



SKILLS TO COPE WITH LEARNING STRESS OF STUDENTS IN CAN THO UNIVERSITY, VIETNAM

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Abstract:

The research on the topic has systematized the theoretical basis of students' skills to cope with stress in learning. Currently, students face a lot of pressure and stress in their studies, so coping skills are an extremely important issue and need attention. The study presents the manifestations of skills to cope with stress in the learning of students of School of Education at Can Tho University (CTU), Vietnam. The research mainly uses a questionnaire survey method with 400 students from various fields of study, SoE, CTU. According to survey results, there were many manifestations of stress that students encountered. The survey results are the basis for finding the causes so students can plan and manage their time, set specific goals to find effective remedies, adapt and manage better emotions. From the current situation of the problem, the study has proposed measures to support students' skills to cope with stress in their studies. This study provides recommendations to deploy and apply the research results to Can Tho University lecturers and students as well.

Keywords: soft-skills, learning stress, learning process, measures, Can Tho University

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1. Introduction

1.1 Rationale

As society increasingly develops towards industrialization - modernization, demanding more materially and spiritually, it is also a time for people to constantly learn and improve themselves, leading to many difficulties, and pressures in life. People have to face many challenges at the same time and easily fall into a state of deadlock and stress. Stress has been a major psychological problem globally. After conducting many studies on many subjects of different ages and occupations, the World Health Organization (WHO) classified stress as the "*health pandemic of the 21st century*" (Le Dai Minh et al., 2022). It can be seen that stress has been causing many people to fall into a state of instability, leading to many worrying problems such as self-destruction, no longer being interested in real life, and more seriously leading to suicide.

Stress does not spare anyone, especially students of all ages. According to research by Alsulami et al. (2018), academic stress refers to the body's reactions to demands related to studying. involves learning beyond the learner's adaptive capacity or available resources (internal or external). Studying in a university environment can create varying levels of academic stress for students (Larcombe et al., 2016). Previous research indicates that approximately 48.8% (Jayasankara Reddy et al., 2018) to 88.3% (cited from Chemutai and Mulambula, 2020) of student's experience high levels of academic stress.

Realizing the importance of the problem and equipping each student with knowledge about stress and its effects is extremely necessary for students at Can Tho University. Learning is a continuous process, countless new knowledge requires the learner to be patient, brave, and have a spirit of steel to overcome. Previously, there have been many studies on stress and stress-coping skills in the learning of students at Can Tho University. In previous research, they paid a lot of attention to the level of stress or talked about the actual situation of stress without mentioning coping skills in depth. Meanwhile, the learning process will be a long series of stress, and giving students skills to cope with stress in learning is extremely necessary. Having strong skills will help students cope with stress. with challenges and helps make learning easier. Furthermore, equipping students with skills is to create the ability for students to dare to think and dare to do, creating breakthroughs in learning.

For a person who does not have the skills to cope with stress, entering group activities (group work, union activities, academic clubs, etc.) will easily encounter obstacles such as this. Many disagreements, and not being able to find interest in oneself create a feeling of difficulty in integrating and over time create a deadlock that is difficult to explain to people around and reduces the possibility of success. Instead of students faltering in the face of obstacles that reduce personal productivity, let's give ourselves the process of cultivating knowledge of coping skills. Students know where difficulties begin and determine personal goals to overcome difficulties. The root of difficulties is due to the students' own anxiety and fear, vague goals, and social pressures that prevent students from daring to surpass themselves. Those fears gradually become "the last drop of water" causing students to fall into a deadlock, not daring to step over their own

shadow, gradually falling into crisis. Therefore, this research helps students at Can Tho University, create conditions for them to hone their skills to cope with stress, easily integrate into new environments, and achieve many good results in their studies.

1.2 Research aims

The study attempted to:

- 1) survey and analyze the current state of stress-coping skills of students at Can Tho University, and
- 2) propose measures to educate skills to cope with academic stress for students at Can Tho University.

1.3 Research questions

The study tried to answer the following questions:

- 1) To what extent are students at Can Tho University aware of the current state of stress to cope with in studying? and
- 2) What measures are appropriate to help students cope with stress and learn better?

