

Factors Affecting the Academic Performance of Students at the University of Labour and Social Affairs

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ABSTRACT

The academic performance of students is one of the key concerns for many universities nowadays. Because it not only affects the students themselves but also reflects the reputation and quality of education of the institution to relevant parties. For students, academic performance directly impacts their employment opportunities and personal income after graduation. Various factors, both subjective and objective, can influence students' academic performance. Based on research and surveys, the author focuses on analyzing four main factors that significantly affect the academic performance of students at the University of Labor and Social Affairs: personal factors, family factors, institutional factors, and social factors. The research findings provide valuable information as a basis for proposals to enhance the quality of education, enabling students to make positive adjustments in their perception, take proactive and creative approaches to learning, and engage in scientific research to achieve the best academic results.

Keywords: Learning outcomes, students, influencing factors.

I. PROBLEM STATEMENT

VietNam is in the process of deeply integrating into the international community across all fields, so the demand for competitive human resources is becoming more intense than ever. The competitiveness of the workforce depends heavily on the education system. The quality of education is a crucial factor that determines the success or failure of a country. This issue has received attention from the Party, the state, and society as a whole. At the 8th Central Committee Conference of the 11th term, Resolution No. 29-NQ/TW was passed “ Focusing on fundamental and comprehensive innovation in education and training to meet the requirements of industrialization, modernization in a socialist-

oriented market economyand international integration”.

The University of Labour and Social Affairs is the only public university in the field of labor, invalids, and social affairs, specializing in high-level human resource training with a focus on practical application in fields such as human resource management, social work, insurance, accounting, and business administration. It is also a center for scientific research, technology transfer, and international cooperation in the economic, labor, and social sectors to meet the development needs of the industry, the country, and international integration. By 2030, the university aims to become a leading institution in Vietnam for high-level human resource training in the labor and social fields, producing skilled, dynamic, and creative professionals with ethical standards, and establishing a reputable center for scientific research, technology transfer, and international cooperation within the ASEAN region. Its core values are "Professionalism, Creativity, and Integration.

Therefore, to enhance the university's reputation and provide high-quality human resources to employers, improving the quality of education, specifically enhancing student learning outcomes, is an urgent requirement at this stage. Researching the factors that impact the academic performance of students at the University of Labour and Social Affairs will help the institution leverage positive and important factors and propose appropriate solutions to mitigate negative factors, ultimately improving the quality of education.

II. RESEARCH METHODS

To research the factors affecting students' academic performance, we used a combination of methods: literature review method, questionnaire survey method, in-depth interview method, and mathematical-statistical method. The questionnaire

survey method is the main method used in the research of the topic.

We designed a self-assessment scale for students on the level of factors influencing academic performance according to the Likert scale as follows: 5 points - very significant impact, 4 points - significant impact, 3 points - moderate impact, 2 points - little impact, 1 point - very little impact. The higher the score, the greater the influence on students' academic performance. We calculated the total score for each influencing factor based on the frequency of selection and calculated the total score and average score for

each group of influencing factors. We ranked the influencing factors based on the total score and the groups of influencing factors based on the average score.

Based on the total score for all aspects of the factors influencing students' academic performance on the scale, we evaluated the level of influence on students' academic performance in 5 levels. The classification of the levels of influence on student's academic performance is determined based on the average score and standard deviation of the obtained results. The specific scores for each level of influence can be found in Table 1:

Table 1: Scale for evaluating the level of influence on the academic performance of students at the University of Labor and Social Affairs

Level	Student personal factors	Family factors	School factors	Social factors	General assessment
Very little effect	< 3,02	< 3,08	< 2,88	< 2,93	< 3,08
Little influence	From 3,02 to < 3,51	From 3,08 to < 3,48	From 2,88 to < 3,31	From 2,93 to < 3,38	From 3,08 to < 3,46
Average influence	From 3,51 to < 4,29	From 3,48 to < 4,28	From 3,31 to < 4,16	From 3,38 to < 4,28	From 3,46 to < 4,22
Much influences	From 4,29 to < 4,68	From 4,28 to < 4,68	From 4,16 to < 4,60	From 4,28 to < 4,73	From 4,22 to < 4,60
Very influential	≥ 4,68	≥ 4,68	≥ 4,60	≥ 4,73	≥ 4,60

The number of survey forms distributed is 320 for regular university students, evenly distributed among different majors and courses. The number of collected forms is 300, but 12 of

them have a lot of blank spaces, so they were excluded. Therefore, the final sample size used for processing is N=288 (see Table 2).

