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The Factors Impact on Students' Actual Research Activity in Public Universities in Hanoi, Vietnam

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Abstract

This research aims at identifying and evaluating the factors that affect students' actual research activity. The selected organization for the study is 5 public universities in Hanoi city, Vietnam. The research results have shown that six groups of factors are positively correlated with students' actual research activity, that are: The facilities and financial condition of university; The link between university and business; Program and training organization activities of the university; Teaching methods of lecturer; Student learning motivation; The support of the student family. These groups of factors were measured in 28 observational variables and explained 62.6% the change of dependent variable. Analyse and evaluating the influencing level of these factors to the student actual research activities will help the managers at the universities; the businesses or student parents can notice and have effective measures to enhance the actual research activities for students in various forms, improve the quality of training in order to meet the increasing requirements of the labour market.

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Influencing factors
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1. Introduction

The link between student learning and actual research is a matter which receive the concern by a lot of universities. Learning and practical research enables students to gain access and experience in vivid working environment. From which students can apply their knowledge and skills that they learned into reality, at the same time they can be equipped with the skills, knowledge and experience from the practice. These early experiences help students gain more knowledge and confidence after graduation. In addition, in the process of practical research, students can establish relationships for their careers in the future.

This paper focuses on analyse the factors influencing student actual research activity, from which, can give the suggestions to enhance the actual research activities for students. This is also the basis for managers at universities; businesses and student parents can realize the important role of practical research and set out the practical measures to enhance the research activities for students in various forms, improving the quality of training in order to response the increasing requirements of the labour market

2. Theoretical Foundations, Models and Research Hypothesis

2.1. Theoretical Foundations

Studies by Stenhouse (1975) and Wragg (1997) point out that the requirement of curriculum must emphasize the practicality and ability to apply such content to student professional practice; using the

approach with theoretical combine practical as a basis for curriculum construction. At least one curriculum should provide a practical organization as a basis for planning a course and conducting actual research activities. The form of student actual research consists of three types: Practical exercises on the class; Practice familiarization or practice the professional process (in order to set up the skills and basic operations); Internship at the end of the training course. The author recommends that these activities should be implemented regularly and continuously for students to ensure their adaptability to the working environment after graduation.

In Vietnam, a number of major universities, such as Vinh University, Hanoi Pedagogical University, Hue National University, Hanoi National University ... have set up a link between theoretical training and practical research in the training program through the forms: Practical exercises on the class with the guide and evaluation of lecturers; Practice in the organization, which has been contacted by the university, in a concentrated way with the lecturer in charge of accompany; Practice through seminars, exchanges or event organizations; Practice by "sent directly to the business", that means students contact directly to the internship company, the university assign the instructor to guide student.

Williams and Caroline (2011) argue that the curriculum should provide students with tools that they can apply to their lives in present and in the future. Satisfaction with the specialized trained, with the content of the training course will help students to have more passion, desire to explore, from which have motivation in learning and will lead to better academic results. Therefore, the design and implementation of the training program closely linked to the fact is one of the factors that affect students' academic performance and research.

The role of lecturer in the training process is also very important, Brophy and Evertson (2010) have studied and demonstrated that the lecturer believe in themselves and their in-depth teaching knowledge will make students having a greater endeavour and this affect to the student learning attitudes. In addition, the teaching methodology, personality and enthusiasm of lecturer are factors that make up the appeal and the student's interest in the subject. So, the trainers should equip themselves the abilities that motivate students' learning motivation.

The facilities and financial condition of university also have a great impact on students' academic performance and research. The material condition of the classroom, equipment for teaching and learning, the surrounding environment and the class size affect student motivation and ability. A good learning environment, curriculum materials and classroom material facilities meet the requirements will make receiving knowledge of students easier. According to the study, almost students feel more excited about what they are learning, being practiced in the classroom with full equipment.

