

# Factors Affecting the Studying Attitude of Universal Students: A Research in the Faculty of Human Resource Management, Hanoi University of Home Affairs

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**ABSTRACT:** Modern educational science has also identified the basic goal of education which is the formation of personality for learners, in order to meet the increasing requirements of society. Teaching, in addition to providing knowledge and equipping learners with skills and techniques, also has the task of forming learners' positive attitudes towards life. It can be seen that learning attitude is one of the subjective factors determining the effectiveness of learning activities, it is both the purpose and the condition of learning activities. The article Understanding the factors affecting learning attitudes for students of the Faculty of Human Resource Management, Hanoi University of Home Affairs in the period of 2021-2022; thereby proposing some solutions to improve the effectiveness of training learning attitudes for students of the Faculty of Human Resource Management, Hanoi University of Home Affairs until 2025. The authors conducted a survey by History of questionnaires and interviews with 200 full-time students from the first to the fourth year of the Faculty of Human Resource Management, Hanoi University of Home Affairs, from October 2021 to April 2022. The authors use SPSS software to process qualitative information and process quantitative information, and chart the data tables when comparing and contrasting. Research results show that there are 7 factors including: Lecturers; Teaching methods; System of facilities; Syllabus, course content; Practice, practice practice; Learning motivation; Living and accommodation conditions these factors have a positive impact on students' learning attitude.

**Keywords:** Learning attitude; Lecturers; Student; Faculty of Human Resource Management; Hanoi University of Home Affairs.

Recognizing the role of education and training in the new era, in order to meet the requirements of people and human resources, is a decisive factor in the development of the country in the period of industrialization - modernization. The Resolution of the Central Committee of the Communist Party of Vietnam at the 13th National Congress of the Communist Party of Vietnam clearly shows great solutions to renew the cause of education and training. Among the solutions, our Party emphasizes the development of teachers, attaches importance to pedagogical quality and ethics, and at the same time, students take care of perfecting their personality, enthusiastically, diligently studying and absorbing knowledge. knowledge, promoting creative thinking and self-training capacity in learners, so that they become useful citizens for society. In other words, the current problem is to find motivation for teachers and learners. The article is designed to identify the factors that affect the learning attitude of students, full-time faculty members, Faculty of Human Resources Hanoi University of Science and Technology. Measuring the influence of the above factors on the learning attitude of students of Faculty of Human Resource Management, Hanoi Department of Home Affairs. Suggest some ways to improve the factor that have a positive impact on learning attitude of students in order to improve positive learning attitude, improve passion for learning and scientific research student learning to help students achieve study results good practice, accumulate knowledge and necessary skills to achieve more success in work job after graduation.

## I. INTRODUCTION

## II. THEORETICAL BASIS AND RESEARCH MODEL

### The concept of attitude

In psychology, the concept of attitude was first used in 1918 with the definition by two American psychologists, Thomas W. Woodworth and F. L. Sturges. "Attitude is the mental state of an individual, multiplied by a value". From that, along with many other studies on attitudes over time, there are also different definitions of (by psychologists) about attitude [26].

In the Vietnamese dictionary, attitude is defined as: "The way of seeing, acting, the whole person's action in a certain direction before a problem, a situation needs to be solved. It is the sum of the outward expressions of the individual's thoughts and feelings towards the child, person or thing" [14]. Also in the English - Vietnamese dictionary, "attitude" is written as "Attitude" and is defined as "an individual's behavior or opinion" [15].

According to Ajzen and Fishbein (1980), the scientific study of attitude has always been one of the important researches of behavioral researchers in microorganization, management science... in predicting the responses of subjects in studies [2]. Although the concept of attitude is presented in different words, behavior and attitude (Rosenberg and Hovland, 1960) [22]. Scientists have different nuances, but researchers all agree that attitudes are the thoughts that are inside each individual, affecting the behavior that manifests outside of that individual in each specific situation and condition.

### The concept of learning attitude

Attitude to learn is one of the top purposes of teaching besides providing knowledge, training skills and techniques. Attitudes to study are the expressions that appear to the outside by positive or negative activities towards the subjects studied.

As early as 1960, UNESCO has clearly outlined three elements of learning: knowledge, skills, and attitudes, in which attitudes and skills play a key role. Thus, how effective the learning process is depends a lot on whether the learning attitude is serious, dedicated or not. The goal of higher education is to form learners who have full knowledge, skills, culture, have an attitude to behave in harmony with the environment, live, study and with myself.

In addition, learning attitude is also defined as the thoughts expressed that appear externally by the activities of the subjects. Attitudes to learn levels of different subjects are motivated by different motivation sets. Attitudes to study play an important role in improving the learning efficiency

of learners, especially for university students when learners have to learn mainly by themselves [4].

Attitude to study active learning, self-discipline, passion in learning is reflected in all stages of the training process: from learning stage in class (listening to lectures, taking notes, doing homework) fully, speak and argue enthusiastically in the discussion to the next stage lecture (search for information) related to the subject in the library, online, group study, actively participate in and carry out scientific research... [3].

### The concept of learning motivation

Psychologists define dynamism as an inner process that promotes, directs, and sustains action continuously [19, 23-35] [21] [25]. Simply put, motivation is what keeps you going, keeps going and decides where you should try to arrive.

