



## Enhancing Learning Activity Management Skills for Students Majoring in Labor Relations at the Vietnam Trade Union University in the Context of Digital Transformation

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### Abstract

In the context of digital transformation in higher education, learning activity management skills have become a core competency for students, particularly in practice-oriented disciplines such as Industrial Relations. This study aims to assess the current status of learning activity management skills among students majoring in Industrial Relations at the Trade Union University, while also analyzing influencing factors and proposing a system of solutions to enhance these skills in the context of digital transformation. The research findings indicate that students' learning management skills are currently at an average to slightly above average level. A notable issue is the imbalance between guided in-class learning skills and self-management skills in digital learning environments. Students are relatively proficient in performing learning activities within structured settings such as traditional classrooms; however, they face considerable difficulties in planning, time management, self-assessment, and systematically exploiting learning technologies. Based on these findings, the study proposes a set of solutions, including raising awareness, training planning and time management skills, promoting active learning organization, effectively utilizing digital resources, and developing self-assessment competencies. These solutions aim to foster students' autonomous learning capacity and lifelong learning skills in the context of digital transformation.

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### 1. Introduction

The strong development of digital transformation in higher education has fundamentally changed teaching and learning methods, in which learners no longer play a passive receiving role but become the central subject of the learning process. The emergence of online learning platforms, Learning Management Systems (LMS), artificial intelligence, digital learning resources, and modern learning support tools has created numerous opportunities for students to access knowledge in a more flexible, multidimensional, and personalized manner. However, along with these opportunities are increasingly high requirements for students' self-learning ability, self-management, and adaptability in digital learning environments.

In this context, learning activity management skills have become one of the core competencies determining learning effectiveness and long-term career development of learners. These skills not only include planning learning activities, organizing task implementation, time management, and exploiting learning resources, but also encompass the ability to self-monitor, self-

assess, and adjust the learning process to achieve defined goals. In particular, in digital learning environments with large volumes of information and rapid change, students need proactive thinking, the ability to select information, appropriate use of technology, and sustainable learning motivation.

For students majoring in Industrial Relations, these requirements become even more important due to the nature of the profession, which is closely associated with analyzing, coordinating, and resolving labor relations in practice. Practitioners in industrial relations not only need professional knowledge of labor law, wages, insurance, social dialogue, or collective bargaining, but also require systems thinking, communication skills, situational handling skills, and the ability to adapt to fluctuations in the labor market in the digital era. Therefore, the formation and development of learning activity management skills from the time students are at university plays an important role in enhancing professional competence and lifelong learning capacity.

However, practical observations at the Trade Union University show that students still have many limitations in self-managing learning activities, especially when shifting to digital learning environments. A proportion of students still depend on lecturers in orienting learning content, lack clear learning plans, are not proactive in searching and exploiting digital learning resources, and are still limited in time management and learning discipline. In addition, students mainly use technology for entertainment and communication purposes rather than for in-depth learning support, leading to low learning effectiveness. Some students also face difficulties in self-assessing learning outcomes, lack critical thinking skills, and lack the ability to adjust learning methods in accordance with modern higher education requirements.

From this reality, this study focuses on analyzing the current situation of learning activity management skills of students majoring in Industrial Relations at the Trade Union University in the context of digital transformation in higher education. Based on the assessment of strengths, limitations, and causes of these limitations, the study aims to propose a system of solutions to improve students' learning activity management skills, thereby contributing to improving training quality, developing self-learning capacity, and meeting the requirements of high-quality human resources in the era of digital transformation

## 2. Research Methods

The study employs a combination of qualitative and quantitative methods to ensure a comprehensive assessment of students' learning activity management skills in the Industrial Relations major at the Trade Union University in the context of digital transformation. Regarding qualitative methods, the study conducts document analysis and synthesis to build the theoretical foundation, systematize concepts, models, and previous research results related to learning management skills, thereby establishing an analytical framework for the study. In addition, in-depth interviews are conducted with lecturers from the Faculty of Industrial Relations-who directly teach and monitor students' learning process-in order to collect practical information, clarify manifestations and causes of the current situation of learning activity management skills, and supplement and validate quantitative survey results.