The combination between the university and enterprise is also a factor influencing student actual research activity. The research by Rosa (2015) have shown the effective of the co-operation between university and business in the scientific research, application research and exploit commercial advantage from research results. Lidia, Rita, and John (2014) focus their study on the relationship between universities and businesses in the chemical industry, commercial and encouraging the entrepreneurial spirit of the students. Their studies have shown that the combination of university and enterprises not only provides opportunities for access, looking for financial supports and facilities for student actual research but also being places for apply and commercialization the research results of the students. Lidia et al. (2014) study the relationship between universities and enterprise as well as the role of research and development; set up the conditions for successful collaboration between the university and the business, create a better environment for the research activities of students, thereby improve the quality of training and the reputation of the university; enhance the employment prospects for students.

The support of the student family is also an important factor that influence the student's actual research activities. Tai (2002) in the study of a number of socio-economic factors affecting the study and job orientation after graduation of students at Ho Chi Minh National University have pointed out that family factors not only affect the student's career orientation activities but also impact on the learning outcomes, including practical research through financial support and looking for internship organization.

Study motivation is one of the factors influencing the student's actual research activities. Bomia (1997) have pointed out that study motivation is the study desire, excitement, sense of responsibility and enthusiasm in the learning process. Motivation is the cause of action. Student motivation leads to aspiration, excitement in learning, willingness and effort to complete the task of learning. Therefore, the learning motivation of students is a factor influencing learning activities in general and actual research activities in particular.

2.2. Models and Research Hypothesis

Inheritance and develop of a number of theoretical foundations, combined with the selection of factor scales from the previous scientific research in accordance with research objectives, research model designed with six factors: (1). The facilities and financial condition of university; (2). The link between university and business; (3). Program and training organization activities of the university; (4). Teaching methods of lecturer; (5). Student learning motivation; (6). The support of the student family. The authors also combine individual characteristics as gender and the number of studying years at university to measure the different impact of

these personal factors on students' actual research activities. The research model uses the questionnaire based on Likert scale 5 levels and is designed as follows:

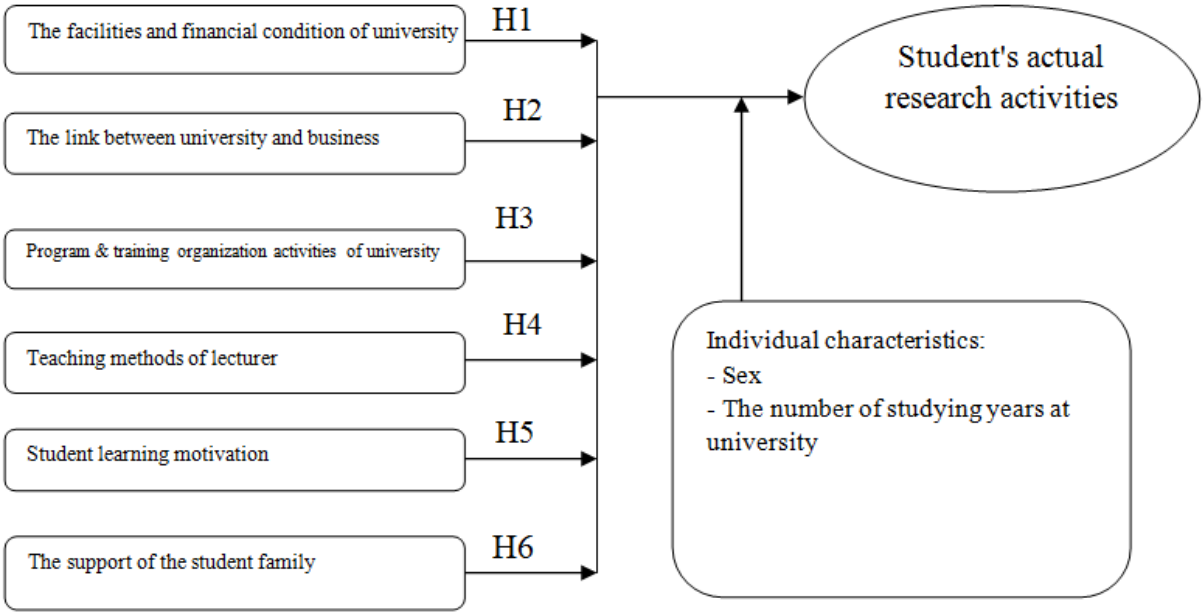

Figure-1. Research model.

