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Factors influencing student learning attitudes: A study conducted at Faculty of Social Management and Development, Academy of Public Administration and Governance

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ABSTRACT: Modern educational science has also identified the fundamental goal of education as the formation of personality in learners, in order to meet the increasingly high demands of society. Teaching, in addition to providing knowledge and equipping learners with skills and techniques, also has the task of forming a positive attitude 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 goal and the condition of learning. This article, Investigating Factors Affecting Learning Attitudes of Students in the Faculty of Social Management and Development, Academy of Public Administration and Management, 2024-2025, proposes solutions to improve the effectiveness of cultivating learning attitudes among students in the Faculty of Social Management and Development, Academy of Public Administration and Management, by 2025. The authors conducted a survey using questionnaires and interviews with 200 full-time students from the first to fourth year of the Faculty of Social Management and Development, Academy of Public Administration and Management, from October 2024 to April 2025. The authors used SPSS software to process qualitative and quantitative information, and to diagram the data tables for comparison and contrast. The research results showed that seven factors lecturers; teaching methods; facilities; curriculum and course content; practical training and internships; learning motivation; and living conditions had a positive impact on students' learning attitudes.

Keywords: Learning attitude; Lecturers; Students; Faculty of Social Management and Development; Academy of Public Administration and Governance.

I. INTRODUCTION

Recognizing the crucial role of education and training in the new era, aimed at meeting the demands for human resources and manpower a decisive factor in the country's development during the period of industrialization and modernization the Resolution of the Central Committee of the Communist Party of Vietnam at the 13th National Congress of the Communist Party of Vietnam outlined major solutions for reforming the education and training system. Among these solutions, the Party emphasized developing the teaching staff, prioritizing quality and pedagogical ethics, while also focusing on developing students' character, encouraging diligent study, acquiring knowledge, fostering creative thinking, and developing self-learning abilities, so that they become useful citizens to society. In other words, the current challenge is to find motivation for both teachers and students. This article aims to identify the factors influencing the learning attitudes of full-time students in the Faculty of Social Management and Development, Academy of Public Administration and Management. This study measures the influence of the above factors on the learning attitudes of students in the Faculty of Social Management and Development, Academy of Public Administration and Management. It proposes several directions for improving the factors that positively impact students' learning attitudes, aiming to enhance positive learning attitudes, increase their enthusiasm for learning and scientific research, and ultimately help students achieve good academic results, accumulate the necessary knowledge and skills to achieve greater success in their careers after graduation.

II. THEORETICAL FRAMEWORK AND RESEARCH MODEL

The concept of attitude

In the field of psychology, the concept of attitude was first used in 1918 with the definition of two American psychologists, Thomas and F. Znaniecki : "Attitude is the mental state of an individual toward a value." Since then, along with many different studies on attitude over the years, different definitions of attitude by psychologists have also appeared [26].

Vietnamese dictionary, attitude is defined as : “The way an individual views and acts in a certain direction towards a problem or situation that needs to be solved. It is the totality of outward expressions of an individual's thoughts and feelings towards a person or an event" [14]. In the English-Vietnamese dictionary, “attitude” is written as “Attitude” and is defined as “the way an individual behaves or views" [15].

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According to Ajzen and Fishbein (1980), the scientific study of attitude has always been one of the important studies of researchers in organizational behavior, management science, etc., in predicting the reactions of research subjects [2]. Although the concept of attitude is presented in different words, behavior (Rosenberg and Hovland, 1960) [22]. Scientists have different nuances, but in general, researchers all agree that attitude is the inner thoughts of each individual, influencing the outward behavior of that individual in each specific situation and condition.

The concept of learning attitude

Attitude towards learning is one of the primary goals of teaching, alongside providing knowledge and developing skills and techniques. Attitude towards learning is manifested externally through positive or negative actions towards various subjects.

As early as 1960, UNESCO clearly outlined three components of education : knowledge, skills, and attitudes, with attitudes and skills playing a crucial role. Thus, the effectiveness of knowledge acquisition depends heavily on whether one 's attitude towards learning is serious and focused. The goal of higher education is to cultivate in learners a comprehensive understanding of knowledge, skills, and techniques, along with culture and a harmonious attitude towards their living and learning environment and towards themselves.

learning attitude is also defined as thoughts expressed outwardly through activities towards subjects. The learning attitude of different subjects is driven by different learning motivations. Learning attitude plays an important role in improving the learning effectiveness of learners, especially for university students when learners have to learn mainly on their own [4].

