engagement, their ability to manage unforeseen challenges remains limited. This highlights the need for enhanced training programs that not only focus on technical execution but also emphasize problem-solving, flexibility, and rapid decision-making. Incorporating simulation-based exercises and practical scenarios into the

curriculum would provide students with valuable hands-on experience, helping them develop the resilience and strategic thinking necessary for dynamic environments.

The current state of evaluation and adjustment skills in youth work activities of students at Thai Nguyen University of Education

Table 3.3. The current state of evaluation and adjustment skills in youth work activities of students at Thai Nguyen University of Education

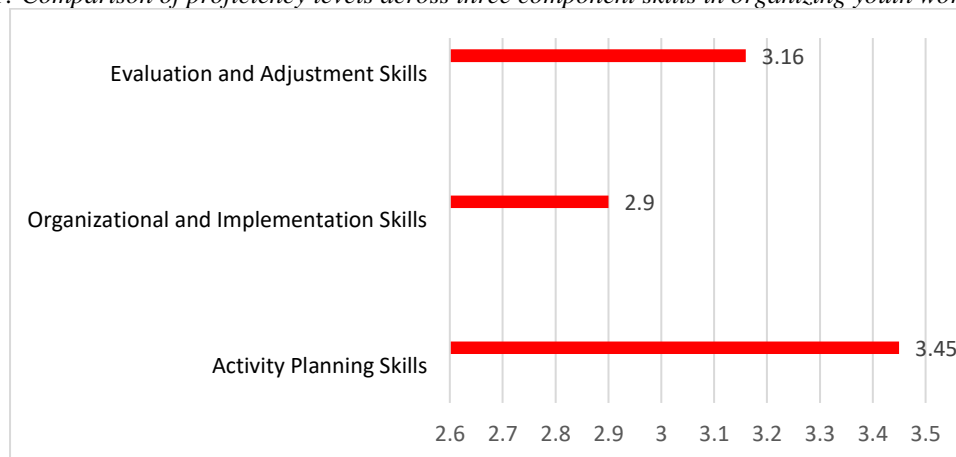
No	Content of skills to evaluate and adjust activities	Mean
1	Develop criteria for assessing the success of the activity	2.36
2	Collect feedback from participants	2.77
3	Process the gathered information and data after receiving feedback	2.80
4	Evaluate the activity outcomes based on the established criteria	3.64
5	Document lessons learned for adjustments in future activities	4.26
Average		3.16

The survey results indicate that students' evaluation and adjustment skills in youth work activities at Thai Nguyen University of Education are assessed at an average level, with an overall mean score of 3.16. There is a clear distinction among the different skill components, with mean scores ranging from 2.36 to 4.26.

The skill most proficiently self-assessed by students is “Documenting lessons learned for adjustments in future activities”, with an average score of 4.26. However, one of the lowest-rated skills is “Developing criteria for assessing the success of the activity”, which received an average score of 2.36.

Observations from student-organized activities reveal that most groups primarily focus on program execution, with limited attention given to establishing evaluation criteria and post-activity improvements. Summary reports are often superficial and formalistic, whereas experience documentation tends to receive greater investment. This explains why students demonstrate proficiency in straightforward, easily executable tasks but struggle with skills that require deeper analytical thinking and strategic reasoning.

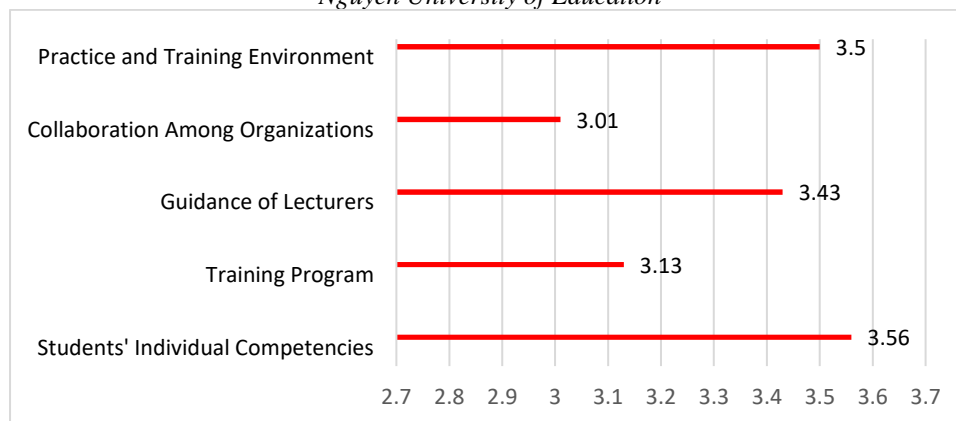
Chart 3.1: Comparison of proficiency levels across three component skills in organizing youth work activities



