International Journal of Innovative Research and Scientific Studies, 8(2) 2025, pages: 1846-1854

IJIRSS
International Journal of Innovative Research & Scientific Studies

ISSN: 2617-6548

URL: www.ijirss.com

The effectiveness of implementing the content and the methods of organizing guidance activities to guide self-study for students majoring in educational management

Le Vu Ha[1*], Nguyen Dieu Cuc[1], Dang Thi Thanh Thao[1], Le Thi Thu Ha[1]

[1]*National Academy of Educational Management, Hanoi, Vietnam*
[2]*Tay Bac University, Son La province, Vietnam*

Corresponding author: Le Vu Ha (*Email: halv.naem@gmail.com*)

Abstract

This study investigates the effectiveness of self-study guidance methods in the Educational Management program, aiming to enhance student learning experiences and outcomes. Employing a mixed-methods approach, data was collected through surveys administered to students majoring in Educational Management at the Academy of Educational Management. The surveys assessed participants' perceptions of the effectiveness of self-study guidance content and methods using Likert scale questions and open-ended responses. Following data collection, statistical analyses, including descriptive and inferential statistics, were conducted using Statistical Package for the Social Sciences (SPSS) software to summarize and examine participants' responses. Additionally, qualitative data from open-ended survey responses underwent thematic analysis to identify recurring themes and patterns. The findings reveal a mixed response to different self-study guidance methods, with certain approaches receiving higher ratings of effectiveness than others. While project-based learning and interactive teaching methods were positively perceived by participants, challenges were identified in implementing group learning and problem-based learning effectively. Moreover, the analysis highlights the importance of considering contextual factors and student preferences when designing and implementing self-study guidance methods. The study underscores the need for instructors to tailor their approach to meet the diverse needs and learning styles of students. By addressing identified challenges and leveraging evidence-based practices, educators can enhance the quality of self-study guidance and promote student success within the Educational Management program. The insights derived from this study contribute to the ongoing discourse on effective instructional approaches in higher education and provide valuable recommendations for improving self-study guidance practices within the Educational Management curriculum.

Keywords: Educational Management, Effectiveness, Methods, Organizing, Self-Study Guidance.

DOI: 10.53894/ijirss.v8i2.5554
Funding: This study received no specific financial support.
History: Received: 6 February 2025 / **Revised**: 10 March 2025 / **Accepted:** 14 March 2025 / **Published:** 21 March 2025

Competing Interests: The authors declare that they have no competing interests.
Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.
Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.
Publisher: Innovative Research Publishing

1. Introduction

Effective self-study guidance plays a pivotal role in nurturing student learning and academic achievements, especially within specialized domains like Educational Management. In such disciplines, where the acquisition of practical skills and theoretical knowledge are equally vital, the design and implementation of effective instructional strategies significantly influence students' educational experiences and outcomes [1, 2]. By providing clear objectives, resources, and assessments tailored to individual learning styles, self-study guidance can empower students to take ownership of their education and excel in their chosen field. Additionally, fostering a supportive and collaborative learning environment can enhance motivation and engagement among students pursuing advanced studies in Educational Management. Hence, gaining insights into the effectiveness of diverse instructional approaches becomes imperative for educators to refine their teaching methodologies and enhance student learning experiences. Therefore, this study is designed to assess and scrutinize the efficacy of various self-study guidance methods tailored specifically for students majoring in Educational Management at the esteemed Academy of Educational Management. By delving into the effectiveness of these instructional strategies, this research aims to provide valuable insights into the optimization of self-study guidance practices within the discipline, as emphasized by previous research by Biwer, et al. [3] and Goodnough, et al. [4]. The findings of this study will contribute to the ongoing conversation surrounding best practices in educational management education, ultimately benefiting both students and educators alike. By evaluating the impact of different self-study guidance methods, educators can make informed decisions on how to best support student learning and success in this field.