Regarding quantitative methods, the study uses an online questionnaire survey via Google Forms to collect primary

data from students majoring in Industrial Relations at the Trade Union University. A total of 520 questionnaires were distributed, and 485 valid responses were collected, ensuring representativeness and reliability for analysis. The questionnaire was designed using a 5-point Likert scale, focusing on evaluating key skill groups including: learning planning skills, time management skills, classroom learning organization skills, digital learning resource exploitation skills, and self-assessment and learning evaluation skills. The collected data were processed using descriptive statistical methods to determine the level of skill implementation, compare student groups by academic year, and analyze general trends in learning activity management. In addition, correlation analysis was used to examine relationships among skill components, thereby clarifying the systemic nature of students' learning management skills. Furthermore, content analysis was applied to interview data to identify subjective and objective factors influencing learning activity management skills in the context of digital transformation.

## 3. Literature Review

### 3.1. Domestic and International Studies

Learning activity management skills are understood as a system of competencies that enable learners to organize, coordinate, and control the entire learning process in order to achieve defined learning objectives. In essence, this is a form of self-regulatory competence consisting of key components such as learning planning, time management, learning activity organization, learning resource exploitation, and self-monitoring and evaluation of learning outcomes.

In the context of digital transformation, this concept is expanded as learners are required not only to manage traditional learning activities but also to use digital tools, online learning platforms, and artificial intelligence to support the learning process. Therefore, learning activity management skills are not only individual in nature but also technological and systemic.

Globally, research on learning skills and learner competencies has developed in association with modern psychological and educational schools of thought. A. Bandura, with the "Social Learning Theory," emphasizes the role of observation, social interaction, and self-regulation of behavior in the formation of learning skills<sup>[1]</sup>. In the learner-centered education approach, D.W. Johnson and R.T. Johnson argue that cooperative skills are effectively developed in learning environments characterized by positive interdependence among members, thereby improving learning outcomes and learners' social interaction competencies<sup>[3,4]</sup>.

In addition, Entwistle and Hounsell affirm that learning methods and the organization of learning activities play an important role in forming students' learning skills in higher education<sup>[2]</sup>. Zimmerman and Risemberg emphasize self-regulated learning skills such as planning, self-monitoring, and self-assessment as key determinants of students' learning effectiveness<sup>[6]</sup>. Furthermore, A.V. Petrovsky argues that skills are formed on the basis of knowledge and practical experience through regular and systematic practice<sup>[5]</sup>.

In Vietnam, many psychological and educational researchers have also focused on learners' learning skills. Pham Minh Hac, Le Khanh, and Tran Trong Thuy argue that skills are formed through both learning and practical activities and play an important role in preparing professional competencies for learners<sup>[9]</sup>. Tran Trong Thuy approaches skills from the

perspective of action structure and considers skills as the technical aspect of action <sup>[10]</sup>. Meanwhile, Le Nam Hai identifies three important skills for students: learning planning, learning organization, and learning outcome assessment <sup>[7]</sup>. Nguyen Kim Dung also emphasizes the importance of developing reasonable learning plans and selecting appropriate learning methods to improve students' learning effectiveness <sup>[8]</sup>.

A synthesis of domestic and international studies shows that learning skills are understood as the ability to apply knowledge and experience into practice through training. Among them, learning activity management skills such as planning, organizing, monitoring, and self-evaluation are increasingly considered essential components that play a decisive role in students' learning effectiveness in the context of modern education.