The proficiency levels of three key organizational skills in youth work activities among students at Thai Nguyen University of Education vary. Students excel in activity planning, as it is systematically trained during their coursework, requiring logical reasoning, resource allocation, and objective setting. Since planning is largely theoretical and can be developed before implementation, students complete this step with relative ease. Evaluation and adjustment skills are also performed well, as students can analyze activities post-implementation, refining processes for future improvements. These skills rely on reflection and critical thinking rather than real-time execution. However, organizing and implementing activities present more challenges, as they demand practical skills such as coordination, time management, and problem-solving. Limited opportunities for hands-on experience hinder flexibility in handling real-world events. Additionally, external factors like stakeholder collaboration and resource availability further complicate the process, making full control difficult for students. This highlights the need for more structured training to enhance their ability to manage dynamic environments effectively.

The current state of factors influencing students' organizational skills in youth work activities at Thai Nguyen University of Education

Chart 3.2: The current state of factors influencing students' organizational skills in youth work activities at Thai Nguyen University of Education



There are multiple factors influencing the organizational skills in youth work activities among education students, including both subjective and objective elements. Among these, the most impactful factor is students' individual competencies, with an average score of 3.56. This is followed by the training environment, which received an average score of 3.5, and guidance from lecturers, with an average score of 3.43.

Students' competencies are the key factor in their ability to plan, manage, and lead activities effectively. Confidence, proactiveness, and strong soft skills like teamwork and problem-solving enable them to achieve high-quality outcomes. A dynamic training environment plays a crucial role in fostering organizational skills. Hands-on experience in real-world activities, supported by universities and organizations, helps students refine their professional capabilities. Lecturers provide essential guidance, helping students develop effective organizational methods and avoid mistakes.

While training programs and organizational collaboration contribute to skill development, their impact is less significant than individual competencies, the learning environment, and mentorship. Without practical application and regular hands-on experience, theoretical training alone may have limited effectiveness in preparing students for real-world challenges.

Measures to enhance organizational skills in youth work activities of students at Thai Nguyen University of Education

To develop students' organizational skills in youth work activities, the following measures can be implemented:

Enhancing training through practical experience: Universities and faculties can organize specialized courses on event management, activity planning, and leadership skills. Integrating youth work content into the curriculum allows students to access relevant knowledge early in their studies. Hosting real-world events enables students to engage directly in organizing youth activities, such as extracurricular programs, seminars, and volunteer initiatives. Encouraging students to plan, coordinate, and execute activities—from preparation to evaluation—helps them develop essential organizational competencies.

Building a dynamic learning environment and practical opportunities for students: Encouraging and facilitating student participation in Youth Union and Student Association activities helps them develop organizational skills. Collaborating with social organizations provides students with hands-on experience in event planning and community programs. Creating a dynamic learning environment involves establishing student clubs, allowing regular opportunities for organizing activities. Additionally, integrating students from different disciplines fosters diverse and innovative initiatives, enhancing their practical competencies.

Enhancing guidance from lecturers and experts: Universities and faculties can invite experts in youth work to share their experiences and provide students with practical guidance in organizing activities. Establishing a mentorship model between lecturers and students can further support the development of organizational skills, particularly in youth work, by offering structured advice and hands-on learning opportunities.

Enhancing technology application in activity organization: Students should be trained to use tools like Trello and Google Calendar for planning and task delegation, improving efficiency in organizing activities; Social media and e-learning platforms can be integrated to manage and promote activities effectively, ensuring broader engagement and streamlined coordination.

Developing essential soft skills: Conduct workshops on coordination, communication, and conflict resolution within teams to enhance students' interpersonal and leadership abilities; Introduce real-world situations where students must respond and solve emerging challenges, fostering adaptability and problem-solving skills.

Strengthening collaboration between organizations: Enhancing cooperation between universities, the Youth Union, the Student Association, and social organizations creates opportunities for students to practice organizational skills. Providing support in resource mobilization and sponsorship enables students to organize large-scale activities effectively.

IV. Conclusion

The ability to organize youth activities is vital for developing professional competencies and leadership in pedagogy students. Despite progress, challenges remain in skill enhancement, practical training, and lecturer guidance. Strengthening collaboration among universities, youth organizations, and the community is key to providing hands-on experience. Integrating technology, innovating organizational methods, and expanding specialized training will help students meet the demands of modern youth work effectively.

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