Group learning, although recognized for its potential to cultivate collaboration and facilitate peer learning, presents challenges related to ensuring equitable participation and fostering effective group dynamics [5, 6]. These challenges underscore the necessity for instructors to employ deliberate structuring of group activities, emphasizing positive interdependence and individual accountability. By implementing strategies that encourage mutual reliance among group members while holding each individual accountable for their contributions, instructors can optimize the educational value derived from group learning experiences [7, 8]. Furthermore, instructors should also provide clear guidelines and expectations for group work to prevent any confusion or conflicts among participants [9]. Additionally, incorporating opportunities for reflection and feedback can help address any issues that may arise during the collaborative process and promote continuous improvement within the group dynamic. Similarly, problem-based learning, renowned for its capacity to foster critical thinking skills and real-world application of knowledge, demands meticulous structuring and support mechanisms to ensure its effectiveness [10]. Aligning problem-based learning activities with predefined learning objectives and providing adequate scaffolding are essential to guide students through the problem-solving process effectively [11, 12]. Moreover, instructors must offer support and guidance to help students navigate complex problems, fostering a supportive learning environment conducive to meaningful engagement and skill development [13-15]. By addressing these challenges and leveraging structured support mechanisms, educators can harness the full potential of group learning and problem-based learning to enrich student learning experiences within the Educational Management curriculum. Incorporating collaborative activities and promoting peer interaction can also enhance student understanding and retention of key concepts. Additionally, incorporating real-world case studies and practical applications can further deepen students' comprehension and critical thinking skills in educational management.

The introduction of self-study methods within educational contexts is paramount for cultivating independent learning skills among students, empowering them to take ownership of their academic journey [16, 17]. Self-study methods encourage students to develop critical thinking and problem-solving skills, preparing them for lifelong learning beyond the classroom [18]. Additionally, these methods promote a sense of autonomy and responsibility in students, fostering a deeper understanding and retention of knowledge. However, the effectiveness of self-study initiatives hinges on instructors' ability to tailor their approach to accommodate the diverse learning styles and preferences of students [19]. Therefore, it is essential for educators to provide guidance and support to help students navigate through self-study successfully. By incorporating a variety of resources and techniques, instructors can create a conducive environment for independent learning and skill development. By recognizing and accommodating individual differences in learning preferences and needs, instructors can create a supportive learning environment conducive to the development of effective study habits and self-directed learning skills. Furthermore, project-based learning and interactive teaching methods emerge as promising instructional approaches that not only foster active engagement but also facilitate experiential learning opportunities [20, 21]. These pedagogical methods resonate with constructivist learning theory, which posits that learners actively construct knowledge through meaningful experiences and interactions. By prioritizing student-centered learning experiences that emphasize hands-on activities and collaborative problem-solving, educators can enhance student engagement, deepen understanding, and promote the application of theoretical knowledge in real-world contexts [22, 23]. This approach encourages students to take ownership of their learning process and develop critical thinking skills necessary for effective leadership in educational settings. By integrating constructivist principles into the curriculum, educators can empower students to become reflective practitioners who are prepared to address complex challenges in the field of Educational Management.

The study underscores the critical importance of taking into account various factors such as student preferences, learning styles, and contextual nuances when designing and implementing self-study guidance methods. By considering these factors, educators can better tailor self-study guidance methods to meet the diverse needs of students and enhance their overall learning experience. This approach can ultimately lead to improved academic outcomes and student satisfaction within Educational Management programs. Recognizing and accommodating these diverse factors are essential steps toward creating inclusive and effective learning environments that cater to the individual needs of students. By incorporating evidence-based practices and leveraging insights gained from the evaluation of self-study guidance methods,

educators can proactively address identified challenges and refine their instructional approaches [24]. This iterative process enables educators to continuously improve the quality of self-study guidance and enhance the overall learning experience for students within the Educational Management curriculum. By fostering a culture of collaboration and ongoing professional development, educators can stay abreast of best practices and adapt their teaching strategies to meet the evolving needs of students. Ultimately, this commitment to continuous improvement ensures that students receive the support they need to succeed in their educational endeavors. Moreover, by adopting a student-centered approach that prioritizes flexibility, inclusivity, and responsiveness to students' evolving needs, educators can create a supportive learning environment that fosters student engagement, autonomy, and academic success. Ultimately, the successful implementation of tailored self-study guidance methods holds the potential to empower students to become lifelong learners and equipped professionals in the field of Educational Management. By incorporating various interactive and technology-driven tools into the curriculum, educators can further cater to diverse learning styles and preferences, making the learning experience more engaging and effective. Additionally, providing opportunities for real-world application of theoretical concepts through internships or practical projects can help students develop critical thinking skills and prepare them for success in their future careers.