Table 2: Characteristics of the research sample, university students (N=288)

Object		Amount	Proportion (%)
Gender	Male	69	23,95
	Female	219	76,0
	Total:	288	100
Place of residence	City	87	30,2
	Province	201	69,8
	Total:	288	100
Student year	First-year	73	25,35
	Second year	73	25,35
	Third year	73	25,35
	Fourth-year	69	23,95
	Total:	288	100
Departments	Community service	57	19,79
	Human resource management	59	20,48
	Accountant	58	20,14
	Insurance	56	19,44
	Business administration	58	20,14
	Total:	288	100

III. RESEARCH RESULTS

1.1. Some theoretical issues affect students' learning outcomes

The concept of students: According to the Law on Higher Education of VietNam, students are defined as those who are studying and conducting scientific research at higher education institutions, being trained in a specific major, and becoming a high-quality human resource in the future[1].

The concept of academic performance:

According to Mark Battersby (1999), academic performance refers to the knowledge and skills that students will acquire upon completing a course or specific program, helping students understand why these knowledge and skills will be useful to them[2].

According to Keeling & Associates Inc (2003), students' academic performance is what students will know, be able to do, or demonstrate when they have completed or participated in a program/activity/project. Results are often expressed as knowledge, skills, attitudes, or values[3].

According to Nguyen Duc Chinh (2019), "Academic performance is the level of knowledge, skills, or awareness that a learner achieves in a particular field (subject)." [4].

There are various perspectives and methods for measuring students' academic performance in higher education. Academic performance can be measured through grades. It can also be self-assessed by students based on their learning process and job search results. This study defines students' academic performance as "an overall assessment by the students themselves of the knowledge and skills they have acquired in specific courses at the university."

Factors influencing students' academic performance include 4 groups of factors:

(1) Personal factors of the students themselves:

Learning needs, Learning Motivation, Learning attitudes, Career awareness, Persistence in learning, and Study methods.

(2) Family factors: Career orientation, Family expectations, and Socioeconomic characteristics of the family.

(3) School factors: Learning environment, Faculty, School infrastructure resources, Training program content, and School management policies.

(4) Social factors: Influence of mass media (smartphones), Student employment issues, Extracurricular activities, and Employment of students after graduation.

3.2. General assessment of factors affecting the learning outcomes of students at the University of Labor and Social Affairs

Students' academic performance is influenced by different factors. The author focused on analyzing the four main groups of factors that have the most impact on students' academic performance: personal factors, family factors, school factors, and social factors. Survey results show that these factors have a moderate influence on students' academic performance (average score = 3.84). The percentage of students influenced to a moderate extent is 69.1%, highly influenced is 11.7%, very highly influenced is 4.3%, influenced to a small extent is 13.8%, and very slightly influenced is 1.1%.

The data in Table 3 shows the extent to which these factors influence students' academic performance, with the group of personal factors having the highest influence (average score of 3.87). Next are the family and social factors (average score of 3.82). The group of school factors is rated as having the lowest level of influence (average score = 3.75).

Table 3: General level of influence of factors on students' academic performance

No.	Element	Average score	Standard deviation	Ranks
1	Group of personal factors of students themselves	3.87	0.46	1
2	Family factor group	3.82	0.48	2
3	School factor group	3.75	0.53	3
4	Social factors group	3.82	0.48	2

3.3. The actual status of the influence of each group of factors on student learning outcomes

3.3.1. A group of student personal factors that affect learning outcomes

The research results show that personal factors have a moderate impact on students' academic performance (mean = 3.87). The percentage of students influenced is as follows:

moderately influenced (66.0%), highly influenced (13.8%), very highly influenced (2.1%), slightly influenced (18.1%), and not influenced at all (0%).

(1). Students' learning needs

To study students' learning needs, the author presented 10 different opinions related to the need for achievement, the need for autonomy, and prospects.