Source: Research of the author.

The hypothesis for the proposed research model is:

H1: The facilities and financial condition of university have a positive impact on student actual research activity

H2: The link between university and business have a positive impact on student actual research activity

H3: Program and training organization activities of the university have a positive impact on student actual research activity

H4: Teaching methods of lecturer have a positive impact on student actual research activity

H5: Student learning motivations have a positive impact on student actual research activity

H6: The supports of the student family have a positive impact on student actual research activity

3. Research Method

3.1. Measure the Variables and Select the Research Sample

The study was conducted on the basis of a combination of qualitative and quantitative research. As a first step, qualitative research methods are used to conduct preliminary research. After studying the theoretical foundation and the results of previous studies, the authors discussed with 5 groups of teachers and students at 5 different universities. Participants in the discussion are free to express their views on the contents related to the factors that promote the student actual research activity. Preliminary research results are used to complete the research questionnaire and research model.

Due to time and budget constraints, the team used a convenience (non-probability) sampling method. Samples are collected according to the rules of Comrey and Lee (1992) and referring to the rules of Trong and Ngoc (2008) with 29 parameters (observation variables), minimum sample size is 29 x 5 = 145 number of observations. With the point of view of collecting as many samples as possible to ensure the stability of the factor analysis, based on the ability to collect samples, the team decided to select the number of observation samples is n = 600. With 600 observations, the sample size is good according to Comrey and Lee (1992) and satisfies the rule of multiply 5 of Trong and Ngoc (2008) for the minimum sample size to ensure reliability and stability when analyse and evaluation the impact of the factors. To ensure the desired sample size, the research team sent out 680 questionnaires, received back in 643, of which 622 valid were used as research data.

3.2. Analyze Research Data

The research data after collected will be cleaned and analyzed with the support of SPSS 20.0 software with analytical techniques:

Descriptive statistics: Describe the characteristics of the sample according to the identified signs.

Check the reliability of the scale (Cronbach's Alpha): This method evaluates the reliability of the scale by Cronbach's Alpha coefficient and removes the unsuitable variables. Variables whose correlation coefficient with

total variable is less than 0.3 will be removed out. The scale with Cronbach's Alpha coefficient over 0.6 is usable.

Factor Analysis EFA: allows compaction of multiple correlated variables into quantities expressed in terms of linear correlations, known as representative factors. Using the Kaiser-Meyer-Olkin (KMO) and Bartlett test to measure the suitability of the research samples. The factor analysis is statistical significance if the KMO value > 0.5 and the sig value <0.05

Regression analysis: After extracting the representative factors, search the necessary assumption violations for the linear regression model as: check for standardized residue part, check the coefficient of variance, if the assumptions are not violated, the linear regression model is set up; adjusted R^2 coefficient shows the suitability level of established regression model

Examine the different impact of personal factor: The authors used the Independence-Sample T-test and one-way ANOVA test to examine the different impact of two personal factors: the gender and the number of studying years at university on student's practical research activity.

4. Research Results

4.1. Introduction of Research Samples

Total of 680 questionnaires were sent, 643 votes got back, of which 622 valid votes were used as data for the research.

Table-1. Describe the research samples.

Criteria	Classify	Quantity (person)	Rate (%)
Gender	Male	250	40,2
	Female	372	59,8
Years of studying	First year	0	0
	Second year	165	26.5
	The third year	187	30.1
	The fourth year	270	43.4

Source: Synthetic from questionnaires.

The sample rate by gender have the difference between men and women. There are 40.2% male and 59.8% female in total research sample. This is consistent with the characteristics of students at the universities in Vietnam nowadays the proportion of damsel tends to be higher than the male student.