Motivation to learn is one of the most critical components in learning. Motivation learning creates learners' needs and wants to learn questions. Voluntary effort in learning is a product of many different factors, which are arranged in order from personality and ability of learners to special characteristics of the subjects, learning motivation, situation, behavior of teachers [24].

Thus, through the above domestic and foreign studies, especially those in the Vietnamese educational environment with a large number of students of the surveyed subjects, it can be seen that the learning motivation factor has a positive impact on the learning attitude of students. Motivation to learn is most evident in the interest in learning, interest in learning, the need to improve knowledge and skills and techniques of learners. In addition, studying in a university environment also serves another important purpose, which is the need to learn to be able to integrate into society, to find a suitable job to support themselves, their family as well as their families, strive for the future. These are the basic needs that come from the inner motivation of every student. Thereby, it is possible to put the learning motivation factor to use for research on the factors affecting the learning attitude of students in the field of energy management, Hanoi University of Home Affairs in the proposed research model.

## III. RESEARCH MODEL

### Proposed research model

In general, the above studies have shown the relationship between the learning environment including including: Lecturers; Method teaching; System facilities substance; Learning motivation and other factors such as curriculum, content subject content; Practical

activities, practice ; individual factors such as learners such as Demographics; Article living conditions with the student 's learning attitude. Through reference to the theoretical bases and previous studies, the research in this topic determined to conduct experiments to verify the tested factors that have a positive correlation with the learning attitude of students. Learners in previous studies with survey subjects and scope are students of Hanoi University of Home Affairs of many different fields and professions are being trained in the University. The research direction will focus on the learning attitude of learners throughout the training process, regardless of specific subjects or disciplines or factors such as learning outcomes, quality of the born tablets good Karma... or pine via one variable ce ntralt ime any. Item The objective of the study is to determine the factors that have a positive correlation

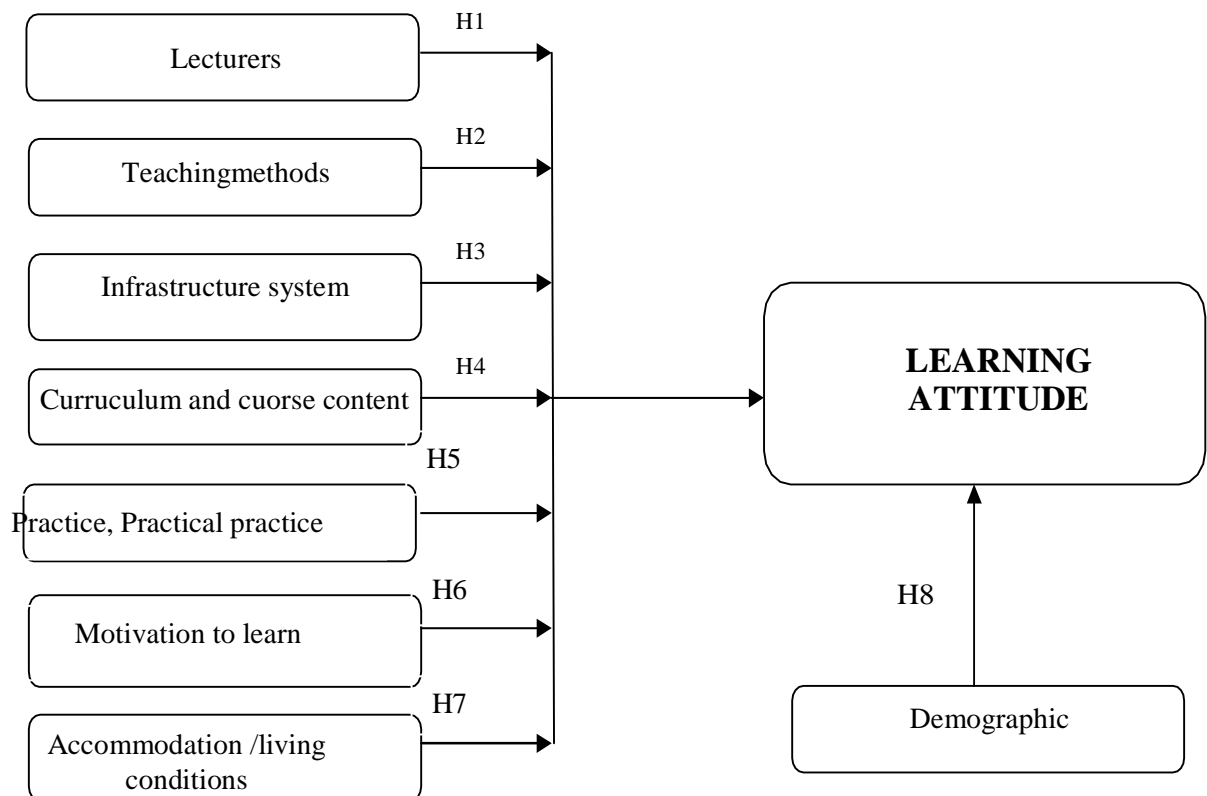
to the learning attitude of students in the University, which can serve as a basis of reference for management and teaching activities, teaching and improving the quality of training at the University of Hanoi School of Home Affairs.