Positive learning attitude, self-discipline, and enthusiasm in learning are shown in all stages of the training process: from the learning stage in class (listening to lectures, taking notes, doing assignments fully, speaking and debating enthusiastically in discussion sessions) to the post-lecture stage (searching for relevant subject information in the library, online, group learning, actively participating in and carrying out scientific research projects...[3].

The concept of learning motivation

Psychologists define motivation as an intrinsic process that helps to drive, direct, and sustain action continuously [19, pp. 3-35][21][25]. In simpler terms, motivation is what helps you go, keep going, and decides where you go to get there. arrive.

Learning motivation is one of the most crucial components in learning. Learning motivation creates in learners the need and desire to learn. Voluntary effort in learning is a product of many different factors, arranged in order from the learner's personality and abilities to the specific characteristics of the subjects, learning motivation, circumstances, and teacher behavior [24].

Thus, through the above domestic and international studies, especially those conducted in the Vietnamese education environment with a large number of students from various disciplines surveyed, it can be seen that learning motivation has a positive impact on students' learning attitudes. Learning motivation is most clearly manifested in the interest in learning, the enjoyment and concern for learning, and the need to improve knowledge, skills, and techniques. In addition, studying in a university environment also serves another important purpose: the need to learn in order to integrate into society, find suitable employment to support oneself and one's family, and strive for a better future. These are basic needs stemming from the intrinsic motivation of each student. Therefore, learning motivation can be used to study the factors affecting the learning attitudes of students in the Social Management and Development major at the Academy of Public Administration and Management in the proposed research model.

III. RESEARCH MODEL

Proposed research model

Overall, the studies above have shown the relationship between the learning environment, including: lecturers; teaching methods ; physical facilities ; learning motivation ; and other factors such as curriculum, course content ; practical activities, internships ; and personal factors of the learner such as demographics; living conditions. (Regarding) the learning attitude of students. Through referencing theoretical foundations and previous studies, this research aims to experimentally verify the factors that have been examined and shown to have a positive correlation with the learning attitude of learners in previous studies. The survey subjects and scope are students of the Academy of Public Administration and Management from various fields and professions currently being trained at the school. The research direction will focus on the learning attitude of learners throughout the training process, without distinguishing between specific subjects or majors, or factors such as academic results or quality. belong to born pill Good profession… or information via one variable central space any. Item The objective of this research is to identify factors that have a positive correlation with students'

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learning attitudes in the University, thereby providing a basis for reference in management, teaching, and improving the quality of education at the Hanoi University of Interior Affairs.

Therefore, the author chose This experimental research focuses on the educational environment of the Academy of Public Administration and Management, a long-established university in Vietnam with the unique characteristics of a multidisciplinary university with a large number of students from all over Vietnam.

Based on the analysis of the above studies, the research topic is *"Factors affecting students' learning attitudes: A study at the Faculty of Social Management and Development, Academy of Public Administration and Management"*. The following is suggested:

Research hypotheses

H1: The school's lecturers have a positive influence on students ' learning attitudes. pill.
H2: The lecturer's teaching methods have a positive influence on the students' learning attitudes.
H3: The school's physical infrastructure system has a positive influence on students' learning attitudes.
H4: Factors (curriculum, subject content) that positively influence students ' learning attitudes pill.
H5: Practical activities and internships have a positive impact on students' learning attitudes.
H6 : The motivation factor in each student has a positive influence on the student's learning attitude.
H7: Living conditions /accommodation of students have a positive influence on students' learning attitudes.
H8: Demographic factors of students create differences in learning attitudes among students of the School.

IV. RESEARCH METHODOLOGY

Research design

main research phase will utilize quantitative research methods to address the objectives set for the thesis. Based on the results obtained from qualitative research, the author will adjust the research model and measurement scales to suit the practical context, and then proceed to develop a quantitative questionnaire. This quantitative questionnaire will undergo thorough testing, consultation with experts and thesis supervisors to become a complete questionnaire for mass interviews. The questionnaire will be distributed to students in five major fields within the Faculty of Social Management and Development, Academy of Public Administration and Management.
collected data will undergo analysis and processing with the support of SPSS 11.5 software.

Constructing a scale

Constructing a scale for the concepts in the research topic " *Factors influencing* students *learning attitudes*: This research, conducted at the Faculty of Social Management and Development, *Academy of Public Administration and Governance,* was based on, inherited, and modified theoretical foundations and research referenced in the theoretical framework.

Except for categorical variables including demographic variables such as origin of residence, gender, parental occupation, school year, etc., the remaining variables were measured using a 5 -point Likert scale.