2. Literature review

2.1 Learning stress issues

An overview of the research situation of coping with study stress of students abroad is concerned and researched. Many studies show that academic stress is a common problem in many countries. Christine Dunkel-Schetter (2010) affirmed that college students today experience high levels of stress in many areas of their lives. This is an important area for further research and an effective avenue of intervention for university mental health professionals. Also, social, psychological, and physical factors that hinder academic success increase the risk of "dropout" (Deanna L. H., 2016). Many experts and researchers have proven that students who have more experience with stress will learn more effectively. However, in reality, coping with academic stress is a difficult and complex problem. This is an issue that requires the attention and help of many parties to ensure effective and complete learning for students.

According to Deanna's research (2016), student health clinics or infirmaries have been on college campuses for more than 150 years, and academic leaders in the mid-1800s became concerned about the health of students when it was recognized that students' sedentary lifestyles seemed to have an adverse effect on their health. Dr. Edward Hitchcock Jr. founded the first campus medical center at Amherst College in the 1850s. His motto still applies today: *mens sana in corpore sano*, which means a sound mind in a healthy body (Sweet, 2011).

Weinman and Kolotylo (2020) indicated that students with learning stress must be equipped with coping skills during the learning process. And they showed that skills such as self-care, problem-solving skills, and time management skills are important for students to be able to cope with academic stress. The study investigated the effectiveness of a life skills training program to help students cope with academic stress. The results

showed that this program helped students to better self-evaluate their coping abilities and significantly improve their stress levels (Liao et al., 2017), investigating the relationship between stress in studying learning and information processing skills shows that students with better information processing skills tend to be less stressed in their studies (Pagnin et al., 2016).

Research analyzing the impact of applying time management skills in coping with stress in studying shows that time management can help reduce stress and solve learning problems effectively. more (Sánchez-Pardo et al., 2017). In addition, the education program on life skills and stress reduction for university students focuses on evaluating the effectiveness of a life skills training program to help university students cope with academic stress. showed that this program significantly improved students' psychological stability and ability to cope with stress (Chakraborty et al., 2017). Improving self-management skills and reducing stress in medical students through a focused course can help medical students cope with academic stress and demonstrate that the course learnt has significantly improved students' self-management abilities and reduced stress (Collins et al., 2016). Or the impact of problem-solving skills and emotional management skills on students' ability to cope with stress. Learn about the impact of problem-solving skills and emotional management skills on students' ability to cope with stress. Students' ability to cope with stress shows that both skills have a positive impact on students' ability to cope with stress (Lee et al., 2020).

In the Vietnamese context, theoretically, the topic analyzes research projects on coping with the stress of students in learning activities, thereby building a theoretical basis and tool concepts for the topic (Dang Thi Thu Trang, 2021). Nguyen Thi Thu Thuy and her colleagues (2021) posed that most students have correct knowledge about the manifestations, causes, effects, and ways to cope with stress. However, there is still a proportion of students who do not know or misunderstand that: boredom, negative thoughts, and suicidal thoughts (63.2%) are manifestations of stress; being stressed is due to contact with stressed people (47.5%), due to each person's fate (27.7%); stress leads to mental illness and madness (58.9%), using sedatives (29.0%) when stressed. They concluded that although students have knowledge about stress, there are some serious mistakes, so it is necessary to provide complete and accurate basic knowledge about stress and raise awareness of stress issues in life. Learning is extremely necessary (Nguyen Thi Thu Thuy, 2021). When students experience stress, it will affect their health, their learning and training results will not be high, leading to the quality of education and training not being able to achieve the good results set out in the training program (Vu Van Long, 2023). Therefore, accurately assessing the current state of coping with stress in learning helps schools take reasonable measures to make learning and research activities the most effective (Vu Van Long, 2023). Many studies have been conducted on the study stress of students in Vietnam, typically research on the effectiveness of the training program on study stress shows that this training program helps improve students' ability to cope with stress and increase learning efficiency (Pham Thi Oanh et al., 2018).

It can be seen that the relationship between academic stress and psychological discomfort in learning has a negative impact on students' psychological discomfort and requires support programs to solve the problem (Nguyen Thuy Hien et al., 2020). The effectiveness of the counseling and training program on coping with academic stress for students needs attention, helping to improve students' ability to cope with stress and reduce stress levels. One of the factors helps reduce stress in students comes from the family, and the results of the study show that students with better support from their families are better able to cope with stress and achieve higher academic achievement (Do Thi Ngoc Hoa et al., 2019).

Developing support and training programs for coping with academic stress is an important factor in improving students' psychological well-being and academic performance. Domestic and international research has shown that academic pressure can cause mental stress and affect learners' psychological health.

