Building Creative Experience Learning Environments for University Students in Economics and Social Sciences Sector in Viet Nam

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Abstract:

     The study results were to determine and assign the factors affecting building creative experience learning environments for university students in Vietnam. This study aims at implementing the following four main objectives: First, identify the factors affecting building creative experience learning environments for university students in Vietnam; Second, determine the satisfaction level of students in Vietnam to creative experience learning environments; Third, determine the priority order of the impact factors affecting building creative experience learning environments for students in Vietnam; Fourthly, propose solutions to build creative experience learning environments for university students in Vietnam in the

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coming up time. The research results have identified nine factors affecting building creative experience learning environments for university students in Vietnam and the order are as follows: game organizations and interactive stages, contest organizations, fact sightseeings, event organizations, forum organizations, club activities, exchange activities, volunteer campaigns, humanitarian activities.

Key words: creative learning, experience learning, high quality education, skill training, unemployment, tertiary education.

INTRODUCTION

Learning from practical experience, creative experience are the trend; new learning methods have attracted a lot of attention from the social educators. Model of learning from experience is increasingly being replicated and attracted many people's participation because of its efficiency. Creative experience learning environment has appeared for long time in countries with advanced education but it is new in Vietnam. Creative experience learning environment based on organizing educational and training activities towards enhancing the experience to promote student creativity, create different environments so enhancing students' experience most, and the place for provoking creativity, turning students' creative ideas into reality to show their inspiration.

Mentioning creative experience is that students have to experience the fact, involve in or contact to objects or certain facts to create new values for the physics or mind, to find out new solution which is not affected, depending on rigid theories or existing ones. creativity experience activities are to guide, facilitate students to observe, think, and participate in practical activities, thereby encouraging, motivating and enabling them to actively researching, finding new solutions, innovating new ones based on knowledge learned at school and what was going through their real lives, thus forming consciousness, qualities,

life skills and capacity for students before joining practice labor market. Many countries with developed education have considered creative experience learning environments tools to attract students and train comprehensive personnel. It helps achieve the objectives of training the people with sense of purpose, ethical, future-oriented, creativity, know positively what they have learned into practice, at the same time know how to share and care about the people around.

No one can deny the value and benefits of creative experience learning environment but currently Vietnamese colleges and universities have not applied or applied for half making Vietnamese higher education quality is far behind developed education in the world. According to experts, if changing and thinking are slow, Vietnamese education will face the risk of lagging far behind the advanced education in the world.

LITERATURE REVIEW

Creative learning experience is a form of learning associated with situations from real life or meaningful context requires students to be immersed into practice to solve the problem (John Hanrry, 2010). The goal of the activities is to bring students closer to real life and society; help students gain life skills and knowledge necessary to become people with comprehensive capabilities. According to Bui Ngoc Diep, creative experience learning environment basically is collective activities with self-reliance and individual efforts to develop the creativity and individual personality in the team. Creative experience learning environment appreciate practical activities to students' autonomy. These Activities include game organizations and interactive stages, contest organizations, fact sightseeings, event organizations, forum organizations, club activities, exchange activities, volunteer campaigns, humanitarian activities. Creative experience learning

environment is carried out through creative experience educational activities. Creative experience educational activities are practical training activities in parallel with teaching activities at universities. They are part of the educational process, held outside the official school day in class or integrated parallel to the classroom content and additional relationships which support learning activities. Through practical activities, they help develop and improve students' qualities and potential, foster independent living consciousness and also take care, share to those around them. By participating in creative educational experience, students are able to promote their roles, positivity, proactiveness, self-awareness and creativity. The students are actively involved in all phases of the operation: from designing work to preparing, implementing and evaluating the results of operations in accordance with the characteristics of subjects, qualifications and abilities. In this learning environment, students experience, express opinions, ideas, be evaluated and selected operational ideas, express, assert themselves, self-assessed and evaluated operating results, friends and group. Since then, forming and developing necessary values and capacity. Creative experience learning environment is to develop, innovative creativity and personality of each individual in the group. According to this scholar, creative experience learning environment basically is collective activities with self-reliance and individual efforts to develop the creativity and individual personality in the team; therefore, universities, teachers need to study the needs and consult students carefully to build training programs and specific learning plan for each specific student. Topics should be ensured learning experiences sticked with the problem which must be solved in the local where students live and learn, or the social remarkable topics. Experience topics are not built over the contents of students' knowledge. Content knowledge must be in the framework of knowledge that the students have learned which is relevant