### 3.2. Research Gaps and Research Orientation

From the overview of domestic and international studies, several important research gaps can be identified. First, there are still few studies that fully integrate all components of learning activity management skills into a unified model, especially in the context of digital transformation. Second, domestic studies still lack in-depth analyses based on specific disciplinary characteristics, including Industrial Relations. Third, there are not many studies examining the relationship between learning management skills and the use of digital

technologies, especially artificial intelligence in learning. From these gaps, the present study focuses on building a theoretical framework for learning activity management skills in digital transformation, while simultaneously assessing the current situation and proposing solutions to improve these skills for students majoring in Industrial Relations at the Trade Union University.

### 4. Research Results and Discussion

In the context of digital transformation in higher education, students' learning activity management skills are not limited to planning alone but also include the ability to organize learning activities, control time, exploit digital resources, and self-assess the learning process. Based on a survey of 485 students majoring in Industrial Relations (IR) at the Trade Union University, the study assessed the level of implementation of core learning skill groups in the current digitalized learning environment.

The results show that learning planning skills achieved an average score of 2.96/5, which is at a moderate level. Students have relatively clear learning goal orientation (3.45 points) and have initially demonstrated the ability to adjust their plans when necessary (3.28 points). However, the use of digital tools in learning planning remains very limited (2.15 points), leading to a gap between defined objectives and the ability to organize implementation on digital platforms.

**Table 1:** Level of Implementation of Self-Learning Planning Skills in the Context of Digital Transformation

No.	Component Activities	Mean Score
1	Setting specific objectives for each course/module	3.45
2	Flexibly adjusting the learning plan	3.28
3	Using applications (Notion, Google Calendar) for scheduling	2.15
Average score of the group: Learning planning skills in digital transformation		2.96

Source: Author's survey, 2026

Next, learning time management and allocation skills achieved a score of 3.08/5. Students demonstrated a relatively good ability to plan and allocate study time using digital tools (3.20 points) and to comply with established timetables (3.35

points). However, their ability to control distractions from social media remains low (2.70 points), affecting the effectiveness of self-study time management.

**Table 2:** Level of Implementation of Learning Time Management and Allocation Skills in Digital Transformation

No.	Component Activities	Mean Score
1	Planning and allocating study time for each course using digital tools	3.20
2	Maintaining compliance with the established study timetable on digital platforms	3.35
3	Controlling study time, limiting distractions from social media and digital entertainment	2.70
Average score of learning time management skills in digital transformation		3.08

Source: Author's survey, 2026

Regarding classroom learning organization and coordination skills, the average score reached 3.14/5. Students showed active engagement in learning interaction (3.55 points) and relatively stable lecture following behavior (3.20 points).

However, the ability to maintain concentration during class remains limited (2.68 points), indicating the significant impact of mobile devices and digital environments on learning behavior.

**Table 3:** Level of Implementation of Classroom Learning Organization and Coordination Skills

No.	Component Activities	Mean Score
1	Maintaining focus and actively asking questions	3.55
2	Using learning tools (handwritten notes or digital devices) to follow lecture content	3.20
3	Self-control and avoiding social media distractions during class	2.68
Average score of classroom learning organization skills		3.14

Source: Author's survey, 2026

In the group of online learning resource management skills, the average score reached 3.05/5. Students demonstrated the ability to search for appropriate materials (3.32 points), but

systematic storage (2.95 points) and updating and filtering resources (2.88 points) remain weak, leading to fragmented and outdated learning materials.

**Table 4:** Level of Implementation of Online Learning Resource Management Skills

No.	Component Activities	Mean Score
1	Searching and selecting online learning resources relevant to the major	3.32
2	Systematically storing and organizing online resources for easy retrieval	2.95
3	Actively updating, supplementing, and removing outdated resources	2.88
Average score of online learning resource management skills		3.05

Source: Author's survey, 2026

Finally, self-assessment and learning evaluation skills achieved 2.94/5, the lowest among all groups. Students mainly remain at the level of comparing outcomes with

objectives (3.35 points), while their ability to apply knowledge (2.95 points) and use digital self-learning tools such as Quizlet/flashcards remains limited (2.52 points).