2.2 Skills coping with learning stress

Dang Thi Lan (2020) indicated that how to cope with academic stress determines the level of negative effects of stress on students' physical and mental health and academic performance. Previous studies have shown that the common skills used by students when facing stressful situations in life and study are problem-focused or proactive coping strategies (Lo, 2002; Renk & Eskola, 2007; Shdaifat, Jamama, & AlAmer, 2018). Research by Renk and Eskola (2007) shows that only problem-focused skills have the ability to statistically significantly predict students' level of study-related stress. These researchers argued that the results demonstrate that students consider problem-focused coping to be the best way to deal with study-related stress. Research by Ben-Zur (2012), and Shdaifat et al. (2018) also showed similar results, in which the coping method with the highest frequency of use was problem-solving. The main coping style of nursing students is problem-solving, followed by positive thinking and restraint (McCarthy et al., 2018). These results are consistent with the view that when individuals evaluate stressful situations as changeable, the coping style that individuals often use will be to focus on problem-solving (Shields, 2001).

The sources of stress that students encounter in studying are often problems that can be solved through effort, such as unsatisfactory grades, lack of study materials, or conflicts in group work. In such situations, instead of avoiding or denying, students often have the ability to plan, arrange time, find ways to overcome, or seek help from someone to improve the situation. However, there are also events or situations that students cannot change immediately, or can never change, forcing students to cope with other strategies, specifically focusing on their feelings. contact or avoidance (Brougham, Zail, Mendoza, & Miller, 2009; Fornés-Vives et al., 2016.)

2.3 The importance of students' skills in coping with learning stress

Responding to academic stress is an important factor in student success and development in many important ways. The skills help students maintain a positive mood and better mental health. This can help students focus on their studies and other tasks without

mental pressure. To improve academic performance, students who are better able to manage stress are often able to concentrate and study more effectively. Then they have the ability to build study plans, manage time and cope with study pressure, and develop time management skills. Understanding the stress that often comes with the ability to manage time, students learn to prioritize work, set learning goals, and adhere to deadlines, which are important for achieving academic success. Motivating students who know how to cope with stress can be motivated themselves to overcome difficulties and challenges. This helps them stay motivated to learn and never give up. Building problem-solving ability when faced with stress, students must find ways to solve problems and find solutions. This also helps students develop problem-solving abilities, an important skill in life. Reducing the risk of psychological myopia, long-term stress can lead to psychological problems such as anxiety and depression. And coping skills help prevent or reduce this risk, protecting students' psychology and spirit (Struthers et al., 2000).

3. Research methodology

3.1 Research objectives

The research aimed to investigate the perceptions of students with skills to cope with stress in their learning at Can Tho University, thereby proposing measures to improve students' skills in coping with it as well.

The study tried to answer the following questions:

- 1) To what extent are students at Can Tho University aware of the current state of stress to cope with in studying?
- 2) What measures are appropriate to help students cope with stress and learn better?

3.2 Participants

The research participants were 400 full-time students in all majors of School of Education, Can Tho University.

Table 3.1: Numbers of CTU participants

No	Fields of study	Number	Percentage
1	Geography education	53	13.20
2	Math education	52	13.00
3	Chemistry education	49	12.20
4	IT education	39	09.80
5	Biology education	35	08.80
6	Primary education	33	08.20
7	Vietnamese education	32	08.00
8	English education	26	06.50
9	Physics education	23	05.80
10	Citizenship education	21	05.20
11	History	22	05.20
12	Physical education	16	04.00
Total		400	100.00

3.2 Instruments

The questionnaire survey method, also known as the questionnaire survey method, is a research method used to collect data from participants by answering a series of questions. This is a popular way to collect information from a large number of participants, helping the researchers better understand their opinions, attitudes, knowledge, or behavior towards a particular issue. After editing the complete questionnaire, this study put the question content on Google Form and officially investigated. Four hundred students from School of Education, Can Tho University, Vietnam, responded randomly and voluntarily via emails and shared on groups, classes, Facebook, and Zalo (social networks).

Normally, based on a 5-level Likert scale with the lowest level being 1 (minimum) and the highest level being 5 (maximum) with the distance value calculated according to the formula $(\text{maximum} - \text{minimum}) / N = (5 - 1) / 5 = 0.8$. The results are summarized according to the rating level of each level depending on the rating level of each survey content, the specific convention levels are as follows: level 1 - Completely disagree (1, 00–1.80); level 2 – Disagree (1.81–2.60); level 3 – Agree 50% (2.61–3.40); level 4 – Somewhat agree (3.41–4.20); Level 5 – Completely Agree (4.21–5.00).

