

Students' Emotion Management Skills at Vietnam National University Ho Chi Minh City

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Abstract

There was limited in numbers and quality of research in emotion management in Vietnam. Most research in this field focused on managing negative feelings and external behaviors in specific contexts instead of internal changes. Besides that, there were concerns on students' suicide numbers and stressful learning environment in Vietnam on which research on emotion management skills with caring individual internal changes was crucial and urgent. The research investigated on students' emotion management skills in Vietnam National University Ho Chi Minh City. Within this research, Eisenberg et al (2000)'s theory of emotion management skills was administrated as main theory framework accompanied with emotion management skills scale developed by Berking et al (2014). The scale was first translated and compatible in this research. The sample size was 675 participants according to Waston (2001) to population size varying from 50.000 to 100.000. The survey time was from July to October 2021. Research indicated that students at the National University of Ho Chi Minh City performed emotional management skills occasionally and the frequency of male students' expression emotion management was more than female students on the same basis. The data revealed that there higher academic years of students was, the more frequency of emotion management skills performed by students. This result was like other emotion management skills research in Vietnam. The suggestion for enhancing students' emotion management skills at Vietnam National University of Ho Chi Minh City is that students should be equipped with more training program on emotion management, life skills and taught with more emotion embedded teaching in lectures.

Keywords: Emotion management skills; University students; Academic seniority and Genders

I. INTRODUCTION

According to BYT (2010), in Vietnam, the 18 – 21 age group reported the highest number of suicidal thoughts (4.4%), followed by the 14 – 17 age group (4.1%), then the 22 – 25 age group (3.8%). There were many internal reasons contributing to suicide thoughts such as self – efficacy, self – awareness, emotion management skills. Within this study, the research's scope was on emotion management skills of young people, especially university students and investigating differences between student's emotion management skills with

students' genders, academic years. According to Le Thi Thanh Huyen (2019), emotion had profound impact on individuals' achievement and creativity. Moreover, Le Thi Thanh Huyen (2019) and Huynh Mai Trang, Mai Hong Dao (2020) shared consensus on crucial roles of emotion on university's students' achievement in learning context. However, the number of research on emotion in general and emotion management with university students as main object in Vietnam was limited. Most of the research focused on students and teachers of kindergarten context. The first research on

emotion management with university students as main object was Nguyen Thi Hai (2014) in researching emotion management skills of pedagogy students in Hanoi. Besides that, there were continuously research on the same patterns such as Nguyen Ba Phu (2016) in researching negative emotion management skills in learning activities of Hue university's students; Vu Van Long (2017) in researching skills of controlling emotion amongst officers training students in Vietnam people's army college; Le My Dung (2017) in researching The status of emotional self-management skills of students of University of Pedagogy, Hanoi. However, all of above research could be divided into 2 main streams: 1/ *Focusing on emotion management skills within specific contexts*; 2/ *Focusing on managing negative emotion and its influences on individual lives*. There was only Le My Dung (2017) mentioned about individual internal changes attributing to emotion management process to feedbacks with external variables. However, Le My Dung (2017) did not represent clearly about how likely individual internal changes profoundly affecting to emotion management skills. On the other hand, research on emotional management skills firstly started in 90s including Susan D. Calkins (1994), J. Gross (1998); Nancy Eisenberg (2000). However, although studies on emotional management contributed to the theory of emotional management, the objectives of those were still quite broad. Thus, research on emotional management of university students still remained many gaps. This was both an opportunity and a challenge for researchers in implementing research within those gaps. Moreover, researching on emotion management skills was urgency and the results could be reference source for educators and educational managers at education intitutions to prevent students' incidents caused by lack of emotion management and improve the quality of students' lives. Moreover, BYT (2010) also introduced main external factors contributing to suicidal thoughts at Vietnamese young people including academic pressure, romantic relationships, school violence, school attachment and school location. Moreover,

Nguyen et al (2013) revealed that stressful competitive learning environment, pressure of achievement and number of years of study affect learners' emotional management skills. Thus, this research would mainly focus on students' emotion management skills – internal changes adapting and responding to external variables and correlation between students' emotion management skills with genders and academic seniority.