Therefore, the author chooses direction of empirical research in the educational environment of Hanoi University of Home Affairs, a long-standing university in Vietnam with the specific characteristics of being a multi-disciplinary and multi-disciplinary university with a large number of students. quite large from all regions of Vietnam.

Through the analysis of the above studies, the research topic "Factors affecting students' learning attitude: Research at the Faculty of Human Resource Management, Hanoi University of Home Affairs" are recommended as follows:

**Figure 1. Research model**

**Research hypotheses**



H<sub>1</sub>: Teachers School teachers have a positive influence on students' learning attitude pellets.

H<sub>2</sub>: The teaching method of the lecturer has a positive influence on the learning attitude of the students.

H<sub>3</sub> :The school's physical system has a positive effect on students' learning attitude .

H<sub>4</sub> : Factors curriculum, subject content have a positive influence on students' learning attitude pellets.

H<sub>5</sub> :Practical activities and internships have a positive effect on students' learning attitude.

H<sub>6</sub> : Dynamic factors learning force in each student has a positive effect on learning attitude of students

H<sub>7</sub>: Student's accommodation/living conditions have a positive effect on students' learning attitude.

H<sub>8</sub>: Demographic factors of students make the difference in learning attitude among students of the University.

#### IV. RESEARCH METHODOLOGY

##### Research Design

The main research phases use quantitative research methods to answer the objectives that the subject has set. Through qualitative research results,

the author will adjust the research model and scale to suit reality, then proceed to build quantitative questionnaires. The above quantitative questionnaire will go through a thorough examination, consult with experts and thesis instructors to become a complete questionnaire for mass interviews. How to distribute questionnaires to students in five major disciplines within the Faculty of Human Resources Management, Hanoi University of Home Affairs

Collected data will be through the process of analysis and processing with the support of software SPSS 11.5 .

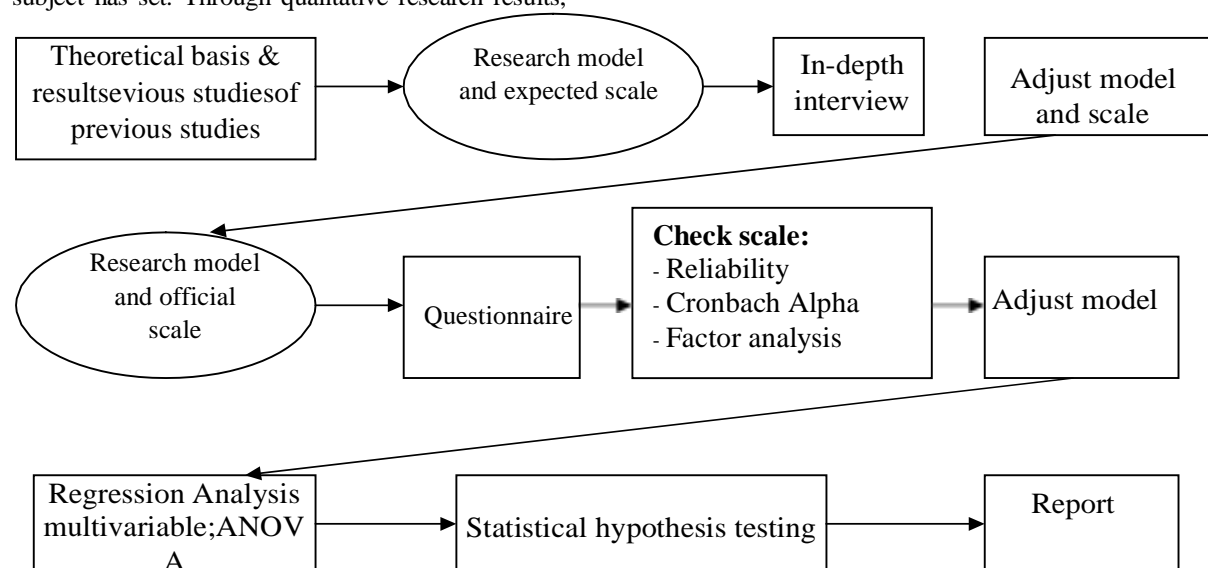


Figure 2. Steps to carry out the research

##### Building a scale

Scale construction for concepts in the research topic Research on Factors affecting student's learning attitude: Research at Faculty of Human Resources Management, Hanoi University of Home Affairs Noi was consulted and planned redundant and corrected from the theoretical basis and the studies referenced in the theoretical basis.

Except for the variable the classification includes demographic variables demographics such as residence origin, gender calculation, parent's occupation, school year..., other variables ) are measured by a scale Likert - 5 levels .

##### Scale of learning attitude

The student's learning attitude scale was developed based on the research results of Nguyen Thi Chi et al. (2010) including three observed variables 01, 02, 03. In addition, the author added three observed variables. 04, 05, 06 were developed from the assessment of positivity in learning attitudes in university pedagogical psychology [4].

##### Quantitative research

The quantitative research process was conducted after adjusting the scale from the results obtained from the qualitative research through the official survey questionnaire. Questionnaires are distributed to each student object to collect necessary data for assessing the reliability and validity of the scale, performing the scale test, and testing the suitability of the research model. propose.

##### Sample design and data collection

In quantitative research, determining the sample size for the study is a decisive step to the quality of the research results. The purpose of research is to find out the characteristics of the population under study, that is, we must collect data of the population. However, for many reasons of cost, time, etc., we only choose a small sample of the population to study [5].