2. Methods

2.1. Participants

Table 1 provides a comprehensive overview of participant characteristics, facilitating a nuanced understanding of the study sample. The breakdown of participants by school year delineates the distribution across different academic cohorts. Notably, Course 17 comprises the largest proportion of participants, representing 68.89% of the total sample, indicating a predominant presence of students from this academic year. Conversely, Course 14 has the smallest representation, constituting only 2.22% of the sample. This distribution enables insights into the composition of participants from various stages of their educational journey within the Educational Management program.

Furthermore, the table elucidates the gender distribution among participants, highlighting the representation of male and female students. Females constitute the majority, comprising 73.33% of the total sample, while males represent 26.67%. This disparity underscores the gender dynamics within the Educational Management program, indicating a higher enrollment of female students compared to their male counterparts. Understanding the gender composition of the sample is crucial for ensuring the inclusivity and representativeness of the study findings, particularly in exploring potential gender-related differences in perceptions or experiences regarding self-study guidance methods.

Overall, Table 1 serves as a foundational reference point for contextualizing the study's findings within the demographics of the participant sample. The detailed breakdown of participant characteristics enhances the interpretability and generalizability of the study results, facilitating meaningful insights into the effectiveness of self-study guidance methods within the Educational Management program.

Table 1.
Overview of participant.

Characteristics		**N**	**%**
School year	Course 14	3	2.22
	Course 15	18	13.33
	Course 16	21	15.56
	Course 17	93	68.89
Gender	Male	36	26.67
	Female	99	73.33
Total		135	135

2.2. Measurements

To measure the effectiveness of implementing the content of organizing self-study guidance for students in the Educational Management major, a Likert scale survey question was utilized: "*What is your assessment of the effectiveness of implementing the content of organizing self-study guidance for students?*" Participants were asked to rate the perceived effectiveness on a scale from 1 to 5, with options ranging from "Very ineffective" (1) to "Very effective" (5). This quantitative approach allowed for the systematic collection of data regarding participants' perceptions of the effectiveness of self-study guidance content implementation within the Educational Management curriculum.

Similarly, to assess the effectiveness of implementing the method of organizing self-study guidance for students in the Educational Management major, participants were presented with a Likert scale survey question: "*What is your assessment of the effectiveness of implementing the method of organizing self-study guidance for students?*" Again, participants were asked to rate the perceived effectiveness on a scale from 1 to 5, with options ranging from "Very ineffective" (1) to "Very effective" (5). This measurement approach facilitated the systematic evaluation of participants' perceptions regarding the effectiveness of self-study guidance methods within the Educational Management curriculum, allowing for comparisons across different instructional methods and content areas.

2.3. Procedures

The procedures for assessing the effectiveness of implementing self-study guidance content and methods within the Educational Management major involve several key steps. First, surveys are developed to evaluate both the content and

method of organizing self-study guidance, incorporating Likert scale questions for quantitative assessment and open-ended questions for qualitative insights. Following this, pilot testing is conducted with a small group of students and instructors to refine the surveys based on feedback. Once finalized, participants are recruited from the Educational Management program, ensuring a diverse sample representing different cohorts and demographics. Surveys are then administered either online or in-person, with clear instructions provided for confidentiality. Data collection involves gathering both quantitative data, such as ratings on the Likert scale, and qualitative data, including responses to open-ended questions. Subsequently, quantitative data is analyzed using statistical methods, while qualitative data undergoes thematic analysis to identify trends and patterns. Findings from both types of data are compared and contrasted to gain a comprehensive understanding of self-study guidance effectiveness through triangulation. A report is compiled, outlining the findings and recommendations for improvement. Feedback from stakeholders is sought, and action plans are collaboratively developed to address identified areas of improvement. Follow-up assessments are conducted to monitor progress and adjust strategies as needed.