II. THEORY FRAMEWORK

Emotion Management

Emotion management skills attained scholars and researchers' interest globally. Generally, research on emotion management skills was divided into two tendencies: 1/*function of emotion management and behiaviour events*; 2/*basis of individual emotion management skills and responds to external events*. Thus, the theory of emotion management was driven into two perpestives according to research tendencies. Reprmentatives for the first tendency was Cole et al (1994); Calkin (1994); Thompson (1994). With the second tendecy, there were Gross (1998) and Eisenberg et al (2000). Within the scope of this study, Eisenberg et al (2000)'s emotion management skills theory was administrated as main theory framework. It was chosen since the theory extended its scope not only to responds to the external environment, but also to managing emotional behaviors during feedback expressed externally. According to Eisenberg et al (2000), the process of emotion management inclduing behaviors performed either consciously or unconsciously. Moreover, Eisenberg et al (2000) also stated that emotional management skill was the ability to manage emotional behaviors. The process of managing emotional behaviors, as theory of Eisenberg et al (2000) includes initiation, maintenance, inhibition, modification, or alteration of the occurrence, form, and timing of emotional behaviors. It mainly includes observable facial and gesture responses and other behaviors originating with or relate to physiological states and goals related to internal emotions of individuals. To quantify emotion management skill according to the emotion management

theory by Eisenberg et al (2000), the emotion management skills scale developed by Berking et al (2014) was administrated within this research. According to the Berking et al (2014), managing emotion skills scale would include 09 observable self-rate factors such as *Attention toward feelings*; *Body perception of feelings*; *Clarity of feelings*; *Understanding of feelings*; *Acceptance of feelings*; *Tolerate and endure feelings*; *Readiness to confront undesired emotions*; *Self – Support*; *Modification*. The scale was first Vietnameseized and used in this study.

Students

Students are a body of the youth studying at higher education institutions. According to Duong Minh Quang (2021), students are a particular social group who is in the process of developing their personality, actively studying and preparing to join the workforce. According to Nguyen Anh Hong (2002), students are mostly between the ages of 18 and 25 with typical psychosocial characteristics. Pursuant to the Law on Higher Education (Vietnam National Assembly, 2018), students are a group of people who are studying and researching at higher education institutions. Within the scope of the research, students are understood as a group of people who are studying official programs at higher education institutions.

III. RESEARCH METHOD AND SAMPLE

Sample

The research was conducted at members of Vietnam National University Ho Chi Minh City except Faculty of Medicine and An Giang University. The total population was around 73,000 students, within academic year 2021 – 2022. According to Waston (2001), the population size varies from 50,000 to 100,000, the sample size should be ranged from 397 to 398. Within this research, the sample size was 675 university students participating the survey. There was 213 male students (31.6%) and 426 female students (68.4%). Most students came from the second year with 358 second-year students (53%) followed by 148 fresh man (21.9%), 108 third-year students (16%) and 61 senior year students (9%).

Research methods and tools

Emotion management skills scale

The emotion management skills scale was developed by Berking et al (2014). The emotion management skills scale was first applied in Vietnamese within this research with 27 items divided into 9 factors. After pilot study, the official scale would be with 26 items and 9 factors. The emotion management was accompanied with Likert scale with 5 levels of occurrence of emotional management expressions of survey respondents within a week. In which, level (0) is "responders never express emotion management skills within recent time" and level (4) is "responders always express emotion management skills within recent time" respectively. Each level is separated by 0.8 points (the range of levels will be: $(n-1)/n=0.8$) and the significance of the mean values is determined as follows:

- Từ 1,00 đến 1,80: responders never express emotion management skills;
- Từ 1,81 đến 2,60: responders rarely express emotion management skills;
- Từ 2,61 đến 3,40: responders occasionally express emotion management skills;
- Từ 3,41 đến 4,20: responders often express emotion management skills;
- Từ 4,21 đến 5,00: responders always express emotion management skills;

The emotion management scale was calculated the average score of factors and whole scale. The higher the average score was, the more frequent participants express emotional management.

Pilot study and translation

The scale of emotional management skills of Berking et al (2014) was translated, piloted and compatible with the context of Vietnamese students. In this study, the process of compatibility and translation was implemented into 4 phases: Step 1/ Translating from English to Vietnamese and translating from Vietnamese to English by different experts; Step 2/ The translation was evaluated by a the 3rd expert (not involved in the translation process); Step 3/ Interviewing and piloting with 50 students to examine the suitability of words and survey

time; Step 4/ Finalizing the official version of the scale in Vietnamese

1. To study the problems of Thai government's adaptation to society in the future.
2. To analyze Thai government's adaptation by using artificial intelligence to be effective.
3. Find out the approaches from Artificial Intelligence and Thai Government's Adaptation and Future Work towards Society.