The obtained survey questionnaires were processed using IBM SPSS 16.0 software with a descriptive statistics function. The statistics used include average score - Mean, standard deviation - SD, and Cronbach's Alpha reliability ≥ 0.8 .

4. Findings and discussions

The following will be the results of the two research questions.

4.1 Current status of skills coping with learning stress of students at Can Tho University

Research on coping with academic stress and student performance is extremely important and necessary (Fernandes, G., & Moreira). Table 4.1 presents the results of research on students' awareness of the importance of skills to cope with stress in learning.

Table 4.1 shows that the level of agreement between students about the importance of coping with stress in learning is quite good ($M = 3.66$, $SD = 1.15$). Among them, 32.0% of "students need to practice stress management skills in studying" with an average score ($M = 3.72$, $SD = 1.138$) is the highest level of agreement." Students cope with difficulties in solving learning tasks" with 28.8% of students completely did agree that this skill helps them solve difficult learning tasks. ($M = 3.63$, $SD = 1.143$). "Students effectively regulate negative emotions while studying." With 31.2% of students completely agree that this skill helps them regulate negative emotions, $M = 3.68$, $SD = 1.152$. "Students manage their own learning well with" 28.8% of students completely agree that this skill helps them manage their learning well ($M = 3.61$, $SD = 1.156$). "Students find happiness in learning" with 32.2% of students fully agree that this skill helps them find happiness in learning ($M = 3.69$, $SD = 1.156$). "Students quickly recover

mental and physical health” with 28.5% of students completely agree that this skill helps them recover their health (M = 3.60, SD = 1.155).

Table 4.1: Students' awareness of the importance of coping skills in learning

Importance of coping skills in learning	Percentage					Mean	SD	Rankings
	1	2	3	4	5			
1. Students need to practice coping with stress while studying.	2.8	14.2	23.5	27.5	32.0	3.72	1.138	1
2. Students cope with difficulties in solving learning tasks.	3.8	13.5	27.5	26.5	28.8	3.63	1.143	4
3. Students effectively regulate negative emotions while studying.	3.2	14.2	25.5	25.8	31.2	3.68	1.152	3
4. Students manage their own learning well.	4.0	14.0	27.5	25.8	28.8	3.61	1.156	5
5. Students find happiness in learning.	4.0	11.8	27.2	24.8	32.2	3.69	1.156	2
6. Students quickly recover mental and physical health.	4.0	14.0	28.8	24.8	28.5	3.60	1.155	6
Total						3.66	1.15	

In total, the survey results show that many students are aware of the importance of coping skills in learning and are willing to apply them to improve their academic performance and mental health. This is an important step in building a foundation for success in school and life. Students are very aware of the importance of coping skills in dealing with stress in studying. This demonstrates a high awareness that coping with stress not only helps improve academic performance but also positively affects students' emotions and mental health.

Table 4.2: Demonstrating mental coping skills with stress of students at Can Tho University

Expression of students' stress in studying	Percentage					M	SD	R
	1	2	3	4	5			
1. I have difficulty concentrating while listening to teacher's lectures.	8.0	16.5	32.8	21.2	21.5	3.32	1.208	4
2. I have difficulty concentrating on group/individual assignments.	7.0	17.8	33.5	20.5	21.2	3.31	1.191	5
3. My attention is easily distracted, so I move on to something else before I finish one task.	5.8	16.0	36.8	19.8	21.8	3.36	1.155	2
4. I often forget my tasks.	6.8	15.8	35.2	20.8	21.5	3.34	1.174	3
5. I have difficulty remembering things to do (deadlines, lecturers' requests, registering for study plans...) while studying.	6.5	15.5	35.5	20.8	21.8	3.36	1.170	2
6. I imagine my friends are criticizing me for not studying well.	7.2	15.8	33.8	20.8	22.5	3.36	1.197	2
7. I have difficulty making decisions in planning my studies/choosing a topic/dissertation.	6.5	13.5	33.5	23.8	22.8	3.43	1.168	1
Total						3.35	1.094	

Thus, Table 4.2, shows that the manifestations of stress in students' learning are extremely complex and have many issues that need attention. Symptoms such as worrying about academic results, difficulty concentrating, crying easily when thinking about studying, and feeling weak and tired all show that many students are facing difficult psychological conditions (No 5 with $M = 3.36$, $SD = 1.170$, second-ranking). Social interaction has manifestations related to social relationships, such as wanting to be alone to think and difficulty interacting with others when stressed.