Table 4: Current status of students' learning needs

No.	Contents	Average scores	Standard deviation	Ranks
1	Want to accumulate skills for a future career	3.99	0.64	3
2	Want to have knowledge that meets actual job requirements	4.16	0.73	2
3	Meet family expectations	3.79	0.76	8
4	Want to make a lot of money to improve family finances	3.96	0.60	4
5	Want to have qualifications to easily advance your position in society	3.89	0.80	6
6	There is no other better option than going to school	3.72	0.69	9
7	Want to explore your abilities	3.93	0.73	5
8	To expand social relationships	3.88	0.74	7
9	Want an opportunity to easily find a job	4.66	0.55	1
10	Know how to serve the country's development requirements	3.69	0.79	10

The survey data collected in Table 4 shows that students have strong motivations for learning: they want to have better job opportunities, acquire knowledge to meet real-life demands and develop skills for their future careers (average scores of 4.66, 4.16, and 3.99). This indicates that students' learning goals are quite clear - they study to equip themselves with the knowledge and skills needed to meet future job requirements.

Additionally, students also aim to study to earn more money to improve their family's financial situation and to have the qualifications to advance socially (average scores of 3.96 and 3.89). Therefore, students' learning goals to succeed and

become useful members of society are very clear. Following this, there is a need for self-control and meeting family expectations.

(2). Students' learning motivation

The results of studying depend a lot on the motivation to learn. So, it's really important to understand the factors that influence students' learning motivation. Because if we want to boost students' learning motivation, we have to impact the factors that influence it, making students' learning motivation strong, appropriate, and aligned with the training goals.

From Table 5, we can see that both subjective and objective factors are rated very highly by students. This shows that if we want to enhance students' learning motivation, we need to pay attention to both subjective and objective factors. One interesting point is that the statement "Studying at university will help me achieve my dreams" is rated the lowest in terms of influence among the 10 factors (average score = 3.51). This may explain why there is still a group of students who don't have confidence in the university

training process or haven't determined their career path after graduation.

When comparing intrinsic motivation with external influences, students' intrinsic motivation is very strong, as shown by opinions such as "Fear of poor results and not having job opportunities," "Wanting to affirm themselves," "The need to work in the field they have been trained in," "Always striving to study well." Therefore, if we can harness this source of strength, students' academic performance will be very high and of high quality.

Table 5: Current status of students' learning motivation

No.	Content	Average scores	Standard deviation	Ranks
1	Spend most of my time studying.	3.63	0.74	9
2	The need to work in the field of expertise has been trained.	3.83	0.66	4
3	To assert oneself	3.84	0.82	3
4	Want to bring benefits to oneself and society	3.79	0.71	6
5	Wants to accumulate knowledge for future professional activities	3.66	0.77	8
6	Afraid of poor results and no job opportunities	4.53	0.71	1
7	Going to college will help me achieve my dreams	3.51	0.77	10
8	The motivating factor, encouragement from family and friends	3.96	0.68	2
9	Always try my best to study well	3.80	0.69	5
10	Family economic factor	3.74	0.71	7

(3). Students' learning attitude

The research results show that there is a strong and close correlation between students' academic performance and their attitude toward the field of study they are pursuing (with $r = 0.509$ and $p=0.000$).

The study of students' attitudes towards their profession is important because studying at the university is specialized training for a specific professional field. We studied this from three aspects: Having the right attitude and understanding the value of the profession was rated

as the strongest influence (average score = 4.26), followed by passion and love for the profession

(average score = 4.18), and having an interest in the profession they are studying (average score = 4.0).

Table 6: Current status of students' career attitudes

No.	Contents	Average scores	Standard deviation	Ranks
1	Passion and love for the profession	4.18	0.63	2
2	Correct attitudes, understanding the price of the profession	4.26	0.50	1
3	Have an interest in the profession	4.00	0.68	3

(4). Students' career awareness

The research results show that there is a strong and close correlation between students' perception of the profession and their academic performance (with $r=0.520$ and $p=0.000$).

The perception of the profession was studied from three perspectives, and according to the survey results, students rated the statement "Before studying this major, I spent a lot of time

understanding the principles and ethical values of the profession I love" the highest (average score = 4.02), followed by the statement "I believe that to succeed in the career field, it is necessary to have a full understanding of the requirements, purposes, and characteristics of the profession I am pursuing" (average score = 4.00), and finally "having a full understanding of the value of the profession I am studying" (average score = 3.77).