None of the first year of students collected in total 622 samples studied, the second year students are 165 (26.5%), the third year students are 187 (30.1%) and 270 are the fourth year students (43.4%). The intention of research team did not survey the first-year students because of current training program of the university in Vietnam, in the first year, the students only learn general subjects and accumulate grades in physical subject and defense education. From the second year students will be able to study basic disciplines and specialization subjects, so the demand for practical experience will be increased through the studying years

4.2. Check Reliability of the scale

The result of Cronbach's Alpha coefficient test shows all the coefficients are more than 0.6 (Table 2), the correlation coefficient with total variable of the observe variables are more than 0.3. This result show that, research are appropriate and reliable. By 6 groups of factor and initial observation variable Xm = 29 variables, We remove one variable from the scale because of having Cronbach's Alpha if the Item Delete more than the Cronbach's Alpha of the scale. After removing one variable, the number of observations variables taken into the model is Xk = 28 variables.

Table-2. Cronbach' Alpha test result.

Scale	The number of observation variable			Cronbach's Alpha
	Before testing	After testing	observation variable was removed	
CT	5	5	None	0.754
GV	5	5	None	0.824
VC	5	5	None	0.890
DN	5	5	None	0.893
SV	4	3	1	0.693
GĐ	5	5	None	0.815
Total	29	28	1	

Source: Synthesis from test results.

4.3. Factor Analysis EFA

Using EFA factor analysis with Varimax rotation to analyze 28 observational variables after Cronbach's Alpha reliability test.

Results of EFA analysis, at Eigenvalue value greater than 1 with Principal Components variance and Varimax rotation, factor analysis have extracted 6 factors from 28 observational variables with variance extraction of 62.619% (>50%) being qualified. This means that 62.6% of the fluctuation in data is explained by these six factors. The KMO coefficient is 0.892 (> 0.5) shows that the analysis is meaningful. The sig value = 0.000 <0.05 indicates that the observed variables correlate each other in the overall and the EFA factor analysis is appropriate.

The process of factor analysis with the Eigenvalues is 1,149 (> 1), the 28 observed variables are converged in 6 groups of factors Table 3: The link between university and business (DN); The facilities and financial condition of university (VC); Program and training organization activities of the university (CT); Teaching methods of lecturer (GV); Student learning motivation (SV); The support of the student family (GD) with variance extraction is 62.619%, that means 62.6% of the fluctuation in data is explained by these six factors

Table-3. Factor analysis EFA result.

	Component					
	1	**2**	**3**	**4**	**5**	**6**
DN3	.867					
DN2	.810					
DN4	.779					
DN5	.710					
DN1	.657					
VC2		.790				
VC4		.744				
VC3		.731				
VC1		.731				
VC5		.731				
GD3			.788			
GD1			.759			
GD5			.749			
GD4			.724			
GD2			.710			
GV3				.785		
GV2				.725		
GV4				.723		
GV5				.634		
GV1				.596		
CT3					.724	
CT5					.677	
CT2					.652	
CT1					.611	
CT4					.600	
SV3						.801
SV1						.786
SV2						.741

Source: Result of Factor analysis EFA.

4.4. Analysis of Linear Correlation and Regression

4.4.1. Analysis of Linear Correlation

From the result of factor analysis EFA, the authors use the linear correlation method "Pearson correlation" to assess correlations relation between the factors in the model. The results of the correlation analysis Table 4 show that the correlation coefficients of the factors (r) > 0, the sig value <0.05, that means the variables are linear correlation and statistically significant.

Table-4. Linear Correlation result.