This may suggest that some students find it difficult to communicate and maintain social relationships. Students have some symptoms such as not reading books or solving study tasks on time, and difficulty concentrating when working in groups or individually, showing that students still have difficulty managing time and study work (No 7 with $M = 3.43$, $SD = 1.168$, first ranking). Educational institutions need to provide psychological and health support services to help students cope with stress and create a better learning environment. In summary, the survey results show that students in pedagogical majors at Can Tho University show signs of stress in learning. Statistics show that students need psychological and health support when experiencing stress while studying in a total of "thinking aspects" with $M = 3.35$, $SD = 1.094$.

4.2 Current status of factors affecting students' skills in coping with learning stress

The following will be the current status of factors affecting students' skills to cope with academic or learning stress.

Table 4.3: Factors affecting skills to cope with learning stress

Factors	Percentage					Mean	SD	R
	1	2	3	4	5			
1. Not listing the tasks that need to be done during the week in order of priority.	5.5	13.2	34.8	22.2	24.2	3.47	1.154	2
2. Arranging and distributing credit hours appropriately during the week.	4.5	12.0	33.2	26.0	24.2	3.53	1.117	1
3. Falling into games.	10.2	15.0	30.5	20.2	24.0	3.33	1.173	8
4. There are violent actions.	11.5	15.2	31.5	18.8	23.0	3.27	1.186	11
5. Use of alcohol and drugs.	12.8	14.0	29.8	19.8	23.8	3.28	1.113	10
6. Running away from home.	13.5	14.5	30.2	18.8	23.0	3.23	1.120	12
7. Having negative thoughts leads to suicide.	12.2	13.2	32.0	17.8	24.8	3.29	1.107	9
8. Poor communication and cooperation capacity.	7.8	15.0	31.2	21.8	24.2	3.40	1.122	3
9. Relationships with family and friends are in bad shape.	8.8	15.2	31.0	21.8	23.2	3.36	1.136	7
10. Poor physiology and physical health.	8.2	15.0	31.0	22.0	23.8	3.38	1.139	5
11. Avoiding problems that cause stress.	7.5	12.0	35.0	21.5	22.8	3.39	1.188	4
12. Excessive rigor and imposition from teachers.	7.8	14.5	33.8	21.0	23.0	3.37	1.105	6
13. Avoiding and pushing work.	7.5	14.0	33.5	20.8	24.2	3.40	1.108	3
Total						3.33	1.136	

The table provides information about the factors that influence your ability to cope with academic stress, categorized by level of agreement and rank. "Not listing the tasks that need to be done during the week in order of priority" (M = 3.47, SD = 1.154) and the low level of agreement (5.5%) shows that very few people agree with not listing tasks to do according to priority. Ranked 2 shows that this is one of the important factors causing stress in students' learning. "Arranging and distributing credit hours appropriately during the week" (M = 3.53, SD = 1.117), high level of agreement (33.2% - 26.0%) shows that most students agree with the importance of arranging and allocating time appropriately. A rating of 1 shows that this is one of the most important factors that need to be properly evaluated.

The "falling into games" factor also has a fairly high agreement score (30.5%) and M = 3.33, SD = 1.713). This shows that a part of learners acknowledges that getting involved in games can affect their ability to learn. "There are violent actions" with M = 3.27, SD = 1.186) and average agreement score (31.5%), indicating that some students noted the impact of violent behaviour on academic stress. "Use of alcohol and drugs" level of agreement with drug use (12, 8% - 29.8%) is also quite high, (M = 3.28, SD = 1.113) showing that this factor can affect students' mental health and learning. "Running away from home" is a factor that has points. The level of agreement is quite high (30.2%), running away from home can create more pressure to study (M = 3.23, SD = 1.120).