IV. RESEARCH RESULTS

Cronback Alpha and Explory Factors Analysis

With 675 students participating, the scale of emotion management skills' data revealed the Cronbach Alpha index for factors, respectively: 0.706 (Attention toward feelings); 0.704 (Body perception of feelings); 0.720 (Clarity of feelings); 0.745 (Understanding of feelings); 0.701 (Acceptance of feelings); 0.718 (Tolerate and endure feelings); 0.723 (Readiness to confront undesired emotions); 0.713 (Self – Support); 0.728 (Modification). Exploratory Factors Analysis indicated that Initial was 1,020 (>1), KMO index was 0.847 (>0.05), (Sig= 0.00 <0.05), total variance explained of 66.76% > 50%. Besides that, the Exploratory Factors Analysis showed that there were 9 factors extracted factor loading varied from 0.629 to 0.855 (>0.5).

Vietnam National University Ho Chi Minh City students' emotion management skills

According to Table 1, the data reveals that Vietnam National University Ho Chi Minh City students had performed occasionally emotional management skills ($M = 2.73$; $StD = 0.46$). Besides that, the data also reveals that both male and female students performed the same on emotion management. Both male and female students occasionally performed emotion management ($M = 2.81$, $StD = 0.44$; $M = 2.69$; $StD = 0.47$). The T-test introduced a difference between male and female students in emotional management performance. For more specific, the frequency of male students practicing emotion management skills was more than female students on the same case ($M = 2.81 > M = 2.69$). In deeper glance, the data shows that there were differences in five out of nine sub-factors of emotion management skills between male and female Vietnam National University Ho Chi Minh City students. To be more specific, the frequency of male students performed emotion management in term of attention toward feelings; clarity of feelings; understanding of feelings; tolerate and readiness to confront undesired emotions was more than female students on the same basis. In other words, male students regularly addressed and understood their feelings. Moreover, male students were indicated to be demonstrated more frequent in tolerating, enduring feelings, and confronting undesired emotions in daily basis in comparison with their opposite gender peers.

Table 1: Vietnam National University Ho Chi Minh City students' emotion management

No	Vietnam National University Ho Chi Minh City students' emotion management	Both	Male	Female	Sig. **	Meaningful levels
1	Attention toward feelings	2.94 (0.74)	3.03 (0.70)	2.88 (0.75)	0.85	0.021*
2	Body perception of feelings	2.67 (0.87)	2.73 (0.77)	2.63 (0.75)	0.136	0.12
3	Clarity of feelings	2.79 (0.72)	2.88 (0.75)	2.75 (0.70)	0.122	0.036*
4	Understanding of feelings	2.83 (0.73)	2.92 (0.72)	2.79 (0.73)	0.664	0.037*
5	Acceptance of feelings	2.60 (0.82)	2.67 (0.83)	2.57 (0.82)	0.719	0.126
6	Tolerate and endure feelings	2.54 (0.88)	2.66 (0.83)	2.48 (0.89)	0.18	0.02*
7	Readiness to confront undesired emotions	2.55 (0.79)	2.69 (0.75)	2.47 (0.79)	0.328	0.001*
8	Self – Support	2.98 (0.8)	2.99 (0.75)	2.98 (0.83)	0.314	0.861

No	Vietnam National University Ho Chi Minh City students' emotion management	Both	Male	Female	Sig. **	Meaningful levels
9	Modification	2.77 (0.77)	2.83 (0.78)	2.74 (0.75)	0.741	0.132
Total		2.73 (0.46)	2.81 (0.44)	2.69 (0.47)	0.42	0.002*

Note: (*) < 0.05; (**): sig Levene Statistic.

In addition, the ANOVA test was introduced to evaluating correlation between students' emotion management and difference in academic years. According to table 2, the data revealed that the third and fourth-year students performed more frequent emotional management skills than other academic year students ($M = 2.89$; $2.83 > 2.70 > 2.66$). Moreover, the ANOVA also demonstrated differences between academic-year students and frequency of each sub-indicators of emotion management skills. For more specific, 4th and 3rd – year students performed emotion management skills more frequent in comparison with other academic – year students. There were

statistically differences between different academic – year students according to sub-indicators of emotion management including Body perception of feelings; Clarify of feelings; Understanding of feeling; Readiness to confront undesired emotions; Self-support and Modification. In all mentioned sub-indicators of emotion management, the data illustrated those indicators were performed more frequently than others amongst different academic – year students. On the other hand, other sub-indicators such as Attention toward feelings; Acceptance of feelings; Tolerate and endure feelings, there was no statistical difference between different academic – year students.