Table 7: Current status of students' career awareness

No.	Contents	Average scores	Standard deviation	Ranks
1	Fully realize the value of the profession I am studying	3.77	0.57	3
2	Before studying this major, I spent a lot of time researching the principles and ethical values of the profession I love.	4.02	0.56	1
3	I believe that to succeed in the career field, one needs to have a full understanding of the requirements, purposes, and characteristics of the profession one is pursuing.	4.00	0.63	2

(5). Student's consistency in learning

The study of students' perseverance in learning is reflected through 7 observed variables, aiming to show their ability to endure and control pressure during the university learning process. The data table (Table 8) indicates that the variables measuring different aspects of students' perseverance in learning show quite a high difference (average score = 3.78 to average score = 4.49). Aspects such as "No matter how difficult it is, I am always committed to completing my studies at the university" "I always enjoy the challenges in learning" and "When necessary, I am ready to work hard to achieve my learning goals" were rated highest by the students. This shows that

the majority of students have a very positive mindset in the learning process. The aspects "I always can cope with unexpected difficulties in learning" and "I always control the difficulties that arise in my learning" were rated lowest by the students. This indicates that students' adaptation and coping with difficulties in learning are still limited. Working in a mentally demanding environment, coupled with academic pressure, can lead to psychological obstacles for students such as stress and academic depression. Students' ability to control academic pressure reflects their resilience and positive actions when facing uncertainties. Challenges represent belief in life changes. Change

is an attractive motivation, not a threat to development, and students need to be aware of this.

Table 8: Current status of students' academic consistency

No.	Contents	Average scores	Standard deviation	Ranks
1	When necessary, I am ready to work hard to achieve my study goals.	4.04	0.63	3
2	I always enjoy challenges in studying	4.10	0.79	2
3	I can always control the difficulties that arise in my studies	3.79	0.81	6
4	When I encounter a learning difficulty, I am always able to solve it.	3.84	0.83	5
5	I am always able to cope with unexpected difficulties in studying	3.78	0.70	7
6	In general, my ability to withstand academic pressure is very high	3.90	0.80	4
7	No matter what difficulties, I am always committed to completing my studies at school	4.49	0.74	1

(6). Competition in student learning

The competitive aspect of students' learning is studied through 4 observed variables, reflecting the capacity, level, social understanding, self-awareness, and status of students in the university learning process. From the data table (Table 9), it is shown that the variables measuring different aspects of students' competitiveness in

learning have differences (average score = 3.76 to average score = 4.11). The aspect "Competitiveness in learning helps me learn from myself and my peers" was rated highest by the students (average score = 4.11), and the aspect "I like competitiveness in learning because it makes me and my peers closer" was rated lowest by the students (average score = 3.76).

Table 9: Current status of competitiveness in student learning

No.	Contents	Average scores	Standard deviation	Ranks
1	I like competition in studying because it makes me and my classmates closer	3.76	0.63	4
2	Overall, I really enjoy competing in my studies	3.94	0.70	3
3	Competition in learning is a means to help me develop my abilities	3.97	0.74	2
4	Competing in learning helps me learn from myself and from my friends	4.11	0.75	1

(7). Student impressions of the university

The students' impression of the university is studied through 4 observed variables, aiming to reflect the students' perception of the prestigious and reputable university brand, the quality, and the opportunities for employment after graduation, which also helps students strengthen their confidence in learning. A good impression of the university means better academic performance for students. From the data table (Table 10), it is

shown that the variables measuring different aspects of students' impression of the university have differences (average score = 3.60 to average score = 4.05). The aspect "I have heard a lot of good things about the university I am attending" was rated highest by the students (average score = 4.05), and the aspect "I believe that the university I am attending is very prestigious" was rated lowest by the students (average score = 3.60).

Table 10: Students' impressions of the university

No.	Contents	Average scores	Standard deviation	Ranks
1	The reputation of the university I am studying at affects the value of the degree I will receive	3.95	0.70	3
2	I believe that employers have a good impression of the university I am studying at	3.97	0.72	2
3	I have heard many good things about the university I am studying at	4.05	0.76	1
4	I believe that the university I am studying at is very reputable	3.60	0.62	4

(8). Students' learning methods

Based on the POWER learning method by GS Robert Feldman and the scale of positive

learning methods by Tran Lan Anh (2009), a scale of student learning methods have been developed, consisting of 14 observed variables.