knowledge, reference to knowledge society (Katti et al, 2013). In creative activities, teachers are only support, guidance who assist students, and participating activities, solving problems and enhancing life skills need learners' ability. Lecturers now serves as an advisor, arrange and help remind students to develop, assess understanding of students' learning. The key of this teaching form is students grasp the basic background knowledge, focus and necessary skills that the lessons need transmitting, avoid cramming too much knowledge for students. To achieve the effect of the lessons, teachers need plans the ideas clearly, arrange how to match from the low level of knowledge gradually to another level, so that students will not be like a fish out of the water and progressively adapt to new learning methods. Students must experience the meaning of the lesson, define methods, results, and solve problems themselves. With this method, students are no longer passive as traditional way but they become the center, who receive, find knowledge under the guidance of teachers. This study must be from students' needs in finding solutions in learning situations and explore the situation deeper. Creative experience learning environment must be communal, or in other words, students must learn to work in groups in order to ensure objectivity, learn from each other as well as learn how to work and live with others.

According to Tran Van Dinh and Vu Hanh (2014), creative experience education activities have rich content and highly integrated, synthesized knowledge, skills in various subject areas, many areas of learning and education, such as moral education, intellectual education, life skills education, life values education, art education, aesthetics, physical education, labor education, road safety education, environmental education , drug prevention education, education on HIV / AIDS and other social evils. These activities can be organized according to different scales: by group, by grade, by grade block, by department or inter-department and inter-school. However,

organizing according to group sizes and scales are more dominant in many aspects such as a simple, inexpensive, less time, and students are more engaged and more likely to form, grow more capacity for students. In reality, in advanced education countries have approved creative experience learning activities attract the participation, collaboration, linking many educational forces inside and outside the school, such as form teachers, subject teachers, training faculty school administrators, parents, local authorities, study promotion association, trade unions, the youth union, agencies, organizations, local businesses, social activists. The content of creative experience educational activities is practical and close to real life, meet the students' needs, help them to apply their knowledge in real life on easily and conveniently.

Based on the research and above analysis, it can be concluded the factors affecting building creative experience learning environments for students in Vietnam (Variable Y) focus on the following main points: game organizations and interactive stages, contest organizations, fact sightseeings, event organizations, forum organizations, club activities, exchange activities, volunteer campaigns, humanitarian activities (variable X). Research model includes 09 independent variables (X) and 01 dependent variable (Y).

RESEARCH MODEL & HYPOTHESIS

Game Organizations and interactive stages

Game is a kind of recreational activities; relax with knowledge from many different fields, and its effect is "learning through playing, playing through learning" Business situations, customer care, sales skills are organized through games in order to appeal to, inspire and help promote students' creativity; help students more receptive to new knowledge; create a friendly atmosphere; provide students with clever and briskly behaviour; train skills and reinforce the knowledge

learned. Interactive stage is an interactive form based on action activities. The main performance is a share, discussions among students and faculty. The purpose of this activity is to increase awareness, promote students to show their opinions, thinking and how to handle real-life situations encountered in work or life. Through this interaction, the students have the opportunity to practice the skills for detecting problems; analyzing problem skills, and decision-making problem solving skills, creativity in resolving the situation and ability in dealing with changes of life.

Hypothesis H1: There is a close relationship between the "Game organizations and interactive stages" and building creative experience learning environments for students in Vietnam.

Event Organizations

Event Organizations at universities are an activity providing opportunities for students to express ideas, imagination, organization and operation capacity, implementation and monitoring activities. The events can be held in school such as: workshops, opening ceremony, graduations, anniversaries; Exhibitions, scientific conferences, art festivals; The students' physical and substance assessment activities; Sports congress, friendly contest; Practical learning activities, surveys etc. Through event activities, students are trained carefully, detail, minded organizations, mobility, agility, patience, ability to establish good relationship in work groups and good health. When participating in events, students will demonstrate the strength and ability to withstand the high pressure of the organizational mission. In addition, they also know how to manage and cope in any situation that happens any time.