Table 2: Vietnam National University Ho Chi Minh City students' emotion management correlating with academic years

No	Vietnam National University Ho Chi Minh City students' emotion management	1 st Year (A)	2 nd Year (B)	3 rd Year (C)	4 th Year (D)	F	Posthoc
1	Attention toward feelings	2.88 (0.79)	2.91 (0.75)	2.98 (0.66)	3.02 (0.69)	0.733	-
2	Body perception of feelings	2.56 (0.77)	2.67 (0.75)	2.70 (0.75)	2.89 (0.70)	2.982*	D>A,B
3	Clarity of feelings	2.79 (0.67)	2.72 (0.74)	2.94 (0.71)	2.92 (0.69)	3.173*	C>B
4	Understanding of feelings	2.83 (0.74)	2.76 (0.73)	2.95 (0.68)	3.07 (0.69)	4.445*	D>A,B;C>B
5	Acceptance of feelings	2.53 (0.87)	2.60 (0.79)	2.59 (0.85)	2.76 (0.79)	1.092	-
6	Tolerate and endure feelings	2.46 (0.95)	2.53 (0.86)	2.61 (0.83)	2.64 (0.90)	0.937	-
7	Readiness to confront undesired emotions	2.43 (0.85)	2.52 (0.76)	2.65 (0.76)	2.77 (0.79)	3.574	D>A,B;C>A
8	Self – Support	2.84 (0.85)	3.00 (0.80)	3.13 (0.74)	2.95 (0.76)	2.802*	C>A
9	Modification	2.65 (0.89)	2.71 (0.72)	2.95 (0.69)	3.04 (0.69)	6.825*	C,D > A,B
Total		2.66 (0.49)	2.70 (0.46)	2.83 (0.42)	2.89 (0.43)	5.840*	C,D > A,B

Note: (*) < 0.05

V. DISCUSSION

The results of research demonstrated a clear picture of students' emotion management skills with all of internal activities adapting with external variables. The results share similarity with Le My Dung (2017) in either situation of students' emotion management skills or recognition on feelings. The results are also similar to Nguyen Thi Hai (2014). Nguyen Thi Hai (2014) researched on students' emotional management from Hanoi Pedagogical University, National University of Art Education, Hung Yen University of Technology and Education. Nguyen Thi Hai (2014) pointed out that the gender differences and the school-year factors gave profound influences on students' emotional management skills. The overall results of Nguyen Thi Hai (2014) showed that students rarely performed emotion management skills. This result is partially same as this research. Besides that, Nguyen Thi Hai (2014) share same results on differences in genders of students in performing emotion management skills. For more specific, the results draw out that third-year students and olders had more emotional management skills than others and there was a statistically significant difference between male and female students in emotional management. Pham Thi Thu Lan

ACKNOWLEDGMENTS

This research is funded by Vietnam National University Ho Chi Minh city under grand number C2021-18b-05.

VI. CONCLUSION

The students of school members of the National University of Ho Chi Minh City did not perform emotional management skill regularly, the level of expression of emotion management increasing with academic years of students. With the above research results, the authors propose solutions in two approaches. The first approach is for a group of first- and second-year students. Accordingly, the authors suggest that the leaders of the National Universities of Ho Chi Minh City should have had more programs and training courses on emotional management skills, life

(2017) with the study on emotional management skills of students in preschool education in Ho Chi Minh City also showed that the third-year students performed emotional management better than others. In addition, Pham Thi Thu Lan (2017) also indicated that well-performing students had high level of emotional management than others. The research results all show that students of Vietnam National University Ho Chi Minh City often had expressions of self-emotional management. In brief, the results also indicated a positive correlation between the students' academic years and the performance of students' emotional management. For instance, the higher a student's academic year were, the more manifestations of a student's emotional management skills were. This could be accounted for as students who with more academic years experienced more pressure of tests, studying and practiced time management and emotions than others. In addition, the more students in later school years, the better the emotional management skills they had. It could easily be understood as the better the students have been cultivated in emotion management over the years of learning at university.

skills for those audiences to help them adapting better to the university environment. The second approach is on training aspects. With this approach, the authors suggest that member schools of the National University of Ho Chi Minh City should pay more attention in improving training methods in addition to helping students not only attaining sufficient knowledge and skills but also supporting their emotional management skills, guiding, and training them in their own subjects. By doing that, students can have better emotional management skills, thereby can improve their own learning outcomes.

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