The study sample was taken by class sampling method (Quota). All students of the University from year 1 onwards are divided into 4 academic years with the control attribute being the fifth year including first year, second year, third

year, fourth year. Each floor will randomly select 01- 03 classes to answer the survey.

### Data analysis techniques

The data analysis process is carried out in the following sequence of steps:

Step 1: Collect the published questionnaire, encrypt the data, enter the data into the computer for analysis with SPSS 11.5 software, and need to clean the data after input.

Step 2: Perform statistical procedures describing the collected data set.

Step 3: Assess the reliability of the scale by the reliability evaluation method with Cronbach Alpha coefficient.

Step 4: Exploratory factor analysis to calibrate the scale of conceptual factors.

Step 5: Perform multivariate regression analysis and test statistical hypotheses with an acceptable significance level of 5%.

Step 6: Perform ANOVA analysis to test the difference between the mean of groups based on demographic and academic factors for the concept of learning attitude as well as each observed variable on the student's learning attitude. students to test hypothesis  $H_8$ .

### Evaluate the reliability of the scale

To history use ladder measure for the feces volume system list in research assist, taneed check trade grade believe trust of the ladder measure. Degree believe trust of the ladder measure. Okay check trade equal direction France best. Homely consistent with the Cronbach Alpha coefficient. The larger the Cronbach Alpha coefficient, the more closely the observed variables in the scale correlate with each other. However, the analysis results for the Cronbach Alpha coefficient do not tell us which observed variables are suitable and which are not suitable, so it is necessary to consider adding "Alpha coefficient if the observed variable is omitted" to check. check and remove the observed variables that do not match the factor to be measured [2]. Many researchers think that when Cronbach Alpha is from 0.8 to close to 1, the scale in question is good, from 0.7 to close to 0.8, the scale can be used. Some researchers have also suggested that 0.6 or higher can be used in cases where the concept being measured is new or new to respondents in the research context (Nunnally, 1978; Peterson, 1994, Slater, 1995): cited by Hoang Trong and Chu Nguyen Mong Ngoc, 2008). In this study, the author chooses a scale with a larger Cronbach Alpha coefficient 0.7 [2]. In addition, with the Alpha coefficient, if we remove

each observed variable in turn, all of which are smaller than the general Cronbach Alpha coefficient, we should not remove the observed variable that has been removed [2].

### Exploratory factor analysis

Exploratory factor analysis is a group of statistical analysis procedures and methods used to reduce and reduce a data set of many interdependent observed variables into a set of variables (also known as variables). factors less so that they are more meaningful but still contain most of the information content of the original set of variables [11].

Implementation method: The research model here includes 42 observed variables measuring 7 component concepts and one learning attitude concept which are unidirectional scales, so the Principal Components factor extraction method should be used with the rotate Varimax to produce a rotated factor matrix, thereby determining the number of extracted factors as well as the number of initially observed variables belonging to the factors. Simultaneously calculate the multiplier for the factors with the Regression method to perform the next analysis.

### Multivariate regression analysis

Analysis correlation: perform analysis Pearson correlation (data collected in the form of a quantitative scale) between variables independent of the dependent variable to confirm has a linear relationship between dependent variables and independent variables, which proves that the use of multivariable regression analysis is consistent among variables. The value of the absolute value of the coefficient Pearson's closer to 1, the closer the two variables are linearly correlated. Here we use two-tail significance level test (test) with significance level less than 0.01 to determine the linear relationship between independent variable and dependent variable first when carry out regression analysis [2].

Regression analysis multivariable regression: Modeling linear relationship between variables equals linear regression model. This model will describe the form of the relationship and thereby help us predict the degree of of the dependent variable (with precision within a limited range) when the value of the variable is known in advance. independent (Truong and Ngoc, 2008) [2]. In this study, multivariable regression will be performed by Enter method to build the regression equation and test the original hypotheses .

The process performed includes:

- + Build regression model:  $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n + e_i$
- + Hypothesis test on the fit of the regression model regression to the data set through the coefficient determining R squared adjusted, especially is required to test the value of F to determine the fit of the model the regression model to the population.
- + Hypothesis test on the significance of the regression coefficient each component part to confirm or disprove the original hypothesis .
- + Hypothesis test theory of the normal distribution of residuals based on the histogram of the normalized residuals; see price mean is 0 and standard deviation is 1.
- + Determine the degree of the influence of the factors affecting the attitude the degree of learning: the higher the coefficient  $\beta$  of which factor the larger it can be said that the factor has a greater influence on the learning attitude. Volume than other factors in the research model.
- + Bartlett test: consider hypothesis that variables are not correlated in the population, if tested for statistical significance (sig < 0.05), then can conclude that variables are correlated with each other in the overall, factor analysis is appropriate for the data set is review.
- + Eigenvalue: great represents the variability explained by each factor. Only factors with an eigenvalue greater than 1 are kept in the analytical model.
- + Coefficient of variance extracted: percentage of total variance is explained by the factors. The extracted variance needs to reach the standard level of 50% or more so that the percentage variation of the factors can explain the percentage variation of the observed variables .
- + Factor loading (factor loading factor): is single correlation coefficient between variables and factors. The coefficient factor load must be greater than or equal to 0.5 to ensure the practical significance level of the analysis factor examined break.
- + Multiply the number: we actually now take the Factor Score of the factors by how to take the average of the variables close to the factor to carry out ANOVA analysis.