Hypothesis H2: There is a close relationship between the "Event organizations" and building creative experience learning environments for students in Vietnam.

Contest Organizations

Competition or Contest is one of the forms of organizing activities to attract students and help them achieve high efficiency in gathering, education, training and orientating values for the youth. Contests are competitive among individuals, groups or collectives to find the winner. The contest can be done in many different forms, such as the CEO talent, eloquence contest, writing contest, a competition etc with specific educational content. Any educational content can also be organized in the form of competition. In order to attract students, organizations need flexibility, creativity, avoiding formalism. The goal of contests is to attract students to participate actively in educational activities of the university; meet students' needs of entertainment; attract talent and creativity of the students; develop capabilities and active interaction of students and contribute to their positive learning motivation, stimulate interest in cognitive processes.

Hypothesis H3: There is a close relationship between the "Contest organizations" and building creative experience learning environments for students in Vietnam

Forum Organizations

Forum is an active form of organization used to promote students' involvement through the students directly, actively expressing their opinions with numerous friends, schools, teachers, parents and other adults concerned. Through the forum, students have the opportunity to express thoughts, ideas, concepts or proposals on an issue related to their demand, excitement, and aspirations. Therefore, the forum should be organized very flexible, rich and varied with specific forms of activity and appropriate to each class, each object. The purpose of the forum is held to provide opportunities and environment for students to express opinions on issues they care about, help them show their thoughts and positive behaviors to affirm and their voices. Through the forum,

teachers, parents and concerned adults can grasp their affairs, worries and expectations of the students; enhancing exchange opportunities among parents and students; and promote self students; and help educate managers and policy measures to improve education and training quality.

Hypothesis H4: There is a close relationship between the "Forum organizations" and building creative experience learning environments for students in Vietnam.

Fact sightseeings

Fact sightseeings at offices of the company, the factory are a form of practical learning organization attracting students. The purpose of this activity is to help them study and learn knowledge, contact specific jobs, fact living and working environments, far from where they live, learn, help them get the actual experience, which may be applied to the work and lives of their own.

Hypothesis H5: There is a close relationship between the "Fact sightseeings" and building creative experience learning environments for students in Vietnam

Club Activities

The club is a form of extracurricular activities of the group of students with similar interests, needs, skills, etc. under the direction of lectures to create a friendly exchanges environment, active among the students and among students and teachers, with other adults. Club activities provide opportunities for students to share knowledge, understanding of the fileds in which they are interested, thereby developing students' skills such as communication skills, listening skills and expressing ideas, thoughts, presentation skills, ideas, writing skills, collaborative skills, teamwork, decision-making skills and problem solving. Club is a place for students to practice the "self" such as the right to learn, right to recreation and participation in the activities; the right to express freely;

receive and popularize information, etc. Through this activity, the school, the teachers understand and take more concerned about the needs and aspirations of legitimate purpose of students. Club depends on the principle of voluntary, uniform, regular routines and can be held with many different areas such as academic clubs; Sports clubs; Culture and arts clubs etc.

Hypothesis H6: There is a close relationship between the "Club Activities" and building creative experience learning environments for students in Vietnam

Exchange Activities

Exchange is a form of education in order to create necessary conditions for students to be exposed, chatted and exchanged information with the typical character of certain fields such as ceo, successful people, especially the previous students. Thereby, it helps children with emotional and consistent behavior, with right advice from the mirrors to overcome difficulties in learning, practicing and perfecting personality.

Hypothesis H7: There is a close relationship between the "Exchange activities" and building creative experience learning environments for students in Vietnam

Volunteer Campaigns

Volunteer Campaigns is form of organizations not only affects the students but to all community members. Volunteer Campaigns are diverse, such as environmental protection campaign, forest protection campaign, Earth hour campaign; School cleaning campaigns; Climate change campaign; Green summer campaign etc. Thanks to these activities, students have the opportunity to assert themselves in the community, thereby forming and developing community consciousness. The students participate in campaign activities to enhance understanding and concerns for social issues such as environmental problems, traffic safety,... to help students have

a sense of action for public; rehearsals for students to participate in solving social problems; develop in students some necessary skills such as cooperation skills, ability to collect information, assessment and decision-making skills.