Table 11: Students' Learning Methods

No.	Contents	Average scores	Standard deviation	Ranks
1	Make a timetable for studying	4.31	0.70	2
2	Find out the course objectives before the course begins	3.59	0.66	12
3	Read all the documents instructed by the instructor	4.16	0.66	3
4	Go listen to lectures and take full notes according to your understanding	4.33	0.66	1
5	Participate in scientific research	3.32	0.91	13
6	Actively search for additional reference materials	3.96	0.74	6
7	Find a suitable learning method for each subject	3.86	0.72	9
8	Prepare before class, do all the exercises.	3.66	0.86	11

9	Summarize and find main ideas when reading documents	3.69	0.77	10
10	Speaking to build the article	3.89	0.79	8
11	Participate in group study, discussion, presentation	3.97	0.74	5
12	Apply the knowledge you have learned to practice exercises and practice	3.30	0.95	14
13	Arguing with lecturers	3.90	0.83	7
14	Self-assess your QQQT honestly and seriously in exams.	4.15	0.67	4

The results in Table 11 show that the variables measuring different aspects of students' learning methods have differences (average score = 3.30 to average score = 4.33). The aspects "Attending lectures, taking notes in my understanding", "Creating a study schedule", and "Reading all the materials provided by the instructors" were rated highly by students (average score = 4.33, 4.31, and 4.16), while the aspects "Applying the knowledge learned to practice exercises", "Participating in scientific research" were rated lowest by students (average score = 3.30 and 3.32). From these results, we can see that students' learning motivation leans towards improving their knowledge, but it only stops at a theoretical level. Creativity, application, and research are still limited and passive. This issue is particularly evident in first-year students and to a lesser extent in second-year students.

Therefore, the university needs to improve the curriculum content, teaching methods, and

assessment to stimulate students to develop good study skills, especially interactive learning skills. This is an essential skill in enhancing the quality of education and training at the university.

3.3.2. Family factors affect students' academic performance

The research results show that the family factor influences students' academic performance at an average level (average score = 3.82). The proportion of students influenced is at an average level (68.1%), highly influenced (14.9%), very highly influenced (2.1%), influenced to a small extent (12.8%), and very minimally influenced (2.1%).

To study the influence of family career guidance on students' academic performance, we investigated the reasons for choosing the major and the university that students are currently attending. These reasons could serve as internal resources and motivations that drive students to study actively.

Table 12: Students' reasons for choosing majors and schools

No.	Contents	Frequency	%	Ranks
1	Suitable for your level, interests and needs	170	71,7	1
2	Follow your parents' advice	95	40,1	2

3	According to family tradition	26	11	4
4	Easy job	11	4,6	6
5	Save on study costs	17	5,7	5
6	Suitable for society's needs	37	15,6	3

The research results show that the majority of students believe that their career orientation (choosing major and university) is mainly based on their interests and compatibility with their abilities, accounting for 71.7%. This factor is crucial because when students correctly identify the field they are passionate about, it serves as a driving force for their learning.

Students also choose their careers based on parental advice and family traditions, making up 51.1%. This can be understood as parents being the ones who care and understand their children the most and have a wealth of life experience.

Additionally, some students choose their major and university based on societal needs (15.6%), cost-effectiveness due to reasonable tuition fees (5.7%), and ease of job placement (4.6%).

In addition to parental involvement in guiding their children's career choices, some parents are not truly concerned about their children's career choices. A considerable number of students feel that their parents allowed them to make their own career choices, and this is more prevalent in families where the parents are laborers or service business owners. This is due to the nature of their busy work or the parents' focus solely on economic activities without paying attention to their children's education. Particularly in rural areas, awareness of careers in society is limited, and parents have limited opportunities to participate in enrollment counseling sessions. Therefore, parents often let their children choose their careers, leading to many students feeling disappointed when their chosen careers do not turn out as expected, which also significantly affects their academic performance.

Based on the reasons for career choices above, we continued to explore the family factors influencing students' career orientation through four observed variables: family economic conditions, family traditions, family expectations, and parents' careers.

According to the survey results, 45.8% of students believe that "Family expectations" have the highest influence, rated as highly and very highly influential. Following this, 38.1% believe

that "Family economic conditions" have a high and very high influence; at the same rating, "Family traditions" are rated at 31.4%, and parents' careers at 26.5%. Therefore, these figures show that family factors influence students' career orientation. However, the level of influence of these factors is rated as average by students, with the highest proportion.

3.3.3. Group of School Factors Affecting student Learning outcomes

The school has many factors that affect students' academic performance. However, in this study, the author focused on analyzing the following factors: Learning environment; Faculty members; School facilities, resources; Training program content, and school management policies.

The research results show that school factors influence students' academic performance at an average level (average = 3.75). The proportion of students influenced at an average level is 67%; much influenced (14.8%), very much influenced (4.3%), little influenced (12.8%), and very little influenced (1.1%).