Scale of learning attitudes

The scale of students' learning attitudes was developed based on the research results of Nguyen Thi Chi & colleagues (2010) consisting of three observed variables 01, 02, 03. In addition, the author added three observed variables 04, 05, 06 which were developed from the assessment of the positiveness in learning attitudes in university pedagogical psychology [4].

Quantitative research

The quantitative research process was conducted after adjusting the scale based on the results obtained from the qualitative research using a formal survey questionnaire. The questionnaire was distributed to each student to collect the necessary data for evaluating the reliability and validity of the scale, performing scale validation, and testing the suitability of the proposed research model.

Pattern design and data collection

In quantitative research, determining the sample size for the study is a crucial step in determining the quality of the research results. The purpose of the research is to understand the characteristics of the population to be studied, meaning we must collect data from the population. However, for many reasons such as cost, time, etc., we only choose a small sample group of the population to study [5].

The research sample was collected using a quota sampling method. All students of the University from year 1 onwards were divided into four academic years, with the control attribute being year number, including first, second, third, and fourth years. Each stratum randomly selected 1-3 classes to answer the survey.

Data analysis techniques

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

Step 1: Collect the distributed questionnaires, code the data, and enter it into the computer for

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analysis using SPSS 11.5 software. Data cleaning is also necessary after entry.

Step 2: Perform descriptive statistical procedures on the collected dataset.

Step 3: Assess the reliability of the scale using the Cronbach Alpha reliability assessment method.

Step 4: Conduct exploratory factor analysis to refine the scales for the conceptual factors.

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

Step 6: Perform ANOVA analysis to examine the differences between group means based on demographic and academic factors regarding the concept of learning attitudes, as well as each observed variable concerning students' learning attitudes, in order to test hypothesis H8.

Assessing the reliability of the scale

To history use ladder measure give the fertilizer accumulation system list in research rescue, us need check search degree believe rely belong to ladder measure. Degree believe rely belong to ladder measure Okay check search equal direction France best Internal correlation with Cronbach Alpha coefficient. The larger the Cronbach Alpha coefficient, the more closely the observed variables in the scale are correlated with each other. However, the analysis results for the Cronbach Alpha coefficient do not tell us which observed variables are suitable and unsuitable, so we need to consider the "Alpha coefficient if the observed variable is omitted" to check and remove observed variables that are not suitable for the factor to be measured [2]. Many researchers believe that a Cronbach Alpha value between 0.8 and nearly 1 indicates a good scale, while a value between 0.7 and nearly 0.8 makes the scale usable. Some researchers suggest that a value of 0.6 or higher is acceptable in cases where the concept being measured is new or unfamiliar to the 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 chose a scale with a higher Cronbach Alpha coefficient. 0.7 [2]. In addition, if the Alpha coefficient is smaller than the overall Cronbach Alpha coefficient if each observed variable is removed one by one, then we should not remove the removed observed variable [2].

Exploratory factor analysis

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

Methodology: The research model here consists of 42 observed variables measuring 7 component concepts and one learning attitude concept, all of which are unidimensional scales. Therefore, the Principal Components extraction method with Varimax rotation was used to obtain the rotated factor matrix, thereby determining the number of extracted factors as well as the number of original observed variables belonging to each factor. Simultaneously, factor multipliers were calculated using the Regression method to perform further analysis.

Multivariate regression analysis

Correlation analysis : perform Pearson correlation analysis (data collected in quantitative scale form) between independent variables and dependent variable to confirm that there is a linear relationship between the dependent variable and independent variables, which proves that the use of multivariate regression analysis is appropriate between the variables. The closer the absolute value of the Pearson coefficient is to 1, the stronger the linear correlation between the two variables. Here we use a two - tail significance test with a significance level less than 0.01 to determine the linear relationship between the independent variables and the dependent variable before conducting regression analysis [2].

regression analysis : Modeling the linear relationship between variables using a linear regression model. This model will describe the form of the relationship and thereby help us predict the degree of the dependent variable (with accuracy within a limited range) when the value of the independent variable is known in advance (Trong and Ngoc, 2008) [2]. This study will perform multiple regression using the Enter method to construct the regression equation and test the initial hypotheses.

The process involved includes:

+ Construct the regression model: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \ldots + \beta_n X_n + e_i$

Hypothesis testing regarding the fit of the regression model to the dataset is performed using the adjusted R-squared coefficient, especially the F - value test, to determine the fit of the regression model to the population.

Hypothesis testing regarding the significance of the regression coefficients for each component in order to to confirm or refute the initial hypotheses.

Hypothesis testing for the normal distribution of residuals based on the frequency plot of standardized residuals; assume the mean is 0 and the standard deviation is 1.

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+ Determine the level of influence of factors affecting learning attitudes: the larger the beta coefficient of a factor, the greater its influence on learning attitudes compared to other factors in the research model.

+ Bartlett's test: examines the hypothesis that variables are not correlated in the population. If the test shows statistical significance (sig < 0.05), then it can be concluded that the variables are correlated with each other in the population, and factor analysis is appropriate for the given dataset. Consider.

+ Eigenvalue: represents the portion of the variation explained by each factor.

Only factors with an eigenvalue greater than 1 are retained in the analysis model.

+ Coefficient of Variance (extracted) : the percentage of total variance explained by the factors. The extracted variance needs to reach a standard level of 50% or higher so that the percentage of variation in the factors can explain the percentage of variation in the observed variables.

Factor loading coefficient: This is the simple correlation coefficient between variables and factors. The factor loading coefficient must be greater than or equal to 0.5 to ensure the practical significance of the exploratory factor analysis. destroy.

+ Factorization: We obtain the Factor Score of each factor by taking the average of the observed variables belonging to that factor to perform ANOVA analysis.

Analysis of Variance (ANOVA)

Method analysis ANOVA helps compare the mean values of different groups of subjects. (This technique is used to compare the mean values of different groups of subjects.) Analysis of variance was performed to check The hypothesis states that the group populations have a mean value. Equal vessels. This technique is based on the principle of Calculate the level of variation within groups and the variation between group means. Based on these two estimates of the level of variation, we can draw conclusions about the degree of difference between group means (Trong and Ngoc, 2008) [2].

The study will use one-way analysis of variance (ANOVA) to determine differences in learning attitudes among groups based on categorical variables such as gender, field of study, origin of residence, and parental occupation, with the following statistical hypothesis testing:

Hypothesis H0: There is no difference between the group means in terms of learning attitudes.

The variance in the homogeneity test of quantitative variables must be greater than 5% to conclude that the variance of the quantitative variable between groups does not differ statistically significantly, thus satisfying the conditions for ANOVA analysis. Otherwise, if it is less than 5%, the analysis conditions are not met and the study should be stopped.

Hypothesis testing (H0) is performed using the significance of the quantified variables, with the confidence level of the test being... If 95% (sig < 0.05) indicates a statistically significant difference, then it can be said that there is a statistically significant difference. Additionally, if sig If the value of the quantitative variable is > 0.05, then the conclusion is that there is insufficient basis to reject the null hypothesis H0.

Continue with the distribution. Use deep analysis with ANOVA to determine differences. The difference between groups can be determined by testing. Post Hoc with a significance level of 5%.

V. RESEARCH RESULTS

Descriptive statistics

The sample was collected using a quota sampling method. Each tier randomly selected representative classes to distribute questionnaires. A total of 42 questionnaires were distributed for the survey.

The following demographic factors can be summarized:

Table 3. Statistics by gender pattern

Gender	Quantity	Percentage (%)	Validity rate (%)
Male	80	38.1	38.1
Female	140	61.9	61.9
Total	**220**	**100.0**	**100.0**

Table 4. Statistics by school year

School year	Quantity	Percentage (%)	Validity rate (%)
First year	30	12.6	12.6
Second year	70	53.7	53.7
Third year	60	33.7	33.7
Fourth year	60	33.7	33.7

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Total	220	100.0	100.0

Table 5. Sample statistics by origin of residence

Origin of residence	Quantity	Percentage (%)	Validity rate (%)
Countryside	120	68.3	68.3
Town/City	60	16.4	16.4
City	40	15.4	15.4
Summary	**220**	**100.0**	**100.0**

Table 6. Statistics by parent's occupation.

Parent's occupation	Quantity	Percentage (%)	Validity rate (%)
Farmer	115	65.1	65.1
Worker	6	4.0	4.0
Public officials	50	15.3	15.3
Business, trade	45	13.3	13.3
unskilled labor	4	2.3	2.3
Summary	220	100.0	100.0
Total	220	100.0	

Scale validation

Evaluation criteria

Cronbach Alpha analysis is a statistical test that examines the consistency of the survey items (observed variables) in a conceptual scale. It is used to eliminate unsuitable observed variables before conducting exploratory factor analysis. The study will assess the reliability of the research's conceptual scale, including: *Lecturers; Teaching methods; Facilities; Curriculum and course content; Practical work and internships; Learning motivation; Living and eating conditions; and Learning attitudes,* using the Cronbach Alpha coefficient, with the standard being that the coefficient must be greater than 0.7 (usable).

In addition, attention should be paid to the Alpha coefficient of the scale when removing each observed variable one by one; this coefficient must be smaller than the overall Cronbach Alpha coefficient of the scale (Trong and Ngoc). 2008) [2].

Analysis results

For the concepts of Lecturer; Teaching methods; Practical training/internship; Living and eating conditions; and Learning attitude, the analysis results show that the Cronbach Alpha coefficients are all greater than 0.7. This means that the observed variables for these concepts are sufficiently reliable to describe the content of the concepts, representing the different aspects of the concepts that the observed variables are used to measure. measure.

Table 7. Results of Cronbach Alpha analysis

Element	Observed variable	Medium	Standard deviation	Correlate total variable	Alpha if the variable is eliminated
Mechanical system physical facilities	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
	Facili17	3.2096	0.8831	0.6312	0.7583
	Facili18	3.1345	0.8831	0.4236	0.8017
	The Cronbach Alpha coefficient of the factor is **0.8036.**				
Course materials and 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
	The Cronbach Alpha coefficient of the factor **is 0.7757.**				

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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
	The Cronbach Alpha coefficient of the factor is **0.7535.**				

Comment: After the second analysis, the remaining concepts all have reliable scales (Cronbach Alpha greater than 0.7). Thus, we have removed three unsuitable variables from the component concept scales before proceeding to the exploratory factor analysis. These three variables did not ensure the reliability of the scale. Therefore, the study concludes... next custom history use 39 variable with 8 concept recitation to real presently fertilizer accumulation core accuse examination destroy.

Exploratory factor analysis

Evaluation criteria

This study performed exploratory factor analysis using the Principal Component factor extraction method, Varimax rotation, and the following statistical parameter standards:

+ KMO index greater than 0.5

+ Bartlett's test has a significance level of less than 0.05

+ EigenValue is greater than 1

+ The extracted variance of the factors is greater than 50%.

+ Use observed variables with a Factor loading greater than 0.5

Analysis results

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

First factor analysis results: Eight factors were extracted, all with statistical parameters meeting the standards; however, some observed variables had factor loading coefficients less than 0.5. These include:

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

+ Facili18 (Dormitories and sports facilities adequately meet student needs) has a Factor loading less than 0.5 (0.464).

+ Instru05 (Instructor with extensive practical experience to apply to teaching the subject) has a Factor loading less than 0.5 (0.479).

Additionally, there are three variables in the same group as the component concept "Curriculum, course content," including Teach07 (Lecturers explain course content in an easy-to-understand way); Teach08 (Lecturers explain course content in a clear structure); and Teach12 (Lecturers use teaching methods appropriate to the students' cognitive level). These are not meaningful and should be excluded. go out.

Thus, there are a total of 6 observed variables that do not meet the requirements, so a second factor analysis will be conducted with the remaining 27 variables. again.

Results of the second factor analysis:

The second round of results yielded a final result consisting of 7 factors representing 27 observed variables, with statistical parameters all satisfying the established criteria. go out:

factor analysis is necessary for the research dataset. rescue.

+ Inspection Bartlett:

Hypothesis H0 : The observed variables are not correlated with each other in the population.

The analysis results show that Sig = 0.000 < 0.05, thus rejecting the null hypothesis H0. In conclusion, the observed variables are correlated with each other overall.

+ The Eigenvalues of the observed variables are all greater. 1. Meets the requirements.

+ The extracted variance value = 60.47% > 50%, thus the factor analysis meets the requirements. We can say that the 7 factors extracted can explain 60.47% of the variation in the data set. material.

Table 8. Table listing factor loading coefficients in the second factor analysis.

Variable name	Encryption	Factor						
		1	2	3	4	5	6	7
Facilities and equipment for the High School and University classrooms.	Facili14	,818						

Modern facilities and equipment for in-depth research.	Facili15	,754						
Facilities and equipment - Lecture hall conditions	Facili13	,703						
School's Infrastructure and Equipment Investment	Facili17	,703						
Facilities - Library with books, newspapers, and reference materials.	Facili16	,597						
At the same time - score points, high school results	Motiva30		,757					
Motivation - Training skills for the future	Motiva33		,703					
Motivation - An essential subject for the future.	Motiva32		,682					
Motivation - Enhancing knowledge and understanding	Motiva29		,681					
Motivation - Affirming oneself to others	Motiva31		,644					
Course content that attracts students to listen to the lecture.	Subjec22			,721				
Curriculum - Purpose, practice, meeting social requirements	Subjec23			,702				
Subject - Knowledge updated regularly	Subjec24			,677				
Subject - Accurate and complete content	Subjec21			,634				
Teacher - ethics, pedagogical style	Instru03				,757			
Teacher - Dedicated to the subject, lecture	Instru02				,756			
Teacher - Cheerful, friendly, and helpful to students.	Instru01				,746			
Teacher - Professional knowledge and understanding	Instru04				,614			
Living Conditions - Diet and Lifestyle	Living35					,882		
DK song-Income, family economy	Living36					,813		
DK song - Current residence	Living34					,751		
TH_TTap - Multiple field trips and internships	Practice26						,764	
TH_TTap - Enhancing knowledge and skills	Practice27						,742	
TH_TTap-Duoc organizes many TH sessions	Practice25						,716	
PPGD - Encouraging discussion and teamwork.	Teach10							,828
PPGD - Encouraging self-research and creativity	Teach11							,770
PPGD - Answering Students' Questions	Teach09							,660