"Having negative thoughts leads to suicide" level of agreement (32.0%) and M = 3.29, SD = 1.107 shows that a part of students admit that negative psychological conditions can affect their studies, this is an extremely serious problem and endanger the lives of students if the problem is not resolved in a timely manner. "Poor communication and cooperation ability" level of agreement (31.2%) and (average score = 3.40) shows that communication and collaboration skills play an important role in learning. Rank 3 shows that this is also an extremely important factor. The "Relationships with family and friends are in bad shape" factor has a relatively high agreement score (31.0% - 21.0% 8%) and M = 3.36, SD = 1.136 shows that bad relationships can impact academic stress. "Poor physiology and physical health" level of agreement is quite high (31.0% - 22, 0%) and M = 3.38), SD = 1.139, showing that poor health can cause stress in studying.

"Avoiding problems that cause stress" has a high level of agreement (35.0%) and M = 3.39, SD = 1.188 showing that some people can avoid stressful issues, leading to pressure. learning. "Excessive rigor and imposition from teachers" has a relatively high agreement score (33.8%), showing that pressure from teachers affects academic stress. "Avoiding and pushing work" has a fairly high agreement score (33.5%) and M = 3.40, SD = 1.108, delaying and pushing work can create stress.

4.3 Some measures to help students in the process of learning skills to cope with academic stress

4.3.1 Teaching students the importance of coping skills with academic stress

For designing courses and training programs specifically for students about swimming skills, these courses may include time management, stress management, and life skills development. This helps students better understand the importance of coping skills and

how to apply them in everyday life. Organizing seminars and events Schools can organize seminars and events on coping with stress skills to create opportunities for students to meet and share experiences on how to cope with stress. Speakers may be psychology experts or people with experience in stress management. Providing documents and reference sources, the school can provide students with documents and reference sources about this issue through the school library or online documents. These resources can help student's self-study.

For creating a supportive learning environment: Schools need to create a comfortable and supportive learning environment for students. This includes providing well-equipped classrooms, quiet libraries, and designated areas for study and relaxation. This environment can help students focus on their studies and cope better with stress.

For encouraging positive thinking: Schools can encourage students to develop positive thinking through courses and extracurricular activities. Positive thinking helps students view life and learning in an optimistic way, helping them cope better with challenges and stress. School psychological support should provide psychological counseling services for students. This helps students learn about their emotions, handle stress, and develop coping skills.

For building a campus learning community, it can encourage students to participate in clubs and learning organizations. These communities can help students share experiences and learn from each other about how to cope with stress. Developing soft skills, schools should create opportunities for students to develop soft skills such as communication skills, time management, and teamwork. These skills can help students become more confident in facing stressful situations.

4.3.2 Educating emotional management skills in learning

Educating students on emotional management skills in learning is an important part of the teaching process and supports their personal development. This helps students understand and manage their emotions well so they can study more effectively. Here are some ways to educate students on emotional management skills in learning:

Teaching about emotions: Teachers and instructors can teach about emotions, helping students understand the types of emotions, how they affect them, and how to respond correctly to each emotion. This helps students recognize their own emotions and feel the emotions of others.

Practicing mindfulness: Teachers guide students in meditation and mindfulness techniques so they can focus on the present, reduce stress, and improve their ability to manage emotions. Mindfulness sessions can be organized regularly to help students practice mentally.

Building self-management skills: Students need to learn how to self-manage their emotions. This includes identifying emotions, understanding what causes them, and finding ways to deal with them constructively. This can be done through activities such as writing an emotions journal or discussing emotions with others.

Educating students on emotional management skills in learning helps them master knowledge more effectively, improve their morale, and create better conditions for personal development.

4.3.3 Guiding students in organizing learning activities

Education that guides students in the skills to organize learning activities is an important part of the teaching process and supports students in developing the ability to self-manage and learn effectively. Here are some suggestions on how to educate students about organizational learning skills:

Study planning: Teachers guide students on how to plan their studies by identifying study goals, creating a study schedule, and prioritizing study tasks over time. This helps them manage their time and create a specific plan for studying.

Using time management tools: Instruct students to use time management tools such as calendars, timers, and to-do lists. This helps them keep track of and prioritize their academic work.

Learning to evaluate progress: Teachers encourage students to evaluate their learning progress and make adjustments when necessary. This includes looking at what worked and what needs to be improved.

Supporting creative thinking and problem solving: Teachers support students on how to think creatively and solve problems, so they can confidently face academic challenges.

Encouraging self-management: finally, teachers encourage students to develop self-management. This includes setting their own goals, evaluating their progress, and devising their own plans to achieve them.

Through education and guidance on skills to organize learning activities, students can improve their ability to self-manage and study more effectively, helping them achieve success in study and in life.