**Table 5:** Level of Implementation of Self-Assessment and Learning Evaluation Skills Using Digital Tools

No.	Component Activities	Mean Score
1	Self-revision using Quizlet/flashcards	2.52
2	Comparing results with initial objectives	3.35
3	Applying learned knowledge to solve learning situations required by the course	2.95
Average score of self-assessment and learning evaluation skills using digital tools		2.94

Source: Author's survey, 2026

Overall, the research results show that learning activity management skills of students majoring in Industrial Relations are in a transitional phase from a dependent learning model to an autonomous learning model. However, this transformation is uneven across skill groups and among students across academic years.

The stronger development of in-class skills compared to self-management skills in digital environments clearly reflects the dominant role of lecturers in learning coordination, while also revealing limitations in students' self-learning capacity. In addition, the use of technology mainly as a short-term tool rather than a long-term learning management system is also a factor reducing overall learning effectiveness.

From these results, it can be affirmed that improving students' learning activity management skills should be approached in a systematic manner, combining awareness enhancement, skill training, and transformation of the learning environment toward autonomy and digital transformation.

## 5. Conclusion and Policy Implications

Based on a survey of 485 students majoring in Industrial Relations at the Trade Union University, the study shows that students' learning activity management skills in the context of digital transformation are generally at a moderate level (ranging from 2.94 to 3.14/5), reflecting a process of formation that is not yet stable and lacks systematic structure. Specifically, students have initially developed foundational awareness and behaviors in learning such as goal setting (3.45), classroom interaction (3.55), and compliance with time plans once established (3.35). However, self-management and digital competencies remain significantly limited, including the use of digital planning tools (2.15), control of digital distractions (2.68-2.70), online learning resource management (2.88-2.95), and digital self-assessment tools (2.52-2.95).

These findings indicate a notable characteristic: students possess relatively strong learning motivation, but their technological competence and digital management skills remain weak. This leads to a gap between planning and implementation, as well as between information access and

knowledge mastery. Consequently, self-learning effectiveness is reduced, and short-term, coping-oriented, and unsustainable learning behaviors increase.

Thus, learning activity management skills of Industrial Relations students are in a transitional phase from traditional learning models to digital learning models, but a fully developed digital learning management system has not yet been formed.

From the research findings, several policy implications are proposed as follows:

*First*, integrate a system of digital learning management skills into the formal curriculum. The university and faculty should incorporate content on learning planning, time management, progress tracking, digital resource exploitation, and self-assessment into university study skills modules or orientation activities, considering these as core competencies of students in the context of digital transformation.

*Second*, develop a training model for learning skills based on digital tools. Regular training activities should be organized to help students proficiently use platforms such as Google Calendar, Notion, Trello, LMS, and other online learning support tools, not only at the operational level but also toward managing the entire personal learning process.

*Third*, strengthen the role of lecturers and academic advisors in guiding and monitoring students' self-managed learning process. Lecturers should shift from knowledge transmission to a role of guidance, accompaniment, and continuous feedback, helping students form habits of planning, self-monitoring progress, and self-adjusting learning activities.

*Fourth*, improve the digital learning system and real-time learning progress monitoring mechanisms. The university should effectively exploit the LMS system and develop personalized learning dashboards, enabling students to monitor learning outcomes, completion levels, and adjust their study plans in a timely manner.

*Fifth*, build a learning environment that promotes self-directed and active learning. Project-based learning, discussion, problem-solving, and group work methods should be strengthened in order to reduce passive learning, while also enabling students to develop organizational, coordination, and collaboration skills in digital environments.

*Sixth*, orient the development of self-learning management competence as a long-term professional capability. Training should not only aim at helping students achieve good academic results but also at forming sustainable self-learning, self-assessment, and self-development competencies, meeting the requirements of the labor market in the field of Industrial Relations and trade unions.

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