2.4. Data Analysis

Following the completion of data collection, the gathered survey responses will undergo descriptive analysis using Statistical Package for the Social Sciences (SPSS) software. Descriptive statistics, including measures such as mean, median, mode, standard deviation, and frequency distributions, will be computed to summarize the central tendencies and variability of participants' responses regarding the effectiveness of self-study guidance methods. These statistical analyses will provide a quantitative overview of participants' perceptions and attitudes towards different instructional approaches within the Educational Management program. Additionally, inferential statistics, such as t-tests or analysis of variance (ANOVA), may be employed to examine potential differences in perceived effectiveness across demographic variables, such as school year or gender. The results of the data analysis will be interpreted to identify patterns, trends, and potential areas of concern or improvement in the implementation of self-study guidance methods. Moreover, qualitative data from open-ended survey responses will be subjected to thematic analysis to identify recurring themes and patterns related to participants' experiences and suggestions regarding self-study guidance effectiveness. Triangulation of quantitative and qualitative findings will be conducted to enhance the comprehensiveness and validity of the analysis. Overall, the data analysis process will involve a rigorous examination of both quantitative and qualitative data to provide comprehensive insights into the effectiveness of self-study guidance methods within the Educational Management program.

3. Results

The self-study guidance for students majoring in Educational Management at the Academy of Educational Management has been evaluated across various aspects, as summarized in Table 2. The table presents the levels of evaluation expressed in percentages, mean scores (M), and standard deviations (SD) for different components of self-study guidance.

Table 2.
Organizing self-study guidance for students majoring in Educational Management - Academy of Educational Management.

Content	Levels of evaluation (%)					Mean (M)	Standard Deviation (SD)
	Very effective	Effective	Neutral	Ineffective	Very ineffective		
Organize and guide students to learn and research new content during lectures	32.6	41.5	18.5	0	7.4	3.92	1.086
Organize and guide students to practice exercises to apply the theory learned in lectures	16.3	51.9	23.7	0	8.1	3.68	1.020
Organize and guide students to practice exercises to apply the theory learned in lectures	20.7	51.1	16.3	3,7	8.1	3.73	1.089
Organize guidance on specialized internships, projects, and graduation theses	24.4	27.4	20	0	8.1	3.80	1.071

Firstly, concerning the organization and guidance provided to students during lectures to facilitate learning and research on new content, the data indicate a somewhat positive reception. While 41.5% of respondents deemed it effective, an additional 32.6% found it to be very effective. This suggests that a significant portion of students perceive the current approach as beneficial for their learning process. However, the presence of responses indicating ineffectiveness, at 7.4%, and even very ineffectiveness, at 3.92%, warrants a closer examination of teaching methods and strategies utilized during lectures. Perhaps there is a need for more interactive sessions, clearer communication of learning objectives, or additional resources to support student engagement and comprehension.

Secondly, in terms of guiding students to apply theoretical knowledge through practical exercises, the results demonstrate a similar trend. A majority of respondents (51.9%) considered this aspect effective, with 16.3% rating it as very effective. This indicates a general acknowledgment of the importance of practical application in reinforcing theoretical concepts. However, the presence of responses indicating ineffectiveness (8.1%) and very ineffectiveness (3.68%) highlights potential areas for improvement. It may be beneficial to diversify the types of exercises offered, provide more opportunities for hands-on learning, or offer additional support for students struggling to bridge the gap between theory and practice.

Furthermore, the provision of guidance on specialized internships, projects, and graduation theses received relatively positive feedback. A significant percentage of respondents (27.4%) found this aspect effective, with an additional 24.4% rating it as very effective. This suggests that the program is successful in providing students with opportunities for real-world application and experiential learning. However, there is still room for improvement, as evidenced by the presence of responses indicating ineffectiveness (8.1%) and very ineffectiveness (3.80%). Enhancements could include expanding internship opportunities, providing additional resources for project development, or offering more guidance and support during the thesis-writing process.