Hypothesis H8: There is a close relationship between the "Volunteer campaigns" and building creative experience learning environments for students in Vietnam

Humanitarian activities

Humanitarian activities are activities affecting the heart, emotion, empathy of students in front of people with particularly difficult circumstances. This activity is done in many different forms such as: Blood donation; Fund building to support students from poor families with difficulties; Tet for the poor and victims of orange agent; Donations for children undergoing cardiac surgery; Donation school supplies for the students in highlands; Mid Autumn festival for the poor and remote students etc. Through humanitarian activities, students know more the poor' situation, people infected with Orange Agent, orphans, the disabled, disabilities, the lonely and helpless elderly, those who have particularly difficult circumstances, those who are vulnerable in life etc. for timely help them gradually overcome difficulties and stabilize their lives, to rise into the community. Humanitarian activities help the students share their thoughts, feelings and material value to the community members, know more about the people around education since then educate the value for students, such as savings, respect, sharing, empathy, love, responsibility, happiness etc.

Hypothesis H9: There is a close relationship between the "Humanitarian activities" and Building creative experience learning environments for students in Vietnam.

RESEARCH METHODOLOGY

The two major research methods, qualitative and quantitative research are focused, specifically, the research process has three stages.

Stage 1, Based on theory and the related results mentioned the above, qualitative research method was used for group discussing and leading experts consulting to select the variables and observed variable groups.

Stage 2, Based on the grouping of factors affecting building creative experience learning environments for university students in Economics and Social Sciences sector in Vietnam, the researcher designed survey questionnaires to collect the opinions of 629 students in Ho Chi Minh City. The research model includes 09 scales, 52 observed variables (questionnaires), using 5- point Likert scale, Distance value = (Maximum - Minimum) / n = (5 - 1) / 5 = 0.8: 1. Completely disagree; 2. Disagree; 3. No opinion / Normal; 4. Agree; 5. Totally agree. Survey results were entered SPSS 20.0 and Cronbach's Alpha coefficient was used to test reliability of the scale. In this study, sampling and random method were used. According to Hair et al., (2006), the formula for calculating sample size is $n = \sum_{j=1}^{m} kPj$. In which m is the scale and Pj is the number of observed variables of the scale. The proportion of the sample compared to 1 analysis variable (k) is 5/1 or 10/1. Thus, the number of samples is larger than "total observed variables" of scale times "5" and less than "total observed variables" of the scale times "10". However, according to Lee Nguyen (2011), depending on the object of study and research goals, increasing sample size will increase the reliability of data. Stage 3, After testing the reliability using Cronbach's alpha coefficient, Exploratory Factor Analysis - EFA was analyzed to shrink and summarize the data of the scale (Hoang Trong Chu and Nguyen Mong Ngoc, 2005 "Quantitative Research SPSS"). This method is based on extraction ratio factor (Eigenvalue), under which only those factors having ration (Eigenvalue) greater than 1

will be kept, those smaller than one will not show information better than origin variable because after standardizing, each original variance is 1. The method of extracting the main components (Principal components) and original method of factor rotation (Varimax Procedure) were used to minimize the number of variables that have large coefficients for the same factor, which increases explaining the factors. The results then were used to analyze multiple linear regression to test the assumptions of the model, which consider the impact of factors affecting building creative experience learning environments for university students in Economics and Social Sciences sector in Vietnam.

RESEARCH RESULTS AND DISCUSSIONS

Table 1. Testing the average value for the observed variables

CODE / OBSERVED VARIABLES	N	MEAN
CA1: I like the friendly and positive learning environment	629	3.35
CA2: I would like to share my knowledge, understanding	629	3.39
CA3: I would like to have chance to express personality	629	3.52
CA4: I would like the club to operate under clear, public guidelines	629	3.71
CA5: I would like to have periodical club activities schedule	629	3.80
CA6: I would like the club organization with more activities	629	4.02
GO1: I would like to study how to organize such as games or acting on stage	629	3.40
GO2: I am interested in the form of "learning through playing, playing through learning"	629	3.43
GO3: The form of "learning through playing, playing through learning" help promote creativity	629	3.42
GO4: I would like to be the ceo, salespeople, clients etc.	629	3.55
GO5: I would like learning activities entertaining, relaxing	629	3.44
GO6: I would like learning atmosphere like in the office workplace	629	3.45
GO7: I like when presenting views and how to deal with real-life situations	629	3.44
GO8: I would like to practice making decisions and solving problems skills	629	3.52
FO1: I would like to express my opinions on the forum	629	3.36
FO2:I think to encourage and replicate positive behavior of others	629	3.36
FO3: I think the school will get many useful comments from students	629	4.03
FO4: Forum helps strengthen exchanges among students, parents and schools	629	3.38