The survey results show that "The quality of the school's training program content" is rated as having the most influence on students' academic performance (average = 4.33). This demonstrates that high-quality training program content significantly encourages students to actively engage in learning. When the training program content aligns with the learning purpose, students will actively and conscientiously study to master the knowledge of their future profession. Engaging and practical training program content will captivate learners, inspiring them to be creative in acquiring professional knowledge, skills, and techniques.

The survey results also show that "Learning, training environment, school living conditions", and "School management policies (training regulations, scientific research regulations, student management regulations, etc.)" are rated as having a significant influence on student's academic performance (average = 4.31; 4.16). This indicates that the learning environment significantly affects students' growth, and the

school manages the learning environment through a system of specific regulations tailored to the school's actual situation. The learning environment – the pedagogical environment is a combination of political, ideological, cultural, ethical, lifestyle factors, and social relationships, as well as the school's organizations and physical conditions, built on the main function and mission of education. This is where students live, study, train, and mature; receive political and ideological viewpoints, and develop personal qualities, ethics, and future work lifestyles.

Next is the "Educational concern of teachers and school leaders for students", which is rated as influencing students' academic performance (average = 4.15). Value-oriented education for university students is one of the requirements for the school's faculty. The faculty plays a crucial role, not only in imparting fundamental professional knowledge but also in instilling a love for the profession and emphasizing professional qualities.

Lastly, the aspect of "Course registration, class schedules causing difficulties for learning and attending classes" is rated as having a significant influence on students' academic performance in general. This can be explained by the current credit-based training system, where students have the right to choose their instructors, elective courses, and class schedules to fit their study plans.

The factors "the ability to communicate, teaching methods of the lecturers", "Attractive teaching content, practical, meeting the requirements of the profession" have an impact on the student's academic performance (GPA = 3.96 and 3.89) ranked 6th & 7th out of 11 observed variables. This shows that the teaching method is the way lecturers interact with students in a coordinated manner. Under organization, control, and inspiration for students, learners conscientiously and actively engage in learning activities to master scientific knowledge and develop skills, techniques, and personal development. In practice, teaching methods should originate from the content of the subject, linking

theory with professional practice. In this way, students will find it easier to acquire scientific knowledge, develop professional skills, and cultivate the personal qualities of high-level workers in the future. However, the current reality in Vietnamese universities is theoretical-oriented training or the lack of connection between theory and practice.

In the current trend of innovation in teaching methods at universities, teaching methods with the assistance of modern teaching tools are significant in stimulating students to actively solve learning tasks, and independently carry out practical steps under the organization and control of the lecturer. This teaching method will help learners acquire knowledge and develop skills and techniques when they are truly active subjects of learning activities.

Lecturers are scientific staff, who master scientific teaching and educational methods, proficiently use technical means in teaching, constantly train to improve their professional competence, and actively participate in scientific research. Lecturers must first and foremost be interested in the profession and tend to dominate that profession. Students are very sensitive to the "indifference" of lecturers towards the profession they are teaching and the scientific field they are researching. Learning will become more meaningful for students when the lecturer shares their enthusiasm for their profession and positions them as "companions" in the process of acquiring knowledge. Students are often not satisfied with lecturers with low professional and pedagogical competence. Conversely, officers, and lecturers with solid professional knowledge, rich practical experience, and creativity in teaching often attract students, arousing their passion for learning and scientific research. The professional and experienced guidance of the lecturers will attract the attention and active participation of many students. The current trend of innovating the quality of university teaching requires lecturers to improve their professional qualities and corresponding professional competence constantly.

Table 13: Current status of school factors affecting student learning outcomes

No.	Contents	Average scores	Standard deviation	Ranks
1	The learning environment, training, and living conditions of the school	4.31	0.70	2
2	The educational concern of lecturers and school leaders for students	4.15	0.67	4

3	School management policies (training regulations, scientific research regulations, etc.)	4.16	0.66	3
4	Quality of the school's training program content	4.33	0.66	1
5	Classroom facilities make learning difficult	3.32	0.91	11
6	The lecturer's communication ability, form, and teaching method affect learning outcomes	3.96	0.74	6
7	The level of exchange of subject content with lecturers affects learning outcomes	3.86	0.72	8
8	Form of assessment of lecturers' learning results	3.66	0.86	10
9	The school library has an impact on learning outcomes	3.69	0.77	9
10	The teaching content is attractive, practical, and meets the requirements of the profession	3.89	0.79	7
11	Course registration and timetables make it difficult to study and go to class	3.97	0.74	5

Furthermore, other factors affect students' academic performance such as "Engaging and practical teaching content that meets the requirements of the profession", "The level of interaction with the lecturer influences academic performance", "The university library has an impact on academic performance", "The assessment methods used by the lecturer" and "The classroom facilities pose difficulties for learning".