		NCTT	VC	DN	GD	GV	CT	SV
NCTT	Pearson Correlation	1	.544**	.493**	.236**	.532**	.728**	.064
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.009
	N	622	622	622	622	622	622	622
VC	Pearson Correlation	.544**	1	.679**	.096*	.429**	.430**	.087*
	Sig. (2-tailed)	.000		.000	.016	.000	.000	.029
	N	622	622	622	622	622	622	622
DN	Pearson Correlation	.493**	.679**	1	.046	.384**	.354**	.054
	Sig. (2-tailed)	.000	.000		.255	.000	.000	.178
	N	622	622	622	622	622	622	622
GD	Pearson Correlation	.236**	.096*	.046	1	.309**	.188**	-.055
	Sig. (2-tailed)	.000	.016	.255		.000	.000	.172
	N	622	622	622	622	622	622	622
GV	Pearson Correlation	.532**	.429**	.384**	.309**	1	.567**	-.016
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.693
	N	622	622	622	622	622	622	622
CT	Pearson Correlation	.728**	.430**	.354**	.188**	.567**	1	.028
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.481
	N	622	622	622	622	622	622	622
SV	Pearson Correlation	.064	.087*	.054	-.055	-.016	.028	1
	Sig. (2-tailed)	.009	.029	.178	.172	.693	.481	
	N	622	622	622	622	622	622	622

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Result from Linear correlation test.

4.4.2. Regression Analysis

Based on the results of the linear correlation analysis, the authors conducted a regression analysis to examine how is the impact of factors on the dependent variable. The results represented in Table 5 have shown that with coefficient adjusted R2 = 0.62, it can be seen that independent variables in the model can explain for 62% of the change of the dependent variable. In the analysis of variance ANOVA, the F value = 169.7; the sig value = 0.000 shows that the linear regression model is consistent with the data set and can be deduced for the overall. Durbin-Watson statistics coefficient = 1,807 <2 shows that the model has got no correlation between residue parts. This means that the regression model does not violate the assumption of the independence of error. From the "Coefficients" of the regression analysis result Table 5 the Sig value of all factors <0.05 indicates that the regression coefficient was statistically significant. The variance exaggeration coefficient (VIF) with the asymptotic value is 2 demonstrates that the regression model does not violate multicollinearity (the independent variables are strongly correlated).

Table-5. Regression analysis result.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Durbin-Watson
					R Square Change	F Change	df2	Sig. F Change	
1	.790[a]	.623	.620	.42446	.623	1.807	615[a]	.000	1.807

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	183.458	6	30.576	169.709	.000[b]
	Residual	110.804	615	.180		
	Total	294.262	621			

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.306	.148		-2.067	.039		
	VC	.127	.028	.163	4.583	.000	.486	2.056
	DN	.126	.027	.158	4.639	.000	.525	1.904
	GD	.099	.028	.093	3.548	.000	.895	1.117
	GV	.072	.037	.062	1.921	.005	.585	1.709
	CT	.600	.034	.549	17.675	.000	.635	1.575
	SV	.029	.022	.032	1.284	.000	.986	1.014

Source: Result from regression analysis.

From the results of regression analysis, the authors set up a linear regression equation that evaluates the impact of independent factors to the dependent variable "Student actual research activity" as follows:

NCTT = 0,163VC + 0,158DN + 0,093GD + 0,062 GV + 0,549CT + 0,032SV

Under the condition that the other factors unchanged, the factor "The facilities and financial condition of university" (VC) increases one unit, the change of variable "Actual research activities of students" increases by 0.163 units; The factor "The link between university and business" (DN) goes up one unit lead to the change of variable "Actual research activities of students" increasing by 0.158 units; The factor "The support of the student family" (GD) rises one unit, the change of variable "Actual research activities of students" increases by 0.093 units; ; The factor "Teaching methods of lecturer" (GV) increases one unit, the change of variable "Actual research activities of students" rises by 0.062 units; The factor "Program and training organization activities of the university" (CT) rises one unit, the change of variable "Actual research activities of students" increases by 0.549 units; The factor "Student learning motivation" (SV) increases one unit, the change of variable "Actual research activities of students" increases by 0.032 units

5. Verify the Different Impact of Personal Factor

Test the differential impact of gender factor: