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Factors affecting the decision to participate student scientific research Academy of Public Administration and Governance

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ABSTRACT
The objective of this study is to determine the factors and the level of influence of the factors on students' decision to participate in scientific research. The study was conducted at the Academy of Public Administration and Management with 393 survey samples, and used Cronbach's Alpha testing method and exploratory factor analysis (EFA) to test and build scales, at the same time the author used descriptive statistics and average values. The results showed that there are five factors that influence the decision to participate in scientific research of students at the Academy of Public Administration and Management, including Motivation to implement; School encouragement; Student capacity; Confidence and Research environment.

Keywords: Students; Scientific research; Decision to participate in scientific research; Academy of Public Administration and Management.
JEL code:C12; I23.

I. INTRODUCTION

In the context of increasingly developing higher education in Vietnam, universities have the task of: "Building multidisciplinary and interdisciplinary research groups; building research-teaching groups that closely combine scientific research with training activities; ensuring the necessary conditions for lecturers to conduct scientific research; organizing scientific research activities for learners" (Prime Minister, 2014). According to Pham Phuong Ngan and colleagues (2024), scientific research helps students supplement and deepen the knowledge they have acquired at school. It not only helps students apply theoretical knowledge to practice but also trains their ability to think creatively, critically and solve problems. Research activities also help students better understand aspects that have not been explored in the curriculum.

According to statistics on scientific research activities of students in the annual work report of Hanoi University of Home Affairs before January 1, 2023,the National Academy of Public Administration and now the Academy of Public Administration and Administration shows that the number of scientific research topics of students from 2020-2024 tends to decrease (from 156 topics in 2020 to 130 topics in 2023 and 108 topics in the 2024-2025 school year (Academy of Public Administration and Administration, 2025) while the number of students of the Academy is increasing. It can be seen that students have not really responded enthusiastically when launching the scientific research movement.

In the context of increasingly strict accreditation of higher education institutions, according to the set of standards for assessing the quality of educational institutions issued with Circular No. 12/2017/TT-BGDDT of the Ministry of Education and Training issued on May 19, 2017 and Official Dispatch No. 1668/QLCL-KĐCLGD of the Director of the Department of Quality Management under the Ministry of Education and Training issued on December 31, 2019, replacing the Guidance Table attached to Official Dispatch No. 768 / QLCL-KĐCLGD, scientific research activities of learners and lecturers are one of the standards in the set of standards for accreditation of higher education institutions (standard 23). Pursuant to Clause 4, Article 14 of Circular 04/2016/TT-BGDDT, it is clearly stated: “Scientific research results are used to improve teaching and learning”.

II. THEORETICAL BASIS AND RESEARCH MODEL

2.1. Concept of scientific research

Scientific research is the search for things that science does not yet know: either discovering the nature of things, developing scientific

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awareness of the world; or creating new methods and new technical means to transform things to serve the goals of human activities (Vu Cao Dam, 2005).

According to author Nguyen Dinh Tho (2011), Scientific research methods in business, Labor - Social Publishing House. Scientific research is a process of consultation and investigation in a systematic and methodical manner to increase the amount of knowledge; it is the way people systematically study scientific phenomena.

Law on Science and Technology No. 29/2013/QH13 stipulates: "Scientific research is the activity of exploring, discovering, and understanding the nature and laws of things, natural phenomena, society and thinking; creating solutions for practical application" (National Assembly, 2013).

Thus, scientific research can be understood as the activity of exploration and discovery, aiming to understand the nature and laws of natural and social phenomena, as well as thinking and creating solutions to apply in practice. Scientific research is the process of forming and proving scientific arguments related to a specific object or phenomenon that needs to be explored and understood.

2.2. Theoretical and practical studies on scientific research

2.2.1. Some behavioral theories

Azjen's (1991) Theory of Planned Behavior (TPB) argues that a behavior can be predicted or explained by intentions (motives) to perform that behavior. Behavioral intentions will be influenced by three factors: attitude toward the behavior, subjective norms, and perceived behavioral control.Attitudes are a person's views about their behavior, including values, beliefs, and emotions. A common view is that the influence of society, family, and friends on a performer's behavior is determined by social consensus and peer pressure. Behavioral control is the ability and belief to control a person's behavior in different situations.

Self-Determination Theory is mentioned in the research work of psychologists Edward Deci and Richard Ryan, through the book Self-Determination and Intrinsic Motivation in Human Behavior in 1985, which argues that people are motivated to grow and change by three innate psychological needs (autonomy, competence, and relatedness). The concept of intrinsic motivation, or engagement in activities due to the inherent rewards of the behavior itself, plays an important role in this theory. And accordingly, self-determination theory argues that people can be self-determined when their needs for competence, relatedness, and autonomy are met.

2.2.2. Practical research

Practical studies on scientific research are mainly approached by qualitative and quantitative research methods at a specific agency or enterprise. The factors indicated have an influence on the decision to participate in scientific research of specific students: In the table, for each topic, the factors are numbered to show the order of influence of the factors on the decision to participate in scientific research.

Table 1. Summary table of previous research topics

	Vo Thi Minh Nho (2023)	Pham Quang Van, Le Van Trong, Huynh Van Kiet, Hoang Thi Xuan (2018)	Bui Thi Lam, Tran Mai Loan (2022)	Chu Thi Thom, Mai Thi Thu Hang, Nguyen Ngoc Thanh (2022)	Le Thi Binh (2021)	Ha Duc Son, Nong Thi Nhu Mai (2018)	Kim Ngoc and Hoang Nguyen (2015)
Research motivation	1			1	4	2	
Student capacity	2		1	2	2	3	1
Research environment		1	4	3	3	1	4
Implementation costs				4			
School care and			2		5	4	2

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encouragement							
Facilities		2					
Instructor's concerns		3			1		
Student concerns		4	3				3
Internship agency - enterprise		5					

(Source: Authors' group synthesis)

2.3. Proposed model

Based on the process of studying some theories on motivation, the author found that the Theory of Planned Behavior (TPB) of Azjen (1991) is one of the theories commonly used and has similarities with the research topic. At the same time, due to the limitations of time and survey scale, the author will inherit the factors that have a great influence according to the results of Table 1above. From there, propose a model of factors influencing the decision to participate in scientific research of students of the Academy of Public Administration and Management as follows:

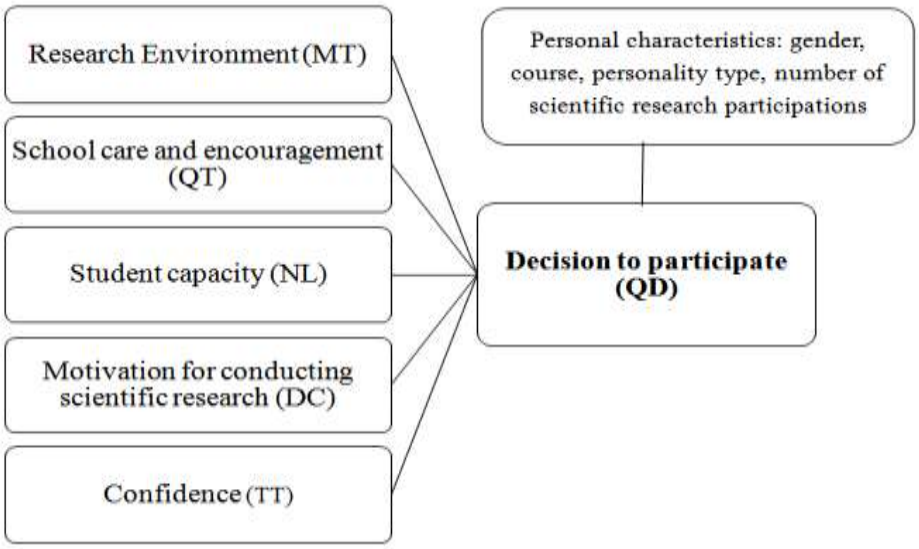

Figure 1. Proposed research model

General research model:
QD = f (MT, QT, NL, DC, TT)

Research hypothesis:
Hypothesis H_1: Research environment positively affects students' decision to participate in scientific research ;
Hypothesis H_2: School encouragement and interest positively affects students' decision to participate in scientific research;
Hypothesis $H_{3:}$ Students' ability positively affects their decision to participate in scientific research;
Hypothesis $H_{4:}$ Motivation to conduct scientific research positively affects students' decision to participate in scientific research;
Hypothesis $H_{5:}$ Self-confidence positively affects students' decision to participate in scientific research;
Hypothesis $H_{6:}$ Personal characteristics influence students' decision to participate in scientific research.