FO5: Forum is a place where the school identify, capture students' feelings and needs	629	4.00
FS1: I would like to learn, to visit businesses, factories	629	4.51
FS2: I would like to learn the knowledge and practical experience in the business	629	3.65
FS3: I would like to practice in the workplace, the scene	629	3.74
FS4: I would like the realistic simulation classrooms in business	629	3.36
C01: I would like the competition to be organized flexibly, creatively, avoiding formalism	629	3.35
C02: I enjoy the talent contest such as a talent CEO, speaking contest etc	629	3.62
C03: I think the competition helps me develop active and interactive ability	629	3.39
C04: I think the competition helps education, training and orientation towards young people	629	3.42
C05: The contest helps discover and develop the students' talents	629	3.72
EO1: Event organization helps me learn how to train meticulous, detailed and organized mind	629	4.43
EO2: Event helps me train dynamics, patience	629	3.41
EO3: I would like to practice setting relationships skills and communication skills	629	3.80
EO4: Event organization helps me express ideas, creativity	629	3.65
EO5: Event organization helps me understand how to deal with any situation that could happen	629	3.74
EO6: Event organization helps me practice teamwork abilities	629	3.37
EO7: Event organization helps me exercise leadership abilities	629	3.41
EA1: I would like to contact, chat with typical and successful ceo	629	3.77
EA2: I would like to talk to successful people which are alumni of the school	629	4.25
EA3: I like the right advice from the successful example of overcoming difficulties	629	3.38
EA4: I would like to exchange activities held regularly in the classroom and school.	629	4.05
EA5: I would like to exchange issues to practical, useful and inspire students	629	3.38
VC1: I would like to participate in volunteer activities for community benefit	629	3.95
VC2: Volunteers Campaigns help me get a chance to assert myself in the community	629	3.93
VC3: Volunteers Campaigns help me have an understanding of the social urgent problems	629	3.90
VC4: Volunteers Campaigns give me the opportunity to participate in solving social problems	629	3.65
HC1: I would like to participate in activities to help the poor, the sick, the disabled etc.	629	3.77
HC2: I would like school to connect more schools with humanitarian	629	4.11

activities		
HC3: Humanitarian activities help me share emotional and material value to the community	629	4.04
HC4: Humanitarian operations educate me about saving, sharing, empathy, love, responsibility	629	3.57
GT1: I love creative experience learning environment	629	3.65
GT2: I will participate in the creative experience learning environment	629	3.44
GT3: I will convince people to join this learning environment	629	3.72

(Source: The researcher's collecting data and SPSS)

The average results of testing the scale shows that most of the scales are the average value (3:35 to 4:55). In it the scale "Organizing games and interactive stages " (3:40 to 4:55), " fact sightseeings" (3:36 to 4:51) and "Event organization" (3:35 to 4:43) is the highest among remaining scales. This study results show that most students thirst for real creative experience learning environment. The study results also reflect the true situation of Vietnamese education. Actually, teaching in Viet Nam was heavy on theory and little on application. The organization of teaching and learning have been lack, monotonous, heavy formalism, therefore, it cannot attract students. The current teaching does not teach students how to be active learning but learning to how cope. Parents and society appreciate qualifications and see them as their jewelry; therefore they care about qualification scores, therefore they do not care about real education quality. In many places, the competition and the assessment of learning outcomes of students are not fact but it is only stage at which teachers and students act to get the achievements. Students' assessment only is assessing remembering information, which means it is the lowest level of awareness and thinking. The discipline and skills assessment have no official standard, therefore it is reckless. The way to evaluate graded good instructors also do not rely on the educational outcomes of students, but it is only based on what teachers "take" in a number of lessons which have been prepared carefully during the lecturing. Policy review mechanism and salaries are leveled, not increasing

according to the level and capacity but rising by seniority that makes good instructors lose their professional development needs. Besides, educational environment does not accept the judgment and thus it is also hard for education sector to develop. It is said that in order to enhance performance competitiveness for Vietnamese higher education and universities, the education sector needs improving more powerful, especially investing building creative experience learning environment in the future.