While the self-study guidance for students majoring in Educational Management at the Academy of Educational Management demonstrates strengths in certain areas, such as organizing specialized practical experiences, there are also areas that require attention and improvement, particularly in enhancing the effectiveness of learning and application during lectures and exercises. These findings underscore the importance of ongoing evaluation and refinement to ensure the delivery of high-quality education and optimal learning outcomes for students in the program.

Table 3 provides an evaluation of the methods used to organize self-study guidance for students majoring in Educational Management at the Academy of Educational Management. The table outlines various instructional approaches employed by teachers and their respective effectiveness as perceived by respondents.

Table 3.
Method of organizing self-study guidance for students majoring in Educational Management - Academy of Educational Management.

Content	Levels of evaluation (%)					Mean (M)	Standard Deviation (SD)
	Very effective	Effective	Neutral	Ineffective	Very ineffective		
Teachers organize learning in groups	28.9	25.9	30.4	7.4	7.4	3.61	1.191
Teachers organize teaching according to problems	21.5	20.7	41.5	8.1	8.1	3.39	1.153
Teachers organize introductions to effective self-study methods	13.3	28.9	41.5	8.1	8.1	3.31	1.068
Teachers organize project-based learning	23	32.6	37	0	7.4	3.64	1.069
Teachers organize interactive teaching	11.9	42.2	38.5	0	7.4	3.51	0.969

Starting with the organization of learning in groups, while a considerable percentage of respondents view it positively, with 28.9% considering it very effective and an additional 25.9% rating it as effective, there is also a notable portion expressing neutrality (30.4%). This suggests that while group learning is seen as beneficial by some, others may not fully perceive its effectiveness or may have experienced challenges with its implementation. The presence of respondents perceiving it as ineffective (7.4%) or very ineffective (7.4%) highlights potential areas for improvement, such as ensuring equitable participation, fostering effective group dynamics, and providing clear guidelines for collaborative work.

Regarding the organization of teaching according to problems, there is a similar mixed response. While 21.5% of respondents view it as very effective and 20.7% as effective, a significant proportion expresses neutrality (41.5%). This indicates a lack of strong consensus on the efficacy of problem-based teaching methodologies. Moreover, the presence of respondents perceiving it as ineffective (8.1%) or very ineffective (8.1%) underscores the need for further exploration of how to effectively integrate problem-based learning into the curriculum, address potential challenges, and provide adequate support for both students and instructors.

The introduction of effective self-study methods by teachers also garners mixed feedback. While some respondents view it positively, with 13.3% considering it very effective and 28.9% rating it as effective, a substantial percentage expresses neutrality (41.5%). This suggests that there may be varying levels of familiarity or comfort with self-study methods among students, impacting their perceptions of the effectiveness of teacher-led introductions. The presence of respondents perceiving it as ineffective (8.1%) or very ineffective (8.1%) highlights the importance of providing comprehensive guidance and resources to support students in adopting and utilizing self-study techniques effectively.

In contrast, project-based learning and interactive teaching receive relatively positive feedback. Project-based learning is viewed favorably by some respondents, with 23% considering it very effective and 32.6% rating it as effective, indicating a strong endorsement of this approach. Similarly, interactive teaching methods are generally well-received, with

11.9% of respondents deeming them very effective and 42.2% considering them effective. These findings suggest that hands-on, experiential learning opportunities and interactive teaching techniques resonate well with students and contribute to their engagement and comprehension.

The evaluation of different methods of organizing self-study guidance underscores the importance of considering student preferences, learning styles, and the effectiveness of instructional strategies. While certain approaches receive more positive feedback than others, there is variability in student perceptions, indicating the need for ongoing exploration, adaptation, and enhancement of teaching methodologies to optimize the effectiveness of self-study guidance and support student learning outcomes effectively.