III. RESEARCH METHODS

To complete the research objectives, the authors used the following research methods in sequence during the course of the study:

3.1. Methodology

Marxist-Leninist dialectical and historical materialist methods: In this topic, the author has applied the methodology of Marxism-Leninism as the foundation in searching, building a system of

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documents, selecting and applying appropriate analytical methods to the topic of factors influencing students' decision to participate in scientific research.

3.2. Method of collecting documents

3.2.1. Secondary data

The document research method was carried out to collect relevant information and data on the situation of student scientific research at the Academy of Public Administration and Management through the School's digital library, statistical reports, books, newspapers, theses, and related scientific research topics.

3.2.2. Primary data

Questionnaire method: the author collected data through a questionnaire survey and direct interviews with students studying at the Academy of Public Administration and Management. Data was collected from 400 students (7 invalid questionnaires) in years 2 and 3 (students of these two courses have the most conditions to conduct scientific research activities) from 3 major faculties of the Academy (Faculty of Archival Studies and Public Administration, Faculty of State and Law, Faculty of Human Resource Management). The survey process took place during class sessions in the faculties. After distributing the questionnaires, the group of authors explained the factors, observed variables and answered any questions from the respondents.

3.2.3. Sampling methods and sample size determination

The author uses the convenient non-random sampling method. This is a sampling method and sample size determination based on Cochran's research (1953). Specifically, the non-random sampling method (Non-probability) is a sampling technique in which the units selected for the research sample do not have equal roles in the whole. This method is suitable for studies with limited time and survey resources. It includes 3 sampling techniques and this topic applies the convenient sampling technique (Convenience Sampling). The convenient non-random sampling technique is used by the author to select easily accessible elements, to get enough observations according to the required research sample size. In which, the samples are divided into different numbers among the Academy's Faculties.

For determining the research sample size, the author relies on the exploratory factor analysis model to determine the sample size. The larger the sample size, the more accurate the results, but it can be limited to a ratio of 5:1 according to Hair et al. (2006), accordingly the minimum number of votes is 110 votes (22.5). To ensure reliability, the research needs to survey at least 350 students at the Academy of Public Administration and Management.

3.4. Data processing and analysis methods

3.4.1. Analytical and systematization methods

The systematization method is used to systematize theoretical basis and practical studies on decision-making behavior for scientific research in particular, human decision-making behavior in general, thereby building a theoretical framework, proposing a suitable research model and constructing a survey to collect primary data.

3.4.2. Descriptive statistical analysis method

Based on the collected secondary data, the research topic uses methods of analysis, statistics, description, and data presentation to clearly see the characteristics of the declared survey sample.

3.4.3. Testing the reliability of the scale

The cronbach's alpha coefficient in SPSS is a useful tool to test the scale and eliminate inappropriate observed variables in the research. The eliminated variables are garbage variables, unreal factors and have a great influence on the research model. On the contrary, the variables with higher Cronbach's Alpha coefficients show higher reliability of the scale.

According to Hair et al. (2010), validating a good scale requires ensuring unidimensionality and Cronbach's Alpha reliability of 0.7 or higher. However, in academic research, if the item-total correlation coefficient is <0.3 and the Cronbach's alpha coefficient is <0.6, the variable will be eliminated. A scale with a Cronbach's alpha index of 0.6 - 0.7 is usable, a scale from 0.7 - 1.0 is a good scale. Here, the author will validate the scale for factors affecting students' decision to participate in scientific research.

3.4.4. Independent Sample T-Test and One-Way ANOVA

Test the difference in factors affecting students' scientific research decisions in terms of gender, course, personality type, and number of times participating in scientific research. The author will perform an average analysis of independent samples through Independent Sample T-Test from the author's research data source.