Table 2- Cronbach's Alpha

MODEL	CODE	FACTORS	CRONBACH'S ALPHA
IDV	GO	Game Organizations and Interactive Stages	0.791
	CO	Contest Organizations	0.844
	FS	Fact Sightseeings	0.869
	EO	Event Organizations	0.880
	FO	Forum Organizations	0.801
	CA	Club Activities	0.875
	EA	Exchange Activities	0.868
	VC	Volunteer Campaigns	0.854
	HC	Humanitarian Activities	0.736
DV	GT	Creative experience learning environments	0.833

(Source: The researcher's collecting data and SPSS)

The test results scale shows that the scale has good accuracy with Cronbach's alpha coefficient > 0.7 and the correlation coefficients of the total variables of measurement variables meet the allowed standard (> 0.3), the scale will be accepted. The observed variables are used for factor analysis to discover in the next step.

Table 3. Exploratory Factor Analysis (EFA)

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.92	39.544	41.544	9.92	1544	41.544	3.028	13.761	13.761
2	1.681	8.094	48.638	1.681	8.094	48.638	2.944	13.383	27.144
3	1.319	5.986	54.625	1.319	5.986	54.625	2.918	13.263	40.407
4	1.227	5.548	60.173	1.227	5.548	60.173	2.771	12.595	53.001
5	1.407	6.006	55.115	1.417	6.006	55.115	2.918	13.263	40.407
6	1.027	6.002	58.473	1.429	6.648	59.173	2.828	11.595	55.221
7	406	4.126	34.325	1.119	5.283	64.125	2.216	11.200	39.998
8	1.227	5.988	66.123	1.227	5.988	66.123	2.771	12.008	54.021
9	1.119	5.867	81.006	1.261	5.867	81.006	2.665	12.113	81.006

(Source: The researcher's collecting data and SPSS)

The results of EFA (Exploratory Factor Analysis) shows the total variance extracted is 81.006% greater than 50%. This means that the withdrawing factors would explain 81.006% for model, 18.994% is explained by other factors. Extraction ratio factor (Eigenvalue = 1.507) is greater than 01 that is kept.

Table 4. Analysis of multiple linear regressions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.814[a]	.645	*.712*	.611	*1.922*
a. Predictors: (Constant), X9, X8, X7, X6, X5, X4, X3, X2, X1					
b. Dependent Variable: GT					

(Source: The researcher's collecting data and SPSS)

The above result shows the correlation coefficient adjustment: R^2= 0.712 (verification F, sig. <0.05); which means 71.2 % of the variable Y shift is explained by the nine independent variables (Xi). Coefficient Durbin - Watson (d) = 1.922; some observers n = 629, parameter k = 9, the level of significance of 0.01 (99%), in the statistical tables Durbin - Watson, d_L (less statistical value)

= 1.623 and d_U (statistical value over) = 1.725. So (d_L = 1.623) < (d = 1.922) < [4 - (d_U = 1.725) = 2.275] proved that the model has no autocorrelation.

Table 5. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	68.091	3	45,428	**64.229**	.000b
	Residual	496.478	625	.588		
	Total	564.569	629			

(Source: The researcher's collecting data and SPSS)

Accreditation ANOVA is to assess the relevance of the theoretical regression model. The test results F = 64.229 value and Sig. = 0.000 <0.05 shows the building model is consistent with the data set and the variables included in the model are related to the dependent variable. Generally, regression analysis is 99% reliability, corresponding to the selected variables with statistically significant at the P <0.01; the results also show that all variables satisfy the demand. Verification of conformity of the model show that multicollinearity phenomenon does not violate (VIF <10).