### Analysis of Variance ANOVA

Method analysis ANOVA error helps to compare the mean of the groups of subjects. Technology Analysis of variance was performed to test for hypothesis that group populations have a mean equal average. This technique is based on calculate intragroup variability and intergroup mean. Based on these two estimates of the degree of variation we can draw the conclusion about the degree of difference between the group mean (Truong and Ngoc, 2008) [2].

The study will use the technique of one-way analysis of variance (One-way-ANOVA) to determine the difference in learning attitudes between groups according to the variables of gender classification, field of study, origin of residence, parental occupation with the following statistical hypothesis test:

Hypothesis  $H_0$ : there is no difference between groups in terms of learning attitude.

The variance in testing the homogeneity of the quantitative variables must be greater than 5% to conclude that the variance of the quantitative variable between the groups is not statistically significant, demonstrating the agreement. ANOVA analysis event. In addition, if <5%, the conclusion does not meet the analysis conditions and stops.

Hypothesis test hypothesis  $H_0$  is equal to the sig of the quantitative variables with the reliability of the test being 95% (sig < 0.05) can say there is a difference statistically significant. Also if sig of the quantitative variable > 0.05, the conclusion is not enough basis to reject the hypothesis  $H_0$ .

Continue to perform analysis Deeply analyze ANOVA to determine the difference differentiate between groups by the test Post Hoc at 5% significance level.

## V. RESEARCH RESULTS

### Descriptive statistics

Samples were collected using the method of class sampling (Quota). Each floor randomly selected representative classes to distribute the questionnaire. A total of 42 questionnaires were released for investigation.

In which, the demographic factors can be enumerated as follows:

Table 3. Statistics by sex sample

Sex	Quantity	Ratio (%)	Valid rate (%)
male	80	38.1	38.1
Female	140	61.9	61.9
<b>total</b>	<b>220</b>	<b>100.0</b>	<b>100.0</b>

**Table 4. Statistics by school year**

School year	Quantity	Ratio (%)	Valid rate (%)
First year	30	12.6	12.6
Second year	70	53.7	53.7
The third year	60	33.7	33.7
Fourth year	60	33.7	33.7
total	220	100.0	100.0

**Table 5. Sample statistics by residence origin**

Origin of residence	Quantity	Ratio (%)	Valid rate (%)
Countryside	120	68.3	68.3
Town/Town	60	16.4	16.4
City	40	15.4	15.4
<b>Valid summary</b>	<b>220</b>	<b>100.0</b>	<b>100.0</b>

**Table 6. Statistics by occupation of parents**

Occupation of father/mother	Quantity	Ratio (%)	Valid rate (%)
Farmer	115	65.1	65.1
Worker	6	4.0	4.0
Public servants	50	15.3	15.3
Business	45	13.3	13.3
General Labor	4	2.3	2.3
Valid summary	220	100.0	100.0
total	220	100.0	

**Check the scale Evaluation criteria**

Cronbach Alpha analysis is a statistical test that checks the rigor of the items (observed variables) in the scale of concepts, it is used to remove inappropriate observed variables before conducting the analysis. discovery factor. The research will assess the reliability of the scale of the research concepts including Lecturers; Teaching methods; System of facilities; Syllabus, course content; Practice, practice practice; Learning motivation; Eating and living conditions; Learning attitude is equal to Cronbach Alpha coefficient with the coefficient's standard must be greater than 0.7 (can be used).

In addition, it is necessary to pay attention to the Alpha coefficient of the scale when omitting

each observed variable in turn, the requirement of this coefficient is to be smaller than the general Cronbach Alpha coefficient of the scale (Truong and Ngoc,2008) [2].

**Analysis results**

For Instructor concepts; Teaching methods; Practice, practice practice; Eating and living conditions; Learning attitude, analysis results for Cronbach's Alpha coefficient are all greater than 0.7. This means that the observed variables of the above concepts are reliable enough to describe the content of the concepts, showing different aspects of the concepts that the observed variables are used to measure.measure.

**Table 7. Cronbach Alpha analysis results**

Element	Observed variables	Medium	Standard deviation	Correlate total variable	Alpha variable if eliminated
Mechanical system	Facili13	3.0026	1.0406	0.5825	0.7685
	Facili14	2.9586	0.9662	0.6665	0.7478
	Facili15	2.7374	0.9328	0.6431	0.7542
	Facili16	3.5640	0.9604	0.4317	0.8021

facilities	Facili17	3.2096	0.8831	0.6312	0.7583
	Facili18	3.1345	0.8831	0.4236	0.8017
	Cronbach Alpha coefficient of the factor: <b>0.8036</b>				
Syllabus, course content	Subjec21	3.5082	0.7421	0.5367	0.7429
	Subjec22	3.1677	0.7627	0.6127	0.7050
	Subjec23	3.3115	0.8379	0.5845	0.7192
	Subjec24	3.3657	0.8333	0.5860	0.7182
	Cronbach Alpha coefficient of the factor: <b>0.7757</b>				
Motivation to learn	Motiva29	4.2312	0.6854	0.5148	0.7129
	Motiva30	4.0930	0.8065	0.5583	0.6950
	Motiva31	3.8668	0.8943	0.4509	0.7419
	Motiva32	4.2224	0.7453	0.5560	0.6969
	Motiva33	4.3304	0.7112	0.5429	0.7027
	Cronbach Alpha coefficient of the factor: <b>0.7535</b>				

**Comment:** After the second analysis, the remaining concepts all have a reliability scale (Cronbach Alpha greater than 0.7). Thus, we have removed three inappropriate variables from the scale of component concepts before entering exploratory factor analysis. These three variables do not guarantee the reliability of the scale. So finally researchnextcustomaryhistoryuse39variablewith8c onceptthoughttorealpresentlyfecesvolume coreelem entexaminationbreak.