4. Discussion

The evaluation of self-study guidance methods within the Educational Management curriculum at the Academy of Educational Management provides a nuanced understanding of the effectiveness of instructional strategies. The mixed response to group learning underscores the complexity of collaborative learning environments. While group work offers distinct benefits, including the facilitation of collaboration and peer learning, challenges can arise in ensuring equitable participation and fostering effective group dynamics [6]. This finding resonates with prior research by Shimizu, et al. [25] and Theodosiou and Corbin [26], who emphasized the critical role of structuring group tasks to cultivate positive interdependence and individual accountability among learners. Their work suggests that well-designed group activities can enhance engagement and deepen learning outcomes. Furthermore, the presence of respondents who perceive group learning as ineffective or very ineffective highlights the necessity for instructors to meticulously design and facilitate group activities to maximize their educational value, as emphasized by Sjølie, et al. [27]. This underscores the importance of addressing potential challenges and fostering a supportive environment conducive to meaningful collaboration and learning within group settings.

The mixed feedback regarding the organization of teaching according to problems sheds light on the multifaceted nature of implementing problem-based learning within educational contexts. While some students recognize its effectiveness, the neutrality expressed by a significant portion suggests potential variability in its application and perceived impact. This finding echoes the insights of Smith, et al. [28] and Tan [29] who emphasized the necessity of carefully structuring problem-based learning experiences to ensure they align with predefined learning objectives and effectively promote critical thinking skills among students. This work underscores the importance of establishing clear guidelines and scaffolding to facilitate the problem-solving process and maximize the educational benefits of this approach. Moreover, the presence of respondents perceiving problem-based learning as ineffective or very ineffective underscores the importance of providing adequate support mechanisms to assist students in navigating complex problem-solving processes effectively [30]. This aligns with the research of Xun and Land [31] who emphasized the critical role of scaffolding and guidance in facilitating meaningful engagement with problem-solving tasks. While problem-based learning holds potential for promoting deep learning and fostering student autonomy, appropriate support structures must be in place to address students' varying levels of readiness and ensure their success in tackling authentic, real-world challenges. Therefore, the implementation of problem-based learning requires careful consideration of instructional design principles and the provision of tailored support to meet the diverse needs of learners within Educational Management programs.

The variability in perceptions of the introduction of self-study methods by teachers reflects the diverse experiences and preferences of students regarding independent learning. While some students may thrive with structured guidance in adopting self-study techniques, others may require more personalized support or additional resources to cultivate effective study habits. This observation resonates strongly with Cleary and Platten [32] research, which underscores the pivotal role of self-regulated learning strategies in bolstering academic achievement. The importance of students' ability to regulate their learning process, including setting goals, monitoring progress, and employing effective study strategies, all of which are central to successful self-study endeavors [33, 34]. Moreover, the presence of respondents perceiving the introduction of self-study methods as ineffective or very ineffective underscores the imperative for instructors to tailor their approach to accommodate the diverse needs and learning styles of students. This aligns closely with the findings of Lawson, et al. [35] and Smith [36] who emphasized the significance of considering students' motivational beliefs and regulatory strategies when designing instructional interventions. The importance of fostering a supportive learning environment that acknowledges and accommodates individual differences in students' approaches to learning [37, 38]. By acknowledging and addressing these differences, instructors can create a more inclusive and effective learning experience that empowers all students to succeed in their educational endeavors.

The positive feedback on project-based learning and interactive teaching signifies that hands-on, experiential learning opportunities resonate well with students in the Educational Management program. This alignment with constructivist learning theory underscores the importance of active engagement and authentic experiences in the construction of knowledge [39]. By engaging in projects that require practical application of concepts and collaborative problem-solving, students can deepen their understanding and develop critical thinking skills. Moreover, the endorsement of interactive teaching methods underscores the value of student-centered instructional approaches that prioritize active participation and collaboration [40-42]. Interactive teaching methods, such as discussions, simulations, and group activities, foster a dynamic learning environment where students actively engage with course material and each other [43]. These findings underscore the potential benefits of integrating project-based and interactive teaching methods into the Educational Management curriculum. By incorporating these pedagogical approaches, instructors can enhance student engagement, promote deeper learning, and cultivate essential skills that are vital for success in the field of Educational Management [44, 45]. This holistic approach to instruction aligns with the goals of preparing students to thrive in real-world settings, where they will

be required to apply theoretical knowledge to solve complex problems and collaborate effectively with colleagues and stakeholders.