5. Conclusions

5.1 Conclusions

Research overview shows that there are many studies on academic stress at home and abroad, but there are not many studies on academic stress at Can Tho University. Stress in learning manifests in physiological, thinking, emotional and behavioural aspects. Skills to cope with stress in learning help students adjust negative emotions in studying effectively. Skills to cope with stress help students manage their studies well. Also, stress coping skills help students find happiness in learning, and help students quickly restore mental and physical health.

Coping skills in learning are the process that learners face to handle stressful situations in learning activities. Skills to cope with stress in learning are approached from many different aspects. This research study focused on understanding students' skills to cope with academic stress expressed in specific actions. There are subjective and objective factors that affect students' skills in coping with academic stress.

Based on the group's research results on students' skills to cope with stress in studying at Can Tho University, it shows that students are aware of the importance of skills to cope with stress. Research results also clearly showed that students' stress in studying manifests itself in many different ways, causing many changes in emotions, body, thinking, and behavior while studying. Difficulties in expressing stress in the learning of pedagogical students at Can Tho University showed that students had moderate levels of stress in learning and the majority expressed emotional stress.

Among the twenty-one actions to cope with stress in studying, students used many actions such as: listening to music, resting to recover, focusing on solving study tasks, cleaning the house or room, identifying clearly their own learning goals, and rearranging their timetable or study plan. Actions that students used less frequently to cope with academic stress were confiding in friends about study difficulties; practicing mindfulness (yoga and meditation); discussing with lecturers about their own difficulties in solving learning tasks; practicing writing a diary for themselves and saying "no" to friends when they think they cannot do it.

Factors that partly affected students' skills to cope with stress in learning included many different factors, including not listing tasks to be done during the week in order of priority; having reasonable arrangement and distribution of credit hours during the week, and avoiding and pushing off work.

Based on the results of studying the current situation, this study proposes three measures to help students cope with stress in learning, namely educating students about the importance of coping with stress in learning; training students on emotional management skills in learning. Lecturers could guide students in organizing learning activities. Testing students' opinions on the feasibility of the initial measures showed that students appreciated the feasibility of the measure "Lecturers could guide students in skills to organize learning activities" more than the measure "Lecturers can guide students in organizing learning activities" and also higher than the measure "Educating students on the importance of coping with stress in learning" and the one "Educating emotional management skills in learning for students".

5.2 Recommendations

5.2.1 For Can Tho University Youth Union

Can Tho University should pay more attention to the spiritual life of students and the difficulties that students face in the learning process. Psychology is a very important issue and if learners ignore it, it will lead to many consequences, reducing life, especially the quality of learning results.

Can Tho University Youth Union need to propose many experiences sharing and psychological consultation activities for students. It is necessary for Can Tho University Youth Union board needs to ensure the rights and health of students in activities and during the learning process and needs to propose many solutions to ensure the quality of human resources during the training process.

Can Tho University Youth Union board should integrate teaching stress-coping skills into the mandatory curriculum for students. This can be done through the creation

of separate courses or modules on stress-coping skills. Additionally, offering optional courses in stress-coping skills for students could be encouraged.

5.2.2 For School of Education

School of Education board needs to create a comfortable learning environment and encourage collaboration between students, faculty and teaching staff. This can be achieved through creating opportunities for students to participate in extracurricular activities, clubs, and exchange sessions. The school should organize many entertainment and fun activities after school to help students relax and reduce stress. Events such as music shows, sports activities, and healthy socials can give students a chance to relieve stress.

School of Education board should conduct research related to stress-coping skills and monitor students' progress in developing these skills. This can help schools better understand the impact of the measures taken and adjust training programs effectively. The proper development and application of stress-coping skills can be a decisive factor for a student's academic success and personal future.

5.2.3 For lecturers

Classroom lectures may guide students on how to study and how to solve learning tasks in each module with integrated skills to cope with stress in appropriate modules and topics.

5.2.4 For students

Students must be proactive in arranging their own study plans, in order to handle problems flexibly without getting stuck or causing obstacles. Students should equip themselves with the knowledge to be ready to face difficulties, not run away or push responsibility onto others. Students must confidently stumble to create challenges for themselves, accept weaknesses and promote strengths, do not blame themselves for being weak or useless, but must do useful and positive things.

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Conflict of Interest Statement

The author declares no conflicts of interest.

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