3.4.5. Method of calculating average value

Based on the survey data, the author

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conducts statistics, analysis and evaluation of factors affecting the decision to participate in scientific research of students of the Academy of Public Administration and Management. The author uses the method of calculating the average value to evaluate the level of agreement of students with each collected information about factors affecting the decision to participate in scientific research of students as well as evaluate the decision to participate in scientific research of students. Specifically as follows:

Using the distance value scale:

Distance value = (Maximum - Minimum) / 5 = (5-1)/5 = 0.8

The meaning of each mean value segment for the interval scale

1.00 - 1.80 (rounded to 1): Strongly disagree
1.81 - 2.60 (rounded to 2): Disagree
2.61 - 3.40 (rounded to 3): Neutral
3.41 - 4.20 (rounded to 4): Agree
4.21 - 5.00 (rounded to 5): Strongly agree

Then the author conducts statistics, analyzes and evaluates students' views/opinions on factors influencing their decision to participate in scientific research based on the average value of the surveyed scale.

IV. RESEARCH RESULTS

4.1. Characteristics of the research sample

4.1.1. General introduction to the research sample

In this research topic, the author conducted a survey on 423 students studying at the Academy of Public Administration and Management (including the following faculties: Archival Science and Office Management; State and Law; Human Resource Management). In Table 2, it can be seen that students in these faculties account for a very high proportion, especially the Faculty of Archival Science and Office Management, so this proportion is representative and suitable for inclusion in the study. Thus, the total number of ballots issued was 423, including 30 invalid ballots due to leaving out a lot of information and unsatisfactory answers. The result was 393 valid ballots used in this study.

Of which, 393 students participated in the survey mainly in 2 courses. Because 4th year students are in the internship period at different agencies, organizations, and enterprises, they are absent from school and cannot participate in the survey. For first year students, because they are completing the application and admission procedures, they missed the time to register for scientific research. This shows that 2nd and 3rd year students are two easy-to-reach groups and participate in the survey at the Academy.

Table 2. Course statistics of survey participants

	Course	Number of survey participants (people)	Percentage
1	Year 2	166	42.2%
2	Year 3	227	57.8%

(Source: Author's synthesis)

4.1.2. Characteristics of the research sample according to personal characteristics

Based on the above mentioned personal characteristics (including: gender, course, personality type, student scientific research participation), the topic collected data from 393 students of the Academy and presented a statistical table of the following factors:

Table 3. Characteristics of the study sample according to personal characteristics

Personal characteristics of the sample(sample base n=393)		**Quantity (People)**	**Proportion (%)**
Sex	Male	82	20.9%
	Female	311	79.1%
Course	Year 2	166	42.2%
	Year 3	227	57.8%
Type of person	Introverted, closed, afraid of communication	326	83%
	Extroverted, open	67	17%
Participate in scientific research	Not yet participated	353	89.8%
	1 time	35	8.9%
	More than 1 time	5	1.3%

(Source: Author processed data on SPSS 26 software)

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4.2. Testing the reliability of the scale

4.2.1. Testing the reliability of the scale using Cronbach's alpha coefficient

Table 4. Assessment of reliability of the scale of influencing factors

Influencing factors	Observation variables	Variable-total correlation coefficient	Cronbach's alpha coefficient when removing variables
1. Research environment (MT) Cronbach's alpha = 0.726	MT2	0.512	0.667
	MT3	0.634	0.592
	MT4	0.545	0.646
	MT5	0.377	0.739
2. School care and encouragement (QT) Cronbach's alpha = 0.676	QT2	0.372	0.680
	QT3	0.474	0.600
	QT4	0.569	0.544
	QT5	0.446	0.617
3. Student capacity (NL) Cronbach's alpha = 0.683	NL1	0.479	0.609
	NL2	0.565	0.553
	NL3	0.339	0.701
	NL4	0.494	0.599
4. Motivation for conducting scientific research (DC) Cronbach's alpha = 0.664	DC1	0.451	0.592
	DC2	0.412	0.619
	DC3	0.83	0.569
	DC4	0.438	0.601
5. Confidence (TT) Cronbach's alpha = 0.754	TT1	0.523	0.713
	TT2	0.607	0.667
	TT3	0.601	0.668
	TT4	0.482	0.737

(Source: The author team processed data on SPSS 26 software)

Table 5. Reliability assessment of the scale of factors determining participation in scientific research

Observation variables	Variable-total correlation coefficient	Cronbach's alpha coefficient when removing variables
QD1	0.583	0.832
QD2	0.647	0.816
QD3	0.664	0.812
QD4	0.670	0.810
QD5	0.703	0.800
Decision to participate in scientific research (QD) Cronbach's alpha = 0.846		

(Source: The author team processed data on SPSS 26 software)

Table 4 and Table 5 show that the scales of all factors have Cronbach's alpha coefficient > 0.6 and all observed variables have item-total correlation coefficient > 0.3, so they are considered usable scales for further analysis.