3.3.4. Social factors affect students' learning outcomes

The research results show that social factors have an average impact on students' academic performance (GPA = 3.82). The percentage of students influenced at an average level is 64.0%; highly influenced is 14.0%, very highly influenced is 3.0%, low influenced is 12.0%, and very low influenced is 1.0%.

Based on the survey results, the factors "High demands in the professional activities of the labor market" and "Policies for attracting and using talents in labor recruitment" are evaluated by students as having the most influence on student's academic performance (GPA = 4.31 and 4.30). This indicates that in the current context of the market economy, the issue of high-quality human

resources requires students and future workers to make a real effort in the process of learning and training to accumulate knowledge and develop skills, and professional expertise. In addition, policies for attracting and valuing talents in labor recruitment also need to be properly addressed.

Unemployment is also a factor that affects students' psychology, motivation, and academic performance. Especially in the current context, unemployment for "highly educated" university and postgraduate graduates is at an alarming level for society as a whole.

The development of science and technology, especially mass media, smartphones, the internet, and social networks, has become important factors in the global social process. In the scope of this study, the author investigates the influence of smartphones on students' academic performance. According to Google's data from the 2014 online consumer behavior study in Vietnam conducted by TNS, the age group from 16 to 24 has the highest rate of smartphone usage (58%). The largest group using smartphones in Vietnam at present is students. Smartphones help students connect and people around them more easily. However, according to the data, using smartphones has an impact on students' health and their ability to

communicate directly (GPA = 3.69 and 3.89). It is evident that smartphone addiction causes students to go to bed late or have disrupted and disordered sleep.

Although students use smartphones to support their studies and search for reference

materials, if they become addicted, their ability to study independently will decrease. The learning process of students is often interrupted by smartphone applications, and they cannot control their study habits.

Table 14: Current status of social factors affecting student learning outcomes

No.	Contents	Average scores	Standard deviation	Ranks
1	Students addicted to smartphones have a negative impact on self-learning ability and academic performance.	4.12	0.73	3
2	The use of smartphones has a negative impact on health.	3.69	0.81	8
3	Using smartphones affects students' ability to communicate face-to-face.	3.89	0.67	5
4	Students working part-time do not guarantee their study schedule and reduce the time to attend classes.	3.71	0.72	7
5	Students working part-time get distracted from studying and reduce self-study time.	3.62	0.95	9
6	Students working part-time have an impact on health.	3.78	0.79	6
7	The purpose of participating in extracurricular activities is to enhance soft skills and learn from others.	3.14	1.04	11
8	Students participating in extracurricular activities have an impact on self-study time.	3.51	0.77	10
9	The policy of attracting and using talents in labor recruitment.	4.30	0.77	2
10	High demands in the professional activities of the labor market.	4.31	0.65	1
11	The issue of unemployment has a negative impact on students' study activities.	4.11	0.75	4

Students working overtime outside of school also have an impact on their academic performance, according to the survey results: "Students working overtime affect their health" (GPA = 3.78), "Students working overtime do not guarantee study schedules and reduce class time" (GPA = 3.71), "Students working overtime are

distracted from studying and reduce self-study time" (GPA = 3.62). Working overtime can help students earn extra income for living expenses and gain practical knowledge outside of society. However, if they cannot find suitable and balanced work that accommodates both study and work, it

could negatively affect their academic performance.

Extracurricular activities are an important area of education at universities for the comprehensive development of students. According to the results in Table 14, the purpose of students participating in extracurricular activities is to "enhance soft skills and learn through interaction" (GPA = 3.14). This is a legitimate need, as through extracurricular activities, students can develop soft skills such as public speaking, teamwork, team management, and exposure to new and modern technology. This helps students gradually form a sense of professionalism and develop an initial awareness of their future careers. Additionally, students can showcase their abilities and talents, and gain knowledge and skills not covered in the regular curriculum.