The implications drawn from the evaluation of self-study guidance methods for students majoring in Educational Management at the Academy of Educational Management are manifold and carry significant weight in shaping future educational practices within the program. Firstly, the mixed response to group learning suggests a need for instructors to carefully consider the design and facilitation of group activities. By implementing strategies to promote positive interdependence and individual accountability, instructors can maximize the educational value of group work while addressing challenges related to equitable participation and group dynamics. This may involve providing clear guidelines, fostering a supportive learning environment, and offering opportunities for students to develop collaborative skills effectively. Secondly, the variability in perceptions of problem-based learning underscores the importance of tailoring instructional approaches to meet the diverse needs and preferences of students. Instructors should strive to align problem-based learning experiences with learning objectives and provide adequate support and scaffolding to assist students in navigating problem-solving processes effectively. This may entail offering guidance, resources, and feedback to help students develop critical thinking skills and apply theoretical knowledge to real-world scenarios successfully. Lastly, the positive feedback on project-based learning and interactive teaching suggests the potential benefits of integrating these pedagogical approaches into the Educational Management curriculum. By incorporating hands-on, experiential learning opportunities and fostering active participation and collaboration, instructors can enhance student engagement, promote deeper learning, and cultivate essential skills for success in the field of Educational Management. The implications drawn from the evaluation of self-study guidance methods underscore the importance of adopting a student-centered approach to instruction that prioritizes flexibility, inclusivity, and active engagement. By addressing the diverse needs and preferences of students and leveraging effective instructional strategies, instructors can create a more dynamic and impactful learning experience that prepares students for success in their academic and professional endeavors in Educational Management.

While the evaluation of self-study guidance methods for students majoring in Educational Management at the Academy of Educational Management provides valuable insights, it's essential to acknowledge several limitations that may affect the interpretation and generalization of the findings. Firstly, the study's reliance on self-reported data from student respondents introduces the potential for response bias. Students' perceptions of instructional approaches may be influenced by various factors, including their prior experiences, expectations, and individual learning preferences. Additionally, social desirability bias may lead students to provide responses that they believe align with perceived expectations rather than their genuine experiences or opinions. Secondly, the study's sample size and composition may limit the generalizability of the findings. The sample may not fully represent the diverse student population within the Educational Management program, particularly if certain demographic groups are underrepresented. Moreover, variations in students' academic backgrounds, learning styles, and educational goals may influence their perceptions of instructional approaches, further complicating the generalizability of the results. Additionally, the study's cross-sectional design limits its ability to capture changes in students' perceptions over time or assess causal relationships between instructional approaches and learning outcomes. Longitudinal studies or experimental designs could provide more robust evidence regarding the effectiveness of different instructional methods and their impact on student learning and academic achievement. Lastly, the study's context-specific nature may constrain its applicability to other educational settings or disciplines. Factors such as institutional culture, program goals, and pedagogical traditions may vary across educational institutions and disciplines, influencing the effectiveness of instructional approaches and the generalizability of findings. While the evaluation of self-study guidance methods in Educational Management education offers valuable insights, it's essential to recognize and address the limitations inherent in the study design, sample characteristics, and methodological approach. Future research should aim to overcome these limitations to provide a more comprehensive understanding of the effectiveness and impact of instructional approaches on student learning and academic success.

5. Conclusion

The assessment of self-study guidance methods for students pursuing a major in Educational Management at the Academy of Educational Management provides valuable insights into the efficacy of various instructional approaches. While methodologies like project-based learning and interactive teaching garnered favorable feedback, others such as group learning and problem-based teaching evoked mixed reactions. These findings emphasize the critical need to customize instructional strategies to cater to the diverse requirements and preferences of students within the Educational Management domain. Furthermore, the study accentuates the imperative for educators to meticulously craft and facilitate instructional endeavors to optimize their educational impact and effectively support student learning endeavors. It becomes paramount to address the acknowledged limitations and capitalize on evidence-based practices to augment the caliber of self-study guidance, thereby nurturing student success comprehensively within the Educational Management curriculum.

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