4.2.2. Exploratory factor analysis EFA

a, Exploratory factor analysis EFA round 1

The results of the exploratory factor analysis show that the KMO value = 0.805. Bartlett's test has a significance level of sig. =.000 < 0.05, so the observed variables included in the research model are correlated with each other and are suitable for exploratory factor analysis. The rotated Component Matrix shows that the variable TT1 is eliminated because TT1 appears in 2 factor groups with loading numbers of 0.514 and 0.550, respectively, causing the overall loading factor (= 0.514 - 0.550) < 0.3.

After running the first EFA analysis, the author eliminated the bad variable TT1 with a loading factor < 0.3.

b, Second exploratory factor analysis EFA

After removing the bad variable TT1 with loading factor < 0.3, the EFA analysis results give the following results:

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Table 6. KMO coefficient and Bartlett's Test 2nd time

Coefficient	Index
KMO (Kaiser-Meyer-Olkin)	0.7 88
Bartlett (Sig.)	0.000

(Source: The author team processed data on SPSS 26 software)

Table 7. Rotated matrix of factors influencing the decision to participate in scientific research for the second time

Observation variables	Group of factors				
	1	2	3	4	5
QT4	0.787				
QT3	0.686				
QT5	0.634				
QT2	0.634				
MT5	0.539				
NL1		0.787			
NL2		0.772			
NL4		0.634			
NL3		0.527			
MT3			0.847		
MT2			0.770		
MT4			0.708		
DC3				0.715	
DC1				0.689	
DC4				0.675	
DC2				0.654	
TT4					0.829
TT3					0.765
TT2					0.660

(Source: The author team processed data on SPSS 26 software)

Thus, after exploratory factor analysis, 1 variable was eliminated, TT1. The remaining factors extracted from 19 observed variables were arranged and re-named as follows:

Group 1 - "Interest" includes 5 observed variables: QT4, QT3, QT5, QT2, MT5. Explanation: in this group, QT has a greater influence and accounts for a larger number, so the author chooses "Interest" as the group representative;

Group 2 - "Competence" includes 4 observed variables: NL1, NL2, NL4, NL3;

Group 3 - "Environment" includes 3 observed variables: MT3, MT2, MT4;

Group 4 - "Engine" includes 4 observed variables: DC3, DC1, DC4, DC2;

Group 5 - "Confidence" includes 3 observed variables: TT4, TT3, TT2.

Table 8. KMO coefficient and Bartlett's Test of determinants of participation in scientific research

Coefficient	Index
KMO(Kaiser-Meyer- Olkin)	0.836
Bartlett (Sig.)	0.000

(Source: Working group fake handle data whether on the parts of tSPSS26)

After EFA exploratory factor analysis, the dependent variable gave KMO and Barlett results with KMO coefficient (= 0.785) ranging from 0.5 - 1.0; Sig. index (=0.000) < 0.05. Therefore, EFA analysis of the dependent variable is meaningful.

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Table 9. EFA analysis of determinants of participation in scientific research

Observation variables	Group of factors
QD 5	0.825
QD 4	0.800
QD3	0.795
QD 2	0.781
QD 1	0.729

(Source: Author fake handle data whether on the parts of tSPSS26)

In addition, in the unrotated matrix (Component Matrixa), all factor loading coefficients of the observed variables give results greater than 0.5 and are retained for use in subsequent analyses.

4.3. Calibration model

After evaluating the scale through Cronbach's alpha and EFA exploratory factor analysis, the author found that the original theoretical model consisting of 5 factors and 27 observed variables affecting the decision to participate in scientific research was still appropriate. From the results, the author decided to keep the model after adjusting as follows:

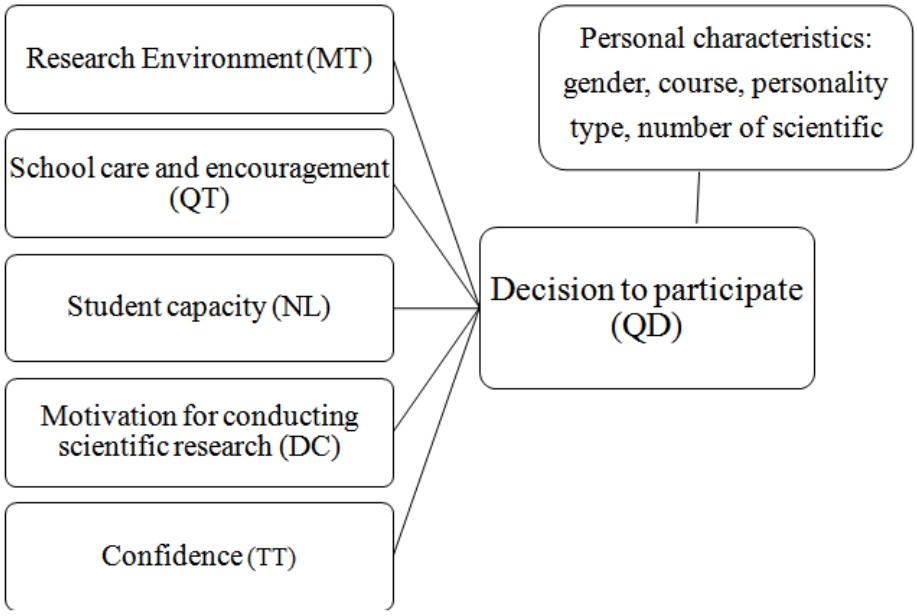

Figure 2. Calibration model

4.4. Statistically measure the influence of factors and test the differences of individual characteristics

4.4.1. The level of influence of factors on students' decision to participate in scientific research

After using the method of calculating the average value of the factors (independent variables), the author used the method of calculating the average of the observed variables and concluded in Table 1 0 (arranged from most influential - least influential), the average value of the factors is greater than 3.41 (Agree) - all factors are considered to have a positive influence on the decision to participate in scientific research of Apprenticeship students. The level of influence of the factors on the decision to participate in scientific research of students is arranged in descending order.

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Table 10. Conclusions on the level of influence of factors on students' decision to participate in scientific research

Impact factors	Average value
H4: Motivation to conduct research has a positive impact on the decision to participate in scientific research;	3.98
H2: School encouragement and interest have a positive impact on the decision to participate in scientific research;	3.84
H3: Students' abilities have a positive impact on their decision to participate in scientific research;	3.83
H5: Self-confidence has a positive impact on the decision to participate in scientific research;	3.65
H1: Research environment has a positive impact on the decision to participate in scientific research;	3.44

(Source: Synthesized by the author group)

4.4.2.Independent Sample T-Test

a. Test the difference in "Gender" of students.

The study used the Independent Sample T-Test to test the difference in gender on students' decision to participate in scientific research. The Levene test result gave an F value of 0.688 with a significance level of Sig. = 0.407 > 0.05, so the variance of the two populations is identical. In addition, the Sig. result of the t-test was 0.871 > 0.05, so there was no difference in the average QD between respondents of different genders. In conclusion, there is no difference in the decision to participate in scientific research between male and female students in the Academy.

b. Test the difference in students' "Course".

After testing Independent Sample T-Test on course characteristics for students' decision to participate in scientific research, Levene variance results showed Sig. = 0.762 > 0.05. The t-test Sig. result was 0.185 > 0.05, so there was no difference in the average "Decision to participate in scientific research" between different courses. In conclusion, there was no difference in the decision to participate in scientific research between 2nd and 3rd year students in the Academy.

c. Test the difference in "Personality Type" of students.

The Independent Sample T-Test results on the personality characteristics of students show that the Levene variance has a value of Sig. = 0.852 > 0.05. The t-test Sig. result is 0.1231 > 0.05, so there is no difference in the average "Decision to participate in scientific research" between different courses. In conclusion, there is no difference in the decision to participate in scientific research between introverted and extroverted students in the Academy.

4. 4.3. One-way ANOVA mean difference with the characteristicParticipation in scientific research of students

Levene test sig is 0.209 > 0.05, there is no difference in variance between groups participating in scientific research with students' decision to participate in research. The author used the F test results in the ANOVA table for analysis.

The F test sig is 0.589 > 0.05, meaning that there is no difference in the average decision to participate in scientific research between different groups of research participants. Thus, there is no difference in the decision to participate in scientific research between students with different numbers of research participations.