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Perform factor analysis on the dependent variable. home
The dependent variable of the study is the concept of Learning Attitude, with six different observed variables to measure aspects of students' learning attitudes. The analysis results show that all six observed variables belong to a single factor, with statistical parameters satisfying the requirements.
Comment: The results of the exploratory factor analysis show that a total of 7 factors were extracted for the independent variables and 1 factor for the dependent variable. These factors include: including:
Core accuse 1: Infrastructure system (5 variables) close)
Core accuse 2: Learning Motivation (5 key variables) close)
Core accuse 3: Course materials and content (4 variables) close)
Core accuse 4: Lecturer (4 variables) close)
Core accuse 5: Living and accommodation conditions (3 variable)
Core accuse 6: Practice, practical training (3 variable)
Core accuse 7: Teaching methods (3 variable)
Factor extra belongs to: Learning Attitude (6) variable)
To ensure the suitability of the factor analysis results and the reliability of the new scale, from the 8 factors extracted and the remaining 33 observed variables after exploratory factor analysis, the scale validation method using Cronbach's Alpha coefficient was performed again. The results showed that the statistical parameters were all consistent with the scale of the new model. Thus, the revised research model will include 33 observed variables belonging to 8 component concepts that are similar to the 8 influencing factors of the initially proposed research model. head.

Multivariate regression analysis
Correlation analysis
Correlation analysis was conducted to examine the correlation between the dependent variable, " Students' *Learning Attitudes* at the School, " and the independent variables, including *Lecturers, Teaching Methods, Facilities,* Curriculum, *Course Content, Practical Training, Internships, Learning Motivation,* and Living *Conditions,* in order to quantify the strength of the linear relationship between the variables. The closer the Pearson coefficient value is to 1, the stronger the correlation between the independent variables can be concluded. close with variable extra belong. Conclude fruit fertilizer accumulation similar mandarin Okay body presently via board after :

Table 9. Pearson correlation analysis results

		Infrastructure	Motivation	Course materials and content for MH	Lecturer	DK song	TH, internship	PPGD
Learning attitude	Pearson Correlation	,141(**)	,258(**)	,241(**)	,189(**)	,170(**)	,162(**)	,131(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000
	N	712	712	712	712	712	712	712

Comment:
All independent variables are fairly strongly correlated with the dependent variable, and the correlation coefficients are statistically significant: Sig.(2-tailed) = 0.000 < 0.01
The results of the analysis above confirm that further multiple regression analysis is necessary. The variable is appropriate for the dataset under consideration.

Multivariate regression analysis
When considering a model that shows a linear correlation between the dependent variable and seven variable toxic establish above, us build erect direction presentation return rules line calculate like 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: Learning attitude ; X1 : Facilities ; X2 : Motivation ; X3 : Curriculum, course content ; X4 : Lecturers ; X5 : Living conditions ; X6 : Practical training, internship ; X7 : PPGD
The results of the multiple regression analysis are as follows:

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Table 10. Results of multiple regression analysis

Variables Entered/Removed(b)

Model	Variables Entered	Variables Deleted	Top
1	PPGD, TH, internship, facilities, curriculum, course content, motivation, lecturer, living conditions(a)	.	Enter

All requested cameras entered.
Dependent Variable: Pregnancy due to learning

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin- Watson
1	,501(a)	,251	,244	,86766	1,829

a Predictors: (Constant), PPGD, TH, internship, facilities, curriculum, course content, motivation, lecturer, living conditions. b Dependent Variable: Learning attitude

ANOVA(b)

Model		Sum of Squares	df	Mean Sea	F	Sig.
1	Regression	177,699	7	25,386	33,720	,000(a)
	Residential	529,997	704	,753		
	Total	707,695	711			

a Predictors: (Constant), PPGD, TH, internship, facilities, curriculum, course content, motivation, lecturer, living conditions. b Dependent Variable: Learning attitude

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics
		B	Std. Error	Beta			Tolerance
1	(Constant)	-016	,033		-,479	,632	
	Infrastructure	,139	,032	,139	4,274	,000	1,000
	Motivation	,256	,033	,256	7,855	,000	1,000
	Course materials and content for MH	,242	,033	,242	7,410	,000	1,000
	Lecturer	,184	,033	,183	5,609	,000	1,000
	DK song	,172	,033	,171	5,237	,000	1,000
	TH, internship	,163	,033	,163	5,002	,000	1,000
	PPGD	,130	,033	,130	3,984	,000	1,000

a Dependent Variable: Pregnancy due to learning

Comment:

The correlation coefficient between factors influencing students' learning attitudes is R-squared, adjusted to 0.244. This means that 24.4% of the variation in learning attitudes can be explained by the variation of the component factors. Thus, the remaining 75.6% is influenced by other factors not considered in the study. This result is quite similar to the research results of Tai et al. (2003) when studying the influence of school educational factors (R = 0.274

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with 1787 samples), as both studies surveyed a relatively large sample size, covering many students across different years and majors. learn other each other in together one lip school teacher sex special enemy belong to Vietnamese Male. Outside go out, Compared to referenced studies such as Huang and Hsu (2005) with $R^2 = {}^{0.58}$; Curran & Rosen (2006) with $R^2 = 0.77$; Maat and Zakaria (2010) with $R^2 = 0.432$ and 0.421…, the study has a relatively low adjusted R^2 value. This can be explained by the fact that the scale used in the study to measure students' positive learning attitudes is a relatively new scale, reflecting students' positive learning behavior rather than their perceptions or feelings. Therefore, the impact of influencing factors can only be explained to a certain extent. Furthermore, the study was conducted with a relatively large sample size (812 samples compared to 235 samples by Huang and Hsu (2005); 258 samples by Curran & Rosen (2006) and 102 samples by Maat and Zakaria (2010)) and surveyed students' perceptions of the overall educational environment throughout their time at school, rather than focusing on a specific subject or course. This created a certain gap in the research. opposite to with special enemy lip school teacher sex Vietnamese Male so with children research rescue above.

VI. CONCLUSION AND RECOMMENDATIONS

Conclude

Research process on factors influencing the learning attitudes of students at the Academy of Public Administration and Management. The research was conducted in two main steps: preliminary qualitative research and formal quantitative research. The results of the quantitative research confirmed the hypotheses of the research model to a certain extent. determined.

The preliminary research process was conducted by studying previous theoretical foundations, exploring and building upon research and surveys both domestically and internationally to propose a preliminary research model. The preliminary model comprises seven factors: *Lecturers; Teaching methods; Facilities; Curriculum and course content; Practical training and internships; Learning motivation; and Living conditions,* with the hypothesis that these factors positively impact students' learning attitudes. Additionally, the study hypothesizes that student demographics create differences in learning attitudes among different student groups. A total of eight factors with 42 observed variables were included in the in-depth interviews. At the end of the in-depth interviews, the surveyed subjects generally agreed with the proposed scale, only modifying some statements for brevity. Thus, the modified research model, through qualitative research, still retains the 8 factors affecting students' learning attitudes, corresponding to the 8 initial hypotheses. head.

Too presentation research rescue predetermined quantity Okay catch head equal job broadcast onion board survey close with 42 observed variables and categorical variables about demographics, school year… for birth pill main rules from year best return Go in progress learn practice in Academy of Public Administration and Management. Total add Have 220 survey questionnaires were distributed to randomly selected classes in the first to fourth years. The 220 responses were collected, and all 220 valid responses were analyzed using SPSS 11.5 statistical software. The data analysis methods used included: reliability testing of the scale using Cronbach Alpha coefficient, exploratory factor analysis to refine the model, multiple regression analysis to test statistical hypotheses, and ANOVA to identify differences between student groups. each other.

The sample was collected through random questionnaire distribution to classes across different academic disciplines using a convenient method. Therefore, the dataset has a relatively large number of female students (a total of 130 samples, accounting for 61.9%). The survey subjects of the study mainly focused on second -year university students (53.7 %). Furthermore, a large proportion of students in the survey sample (68.3 %) came from rural areas, with parents being farmers (65.1 %).

Through the process of validating the scale of the component conceptual factors by The Cronbach Alpha coefficient and the exploratory factor analysis process eliminated 9 observed variables that did not meet the requirements. The final exploratory factor analysis results include 7 factors with observed variables corresponding to the 7 component concepts of the initial influencing factors, totaling 27 observed variables belonging to 7 independent variables and 6 observed variables belonging to the dependent variable, which is students' learning attitudes. Thus, the adjusted research model still retains the original conceptual factors, and the statistical parameters regarding reliability, extracted variance, eigenvalues, Bartlett's test, factor loading, etc., all meet the requirements.

The multivariate 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 was tested using Pearson correlation coefficients, with the results showing a linear relationship between the

variables, thus qualifying for multivariate regression analysis. Regression analysis Multi variable give conclude fruit vomit predetermined the fake theory system list ban head with termite similar mandarin The relationship between the independent and dependent variables was statistically significant through the F-test (F(7;704) = 33.72; sig = 0.000). Among them, the Learning Motivation factor had the most positive impact on learning attitude ($\beta = 0.256$), followed by the Curriculum and Course Content factor ($\beta = 0.242$). These two factors showed the most positive impact, indicating that to have a positive learning attitude, each student needs to have the right and positive learning motivation; at the same time, the curriculum and course content system needs to be accurate, practical, useful, and suitable to societal requirements. In addition, the analysis results also showed that other factors also had a certain positive influence on learning attitude such as: Lecturers ($\beta = 0.183$); Living conditions ($\beta = 0.171$); Practical training and hands-on experience ($\beta = 0.163$); physical facilities ($\beta = 0.139$); and the factor with the lowest positive impact was Teaching methods ($\beta = 0.130$). Overall, the hypotheses about the factors positively influencing learning attitudes in the research model were tested and found to be statistically significant for the population (tested). F).

ANOVA (Angiographical Analysis) testing for variance between different groups of students also showed that There are differences in general or specific learning attitudes among groups based on factors such as origin and parents' occupations. Thus, students from different backgrounds and studying in different fields will have different learning attitudes. This shows the need for greater attention to students' circumstances and consideration of different academic disciplines, given the unique training characteristics of the Academy of Public Administration and Management, a multidisciplinary university with students from diverse regions, in order to enhance positive learning attitudes among its students. school.

Contribution of the research topic

Theoretical contribution

Research on student attitudes, particularly positive learning attitudes, is still a relatively new field of study in Vietnam, with few similar practical research works. This is especially true within the higher education environment of the Academy of Public Administration and Management. There are also no existing scientific research models discussing students' learning attitudes. Therefore, this study contributes to the field of education by developing a theoretical model aimed at identifying and explaining the factors in the educational environment that influence students' positive learning attitudes. pill.

Based on the theoretical framework of numerous domestic and international studies on the attitudes of university students, this research model examines the factors influencing the learning attitudes of students at the Academy of Public Administration and Management. This study has provided a relatively comprehensive overview of the impact of environmental factors surrounding students' learning on positive learning attitudes, a type of attitude and behavior that has not been thoroughly and comprehensively studied in education. Furthermore, the study's scale was constructed based on numerous studies and practical assessments of university training quality, and was adapted to suit the Vietnamese educational environment in general and the educational environment of the Academy of Public Administration and Management in particular. In particular, this will contribute to supplementing the theoretical framework for evaluating training quality, helping managers gain a more comprehensive understanding of the factors that shape the quality of training in the higher education environment. learn.

Practical contribution

The research findings provide valuable reference material for management and leadership levels, as well as for the training quality assurance units of the Academy of Public Administration and Management. This also includes the school's faculty in evaluating and understanding the current state of training based on students' perceptions of factors affecting their learning attitudes. The information and research results are based on objective, practical surveys with a relatively large number of students across many fields; therefore, the results can be used. rescue give labour author plan predetermined war comb head private broadcast development, lift High matter quantity dig It is created with the aim of meeting the learning needs of students and training high-quality human resources for society. festival.

Limitations of the study

The research model developed has an adjusted R-squared value of 0.244, which means that the variation in the influencing factors proposed in the study can only explain 24.4% of the variation in learning attitudes. Thus, the remaining 75.6% is not influenced by the seven factors; students' learning attitudes may also be influenced by many other factors that the model has not yet addressed. next.

Due to time constraints, limited resources, and resources, the study only conducted convenient sampling in specific academic disciplines, resulting in

a relatively small sample size compared to the large student body of the university. Furthermore, the sample ratio was quite skewed between males and females. This had a somewhat negative impact on the research results.

The new study focuses only on students' learning attitudes and does not delve into their specific learning outcomes to demonstrate the true effectiveness of influencing factors. Furthermore, the research scope is relatively broad, with surveys covering many subjects and not specific academic disciplines. This may result in a survey of students that only reflects their general perceptions, failing to accurately assess the current state of the university.

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