### Exploratory factor analysis

#### Evaluation criteria

This study performed exploratory factor analysis with the Principal component extraction method, performed Varimax rotation with the following statistical parameters:

- + KMO index greater than 0.5
- + Bartlett test has significance less than 0.05
- + EigenValue is greater than 1
- + The extracted variance of the factors is more than 50%
- + Use observed variables with Factor loading greater than 0.5

#### Analysis results

Perform factor analysis with 7 independent variables (including 33 important variables).close):

Results of the first factor analysis: The results have 8 factors drawn with all statistical parameters meeting the standards, however, there are some observed variables with factor loading coefficients less than 0.5. Which includes:

- + Instru06 (Teachers with good scientific research skills and methods) has the smallest Factor loading (0.437).

- + Facili18 (dorm, gymnasium that meets the needs of students) has a Factor loading of less than 0.5 (0.464).

- + Instru05 (Teachers have a lot of practical experience to apply in teaching subjects) with Factor loading less than 0.5(0.479).

In addition, there are three variables in the same group with the concept of the component "Textbook, subject content" including the variable Teach07 (Teachers explain the content of subjects easily to understand); Teach08 (Teachers explain the content of the subjects in a clear structure); Teach12 (Teachers have teaching methods suitable to students' cognitive levels). This is not appropriate in terms of meaning, so proceed with eliminationout.

Thus, there are a total of 6 observed variables that do not meet the requirements, continue the second factor analysis with 27 remaining variablesagain.

The results of the second factor analysis:

The second result gives the final result including 7 factors representing 27 observed variables with statistical parameters all satisfying the set criteria.out:

factor analysis method is necessary for the research data set.assist.

- + InspectionBartlett:

**Hypothesis H<sub>0</sub>** : The observed variables are not correlated with each other in the population.

$0.000 < 0.05$ , thus rejecting the null hypothesis . Conclusion observed variables are correlated with each other in the population.

- + Eigenvalues of all observed variables are larger than1, meet the set requirements.

- + Value of variance extracted = 60.47% > 50%, so factor analysis is satisfactory. We can say that the 7 factors drawn can explain 60.47% of the variation of the data setWhether.



**Table 8. List of factor loading coefficients at the second factor analysis**

Variable name	Encode	Factor						
		first	2	3	4	5	6	7
CSVC-Beautiful website for TH, TN	Facili14	,818						
CSVC-Phong TN is showing its strength for the next study	Facili15	,754						
CSVC-Strength of the road	Facili13	,703						
CSVC-Summary of improving the school's main page	Facili17	,703						
CSVC-Receiving members with a book, TLTK	Facili16	,597						
Dong luc - The results are so good, the results are high	Motiva30		,757					
Dong luc-Ren prepares for the future	Motiva33		,703					
Dong luc-Mon learns to design for the future	Motiva32		,682					
Dong luc - High knowledge, understanding	Motiva29		,681					
Dong luc-Kings are happy with all people	Motiva31		,644					
Lessons-Speaking content attracts students to listen	Subjec22			,721				
Education-Huu ich, theory, love of social life	Subjec23			,702				
The most popular lesson-Knowledge of the day	Subjec24			,677				
Lessons-Speaking of exacting, day-by-day	Subjec21			,634				
Teacher-practice, master	Instru03				,757			
Teacher-Teaching class, school lesson	Instru02				,756			
Teacher-Happy for the help from students	Instru01				,746			
Teacher-Knowledge of knowledge, understanding	Instru04				,614			
DK song-Dependant, born	Living35					,882		
DK song-Muc income, family business	Living36					,813		
DK song-Speaking of the past	Living34					,751		



studying on							
Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000
WOMEN	712	712	712	712	712	712	712

**Comment:**

All the independent variables have a fairly close correlation with the dependent variable, the correlation coefficients are statistically significant: Sig.(2-tailed) = 0.000 < 0.01  
The above analysis results confirm that continuing to perform multiple regression analysis variable is appropriate for the data set under consideration.