V. SOME RECOMMENDATIONS

5.1. For schools

5.1.1. Motivating students to do scientific research

The Academy should specify policies to prioritize students with achievements in scientific research in the consideration of Party admission, the title of 5 good students, scholarships with international student exchanges, and other related scholarships. Students who participate in scientific research are eligible to do their graduation thesis. There are investment policies for key projects and topics of students with appropriate funding and assignment of instructors.

5.1.2. Creating favorable research environment

The Academy facilitates the expansion of national library connections, providing wide-area wifi to help students search for documents for professional and easy research. Building strong clubs and research groups of the Academy to support students with modern research topics and methods, updating to form a vibrant research

environment and annual exchanges between teachers and students.

5.1.3. Fostering knowledge and research skills for students

In addition to equipping students with the subject "Scientific Research Methods", students can open sharing sessions in the form of Workshops, Talkshows on different topics related to scientific research such as topic selection, collection methods, etc., data processing by lecturers or experienced guests for students. The programs can be organized by different levels such as Research Institutes, Youth Unions, Clubs, Specialized Departments, etc. This helps students to equip themselves with more knowledge, skills and become more confident in participating in scientific research.

5.2. For specialized faculties and instructors

5.2.1. Communication and research orientation

The specialized department needs to have a system of communication channels to students both directly and online to help students understand the Academy's policies on scientific research and implementation plans. In addition, as a department in charge of the specialized department, the departments can orient practical, updated and suitable research topics for students. Along with that, the assignment of lecturers to guide students in implementing research topics also needs to select people with appropriate expertise, enthusiasm and talent to help them complete the topic completely and successfully.

5.2.2. Instructors need to be enthusiastic, dedicated and have appropriate expertise.

Lecturers guiding scientific research contribute to creating a research environment for students. If the lecturer is enthusiastic, dedicated and has expertise, it will help students feel the professional and serious working environment and increase the success rate of the topic. In addition, building a good image in the eyes of students about scientific research activities, helping students to be confident and competent in doing research.

5.3. For students

5.3.1.Correct perception of scientific research

Each student needs to be aware of the importance of scientific research. Scientific research not only helps to consolidate, improve, and deepen the knowledge acquired, but also applies that knowledge to the social reality of students. Students must explore, penetrate into social life, and grasp the current situation in reality. From there, forming research ideas, determining the research direction combined with the dedicated guidance of lecturers, students will complete their research topics. On that basis, new research topics have high applicability.

5.3.2. Improve self-study and research capacity

Students need to improve their own research capacity by actively and proactively participating in thematic activities, scientific research seminars, etc. organized by the Faculty and the Academy or scientific research clubs. Here, students have the opportunity to exchange, learn and receive useful sharing from experts and previous researchers. Students need to grasp the knowledge acquired during the learning process and constantly research and delve into new things. Once a specific direction in the research paper has been clearly outlined, students need to be serious and follow the correct process, ensuring completion on time. Arranging the timetable in research is also very necessary. By clearly defining the development circuits in the topic, students need to allocate time for studying at school and time for scientific research in a reasonable manner. Students need to make good use of free time such as evenings and weekends to start doing their homework to avoid interrupting research tasks and delaying the completion of the topic.

5.3.3. Serious research attitude

Students need to demonstrate a positive, enthusiastic and proactive attitude when conducting research such as finding reference sources, actively practicing writing assignments, seriously accepting the instructor's instructions and comments, etc. In addition, in the research paper, students also need to demonstrate thoroughness through correct form, complete research content, ensuring completion of the requirements and submitting the paper on time.

VI. CONCLUSION

Scientific research activities not only bring great benefits to learners but also have significance for the community and higher education institutions. During the research process, the group of authors pointed out 4 groups of factors that affect students' decisions to participate in scientific research, namely motivation, school encouragement, student capacity, confidence and research environment that affect the decision to participate in scientific research at the Academy. Based on the results and the actual situation at the Academy of Public Administration and Management, the group of authors made recommendations to the School, specialized faculties, instructors and students regarding the

factors that affect students' decisions to participate in scientific research. The results and recommendations of the research are scientific premises for the Board of Directors of the Academy to consider making policy adjustments to improve the quality and quantity of students participating in scientific research throughout the Academy. Through this, the research results also enrich the theory and practice of researching the topic of factors influencing the decision to participate in scientific research.

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