Table 6 - Factors affecting building creative experience learning environments for students

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	-301	.022		.000	.000	-.314	.091		
X1	.334	.030	**.362**	2.214	.001	.102	.304	.750	1.001
X2	.402	.077	**.419**	2.422	.000	.308	.646	1.000	1.000
X3	.431	.065	**.425**	4.175	.000	.174	.402	1.000	1.000
X4	.313	.058	**.349**	4.310	.002	.072	.190	1.000	1.000
X5	.293	.042	**.310**	3.844	.000	.109	.337	1.000	1.002
X6	.222	.051	**.243**	4.004	.000	.109	.231	1.000	1.001
X7	.233	.032	**.318**	1.883	.000	.211	.235	1.000	1.000
X8	.214	.042	**.228**	3.844	.000	.109	.337	1.000	1.000
X9	.121	.072	**.125**	1.124	.000	.301	.333	1.000	1.004

a. Dependent Variable: Y
(Source: The researcher's collecting data and SPSS)

The results of regression analysis showed the factors affecting building creative experience learning environments for university students and expressed the following impact levels: (1) Game organizations and interactive stages: ß = 0.425; (2) Contest organizations: ß = 0.419; (3) Fact sightseeings: ß = 0.362; (4) Event organizations: ß = 0.349; (5) Forum organizations: ß = 0.318; (6) Club activities: ß = 0.310; (7) Exchange activities: ß = 0.243; (8) Volunteer campaigns: ß = 0.228; (9) Humanitarian activities: ß = 0.125. The regression equation is: $Y = 0.362X_1 + 0.419X_2 + 0.425X_3 + 0.349X_4 + 0.310X_5 + 0.243X_6 + 0.318X_7 + 0.228X_8 + 0.125X_9$. This finding is the basis for proposing solutions to building creative experience learning environments for university students in Economics and Social Sciences sector in Viet Nam.

CONCLUSIONS AND RECOMMENDATIONS

This study shows that there are five factors affecting building creative experience learning environments for university students in Economics and Social Sciences sector in Vietnam, each element is different. According to the analysis, nine factors have impact positively correlated to building creative experience learning environments for university students in economics and social sciences sector in Vietnam in order respectively: game organizations and interactive stages, contest organizations, fact sightseeings, event organizations, forum organizations, club activities, exchange activities, volunteer campaigns, humanitarian activities. The study results also show that Vietnamese students need a great creative experience learning environment. This result is the basis for the education sector to have strategies enhancing competitiveness in regional and international integration trend.

From the above analysis, the authors propose the following recommendations.

Colleges and universities need mobilizing community involvement in education, creating learning opportunities and training for students, improving physical facilities, teaching equipments. Through the organization of creative experience educational activities for students, the university also has established good relationships with parents, local and community. Schools need raising awareness about the role and important position of teaching staff in developing a comprehension process for students. Educators should freely research and organize problems to guide students. In order to organize creative experience educational activities effectively, it is necessary to focus on well implementing some following measures:

Firstly, Organize training for teaching staff and personnel in the relevant departments before implementing official activities.

Secondly, Build "foundation skills" for students because when engaged in creative experience educational activities, it requires students to mobilize the knowledge, skills, and synthesis capability qualities to solve many practical tasks.

Thirdly, Guide students to find out creative experience learning activities before they take part in the activities.

Fourthly, Organize and maintain good self-management activities of class. Lecturers only act as consultants, helping students get a chance to express their own abilities, practice these qualities and competencies required.

Fifthly, creative experience educational activities are diversified content and collective knowledge, skills in various subjects, many areas of learning and education. So, teachers should hold various forms, rich teaching methods for teaching and learning most effectively.

Sixthly, Creative experience educational activities are collective activities in autonomy in order to develop creativity

and personality of each individual in the group; therefore they should be organized for all students to participate. To really effective arrangements, every lecture must help; support students to fully implement the following basic steps: Step 1. Building ideas; Step 2. Developing a plan; Step 3. Preparaing implementation; Step 4. Implementing; Step 5. Reviewing the results of implementation. Students' participating fully in every step will help form and train the necessary capacity qualities: thinking skills, organizational capacity, communication ability, solving problem ability, etc. Therefore teachers should not overlook a single step.

Seventhly, For creative experience educational activities related to many activities, many problems inside and outside schools should be involved and cooperated by parents, local authorities, communities, social activists etc.

Eighthly, creative experience activity can be done in the classroom, in the open space with many educational forces which requires time, effort, funds; so, schools need mobilizing from multiple sources. The schools need reasonable timetable, flexibility, autonomy and flexibility to encourage faculty to generate in developing programs and implementing the most effective so that taking students' center will be appreciated by students, parents and society./.

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