**Multivariate regression analysis**

When considering the model showing the linear correlation relationship between the

dependent

variable and seven variable poisson create above, tabuild directions submit aniserules linecount as after:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + e$$

Y: Attitude to study ; X<sub>1</sub>: CSVC ; X<sub>2</sub>: Dong luc ; X<sub>3</sub>: Transmit the process, the content of the MH ; X<sub>4</sub>: Giang vien ; X<sub>5</sub>: DK song ; X<sub>6</sub>: TH, Thu tap ; X<sub>7</sub>: PPGD

The results of the multivariate regression analysis are as follows:

**Table 10. Results of multivariable regression analysis**

Variables Entered/Removed(b)							
Model	Variables Entered			Variables Removed	Method		
First	PPGD, TH, method, CSVC, Communication, content of MH, Dong luc, Giang vien, DK song(a)				Enter		
All requested variables enter. Dependent Variable: Thai doc tap							
Model Summary(b)							
Model	CHEAP	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson		
First	,501(a)	,251	,244	,86766	1.829		
a Predictors: (Constant), PPGD, TH, Thuc Tap, CSVC, Transaction, Content MH, Dong luc, Giang Vien, DK song b Dependent Variable: Thai do hoc tap							
ANOVA(b)							
Model		Sum of Squares	DF	Mean Square	F	Sig.	
First	Regression	177,699	7	25,386	33,72	,000(a)	
	Residual	529,997	704	,753			
	Total	707,695	711				
a Predictors: (Constant), PPGD, TH, Thuc Tap, CSVC, Transaction, Content MH, Dong luc, Giang Vien, DK song b Dependent Variable: Thai do hoc tap							
Coefficients(a)							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics
		REMOVE	Std. Error	Beta			Tolerance
First	(Constant)	-,016	,033		-,479	,632	
	CSVC	,139	,032	,139	4.274	,000	1,000
	Motivation	,256	,033	,256	7.855	,000	1,000

Communication, content of MH	,242	,033	,242	7,410	,000	1,000
Giang Vien	,184	,033	,183	5.609	,000	1,000
DK song	,172	,033	,171	5.237	,000	1,000
TH, Thuc Tap	,163	,033	,163	5,002	,000	1,000
PPGD	,130	,033	,130	3.984	,000	1,000
a Dependent Variable: Thai doc tap						

**Comment:**

The correlation level between factors affecting students' learning attitude: R squared adjusted is 0.244, this means that 24.4% of the variation of learning attitude can be explained by the variation of the components. Thus, the remaining 75.6% is influenced by other factors that the study has not considered. This result is quite similar to the research results of Tai et al (2003) when studying the influence of educational factors at schools (R = 0.274 with 1787 samples) because both studies have surveyed with a small number of students. The sample size is relatively large, covering many students of all years of study and industry learn other together into one each school special enemy of the Vietnamese Male. Outside out, for referenced studies such as Huang and Hsu (2005)  $R^2 = 0.58$ ; Curran & Rosen (2006) has  $R^2 = 0.77$ ; Maat and Zakaria (2010) have  $R^2 = 0.432$  and  $0.421\dots$ , the adjusted R-squared study has a rather low value. This can be explained by the research scale used to measure students' positive learning attitude which is a fairly new scale, reflected in the students' active learning behavior, not stopping at the perception of students. their consciousness or feelings. Therefore, the impact of influencing factors can only be explained to a certain extent. Besides, the study was conducted with a rather large number of samples (812 samples compared with 235 samples of Huang and Hsu (2005); 258 samples of Curran & Rosen (2006) and 102 samples of Maat and Zakaria (2010) and survey monitor the level of students' perception of the overall educational environment during their study at school, not encapsulated in a specific subject or course, this has created a certain gap of research opposite to with special enemy each schools special enemy Vietnamese males with the research assist above.

**VI. CONCLUSIONS AND RECOMMENDATIONS**

**Conclude**

The process of studying the factors affecting the learning attitudes of students at Hanoi University of Home Affairs is conducted through two main steps, namely qualitative preliminary research and formal research by quantitative method. Quantitative research results have confirmed the hypotheses of the research model to a certain extent determined.

The preliminary research process is carried out through the study of previous theoretical bases, learning and inheriting from domestic and foreign studies and investigations to propose a preliminary research model for the study. assist. Preliminary model includes 7 elements Lecturer; Teaching methods; System of facilities; Syllabus, course content; Practice, practice practice; Learning motivation; Accommodation and living conditions with the hypothesis that these factors have a positive impact on students' learning attitude. In addition, the study also hypothesized that student demographic factors create the difference in learning attitudes between different groups of students. A total of 8 factors with 42 observed variables were included to conduct in-depth interviews.. At the end of the in-depth interview process, in general, the surveyed subjects agreed with the proposed scale, only changed Change some statements to be more concise. Thus, the revised research model through qualitative research still retains the 8 factors affecting students' learning attitude, corresponding to the 8 original hypotheses.head.

To submit research assist determined quantity Okay catch head equal job play on ion boards survey close with 42 observed variables and categorical variables about Demographics, school year... give birth tablets main rules from five best return Go are learn practice in Hanoi University of Home Affairs .Total add yes 220 questionnaires were issued to random classes from year 1 to year 4 . The

response results of 220 samples with 220 valid samples were included in data analysis using the statistical software SPSS 11.5. The data analysis methods used include: checking the reliability of the scale by Cronbach Alpha coefficient, exploratory factor analysis to calibrate the model, multivariate regression analysis to test the hypotheses Statistical analysis, ANOVA analysis of variance to determine the difference between other groups of students together.

The sample is collected through randomly distributing questionnaires to each class of different disciplines by a convenient method, so the data set has a fairly large number of female students (a total of 130 samples, accounting for 61, 9%). The survey subjects of the study focused mainly on second - year university students (accounting for 53.7%) . In addition, in the survey sample, the number of students coming from rural areas accounted for a large proportion (6 8.3 % ) with their parents working as farmers (6 5.1 % ).