Extracurricular activities also help students develop a positive attitude toward learning and improve their behavior and lifestyle. As a result, students have more opportunities for success in the future. However, students also need to manage their time wisely, as failing to do so can negatively impact their academic performance, as evidenced by the survey results: "Students participating in extracurricular activities affect their self-study time" (GPA = 3.51).

IV. CONCLUSION AND PROPOSED SOLUTIONS

The research results show that the factors influencing students' academic performance are at a moderate level (GPA = 3.84). The proportion of students moderately affected is 69.1%; highly and very highly affected is 16%, and only 14.9% of students are slightly or very slightly affected. The group of factors that most influence students' academic performance is the students' factors (GPA = 3.87). Next are the family and social factors (GPA = 3.82). The school factor is evaluated as having the lowest level of influence (GPA = 3.75). Among the groups of factors studied that affect students' academic performance, there are observed variables, and these observed variables are also studied to assess the level of influence on students' academic performance and are ranked accordingly.

The factors that mainly influence students' academic performance are students' study methods, family expectations and concerns, curriculum content, training management regulations, and post-graduation employment issues for students.

Propose solutions to improve academic performance for students.

(1). For students:

The survey results show that students spend little time on self-study and research, and they passively learn. Therefore, students need to allocate more time for active and creative self-study and research.

Students need to develop a comprehensive and detailed study plan for each academic year, each semester, and each subject, at different times, suitable and scientifically, with a study schedule for each specific stage. They need to change their perception and self-study mentality, such as changing their learning methods: learning to understand, and learning for a profession.

Learning goes hand in hand with practice: The learning process requires the application of theory into practice. This requires students to have the opportunity to practice the theories they have learned, such as applying theory to solve problems, handling situations, etc. Theory is the foundation, the general system for application, and testing in practice. Therefore, understanding and embracing theory to apply it in practice requires students to grasp and understand the theory correctly and deeply.

(2). For families:

When students step into university classrooms, most of them are trusted by their parents and have less control over their families. Many parents believe that their children are much better off at university than with their parents, so they don't know how to support them in their studies, they just unconditionally provide money when the child needs it and are not the address for the child to share study-related issues. This becomes a good environment for students to reveal their true nature. Some students mature in their studies and behavior, while others develop in the opposite direction, which greatly affects their academic dreams. Therefore, families need to regularly pay attention to their children's learning process by understanding their child's curriculum, work plans, class schedules, and learning status through the school's support department, sometimes it may be a sudden visit. The school and the family need to harmonize and closely coordinate in monitoring the student's learning process.

(3). For schools:

The school is a place that provides services to meet the needs of students while studying at the university. Therefore, the school needs to pay attention and invest more in physical resources, teaching equipment, and research for both teachers and students.

- ❖ It is necessary to improve the quality of education:
- Building and innovating training programs: Research, review, and adjust the learning outcomes of current majors and establish learning outcomes for new majors, ensuring they are suitable for labor market requirements. Based on these outcomes, review training programs teaching materials, and lectures. Edit teaching materials and lectures to ensure that the training meets the published learning standards. Engage experts from agencies and businesses in developing learning outcomes, training programs, and writing teaching materials and lectures.
- Innovating teaching methods: Enhance the application of active teaching methods, and establish mechanisms to encourage and reward teachers who actively innovate teaching methods. Increase practical research activities for teachers, allocate time, and create conditions for teachers to observe and practice in agencies, units, and businesses.
- Reviewing and adjusting training management regulations: Regularly update new regulations on training management according to the credit system, such as training regulations, examination regulations, and evaluations.
- Improving training management activities: Organize training activities according to regulations, and flexibly make timely adjustments to fit the actual situation. Maintain and strengthen cooperative relationships in training and scientific research with production facilities to meet the practical training objectives. Innovate examination, testing, and evaluation of learning outcomes. Strengthen supervisory activities, inspections, and checks on teaching discipline in the classroom and teaching documents.
- ❖ Improving training facilities: Modernize the library system, and invest in electronic libraries to serve the research needs of teachers and students. Timely supplement learning resources such as textbooks, lectures, reference books, and instructional books. Supplement facilities for practical training for students. Equip modern equipment for classrooms and computer rooms.
- ❖ Effectively implement career guidance for students.
- ❖ Create extracurricular activity environments that focus on personal development with a deep focus on career models or enhancing specific personal skills, thereby clearly demonstrating the benefits of participating in

these activities for students, rather than just organizing recreational activities. Based on this, it aims to promote the school's brand to society.

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