Through the process of testing the scale of the component concept elements by Cronbach's alpha coefficient and exploratory factor analysis have eliminated 9 observed variables that do not meet the requirements. The final exploratory factor analysis results include 7 factors with observed variables corresponding to 7 component concepts of the initial influencing factors, a total of 27 observed variables belonging to 7 independent variables and 7 independent variables. 6 observed variables belonging to the dependent variable are students' learning attitudes. Thus, the adjusted research model retains the original conceptual factors, the statistical parameters of reliability, extracted variance, eigenvalues, Bartlett test, factor loading... all meet the set requirements.

The process of multivariable regression analysis was performed on a modified research model consisting of 7 independent variables affecting 1 dependent variable. The correlation between the dependent variable and the independent variables is tested through Pearson's coefficient with the results that the variables have a linear relationship with each other, which is eligible for multivariable regression analysis. Regression

analysis multivariable for conclude fruit affirmation of the fake theory system list you head with term it essay saucemandarin The difference between the independent variables and the dependent variable is statistically significant through the F test ( $F(7,704) = 33.72$ ;  $\text{sig} = 0.000$ ). In which, the factor of learning motivation has the most positive impact on learning attitude ( $\beta = 0.256$ ), followed by the element of curriculum and subject content ( $\beta =$

0.242). These are the two factors that give the most positive results, which shows that in order to have a positive learning attitude, each student needs to have the right and positive learning motivation; at the same time, the curriculum system and subject content need to be accurate and practical, useful and suitable to social requirements. Besides, the analysis results also show that other factors also have a certain positive influence on learning attitudes such as: Lecturers ( $\beta = 0.183$ ); Living and accommodation conditions ( $\beta = 0.171$ ); Practice, practice practice ( $\beta = 0.163$ ); System of facilities ( $\beta = 0.139$ ); and the lowest positive impact is the teaching method factor ( $\beta = 0.130$ ). In general, the hypotheses about the factors that positively affect the learning attitude of the research model have been tested with statistical significance for the population (testF).

The ANOVA test of variance among different groups of students also shows that there are differences in general learning attitudes or specific attitudes between groups in some factors such as origin of residence, occupation of parents. Thus, students with different backgrounds and studying in different disciplines will have different learning attitudes. This shows that it is necessary to pay more attention to the student's circumstances and to pay attention to different disciplines for the training characteristics of Hanoi University of Home Affairs , a multi -disciplinary and multi-disciplinary university. with students from many different regions in order to improve positive learning attitude for students at homeschool.

### Contribution of research topic Theoretical contributions

Research on students' attitudes, especially positive learning attitudes in the country , is still a new form of research, there are not many similar practical studies. In particular, in the higher education environment of Hanoi University of Home Affairs , there is no scientific research model to discuss students' learning attitudes. Thus, the research has contributed to a more scientific literature in the field of education by building a theoretical model with the aim of being able to detect and explain the factors of the educational environment that have an impact on education. Positive learning attitude of students pellets.

Based on the theoretical basis of many domestic and foreign studies on the attitude of university students, the research model of the factors affecting the learning attitude of students at Hanoi University of Home Affairs has been developed . Gives a relatively complete view of the effects of factors surrounding students' learning

environment on positive learning attitude, a type of attitude and behavior that has not been thoroughly and comprehensively studied in this study. education. On the other hand, the scale of the study has been built based on many studies and evaluation practices on the quality of higher education, and has been adjusted to suit the Vietnamese educational environment in general and the educational environment in Vietnam. of Hanoi University of Home Affairs in particular will contribute to supplementing the theoretical framework for assessing training quality, helping managers have a better overview of the factors that shape training quality. of the higher education environment learn.

#### Contribution in practice

The results of the study are a valuable reference source for all levels of management, leaders, training quality assurance units of Hanoi University of Home Affairs as well as the school's teaching staff in the field of education and training. the assessment and recognition of the training status based on the students' feelings about the factors that affect their learning attitude. The information and research results are based on actual and objective surveys with a relatively large number of students and spanning many fields; Therefore, the results of the study can be used as a reference for labor works plan and determined war combh ead private play develop, elevate high matter quantity di g Training aims to meet the learning needs of learners, to train quality human resources for the society association .

#### Limitations of the study

The research model built has the adjusted R-squared value of 0.244, which means that the variation of the influencing factors proposed by the study can only explain 24.4% of the variation. of learning attitudes. Thus, the remaining 75.6% is not affected by the above 7 factors; Students' learning attitude can also be influenced by many other factors that the model cannot mention next.

With the conditions of research time, cost and limited capacity, the study only carried out convenient sampling in certain disciplines, the number of samples was still quite modest compared to the large number of students of the university. In addition, the sample rate is quite different between men and women . This has had a little influence on the results obtained .

The new study stops at students' learning attitudes, but has not specifically delved into their learning outcomes to show the real effectiveness of these influencing factors. In addition, the scope of

research is relatively wide, the survey issues refer to many subjects, not to mention a specific subject or discipline. This may cause the student survey to stop at the general perception level, not accurately assessing the current situation of the University.

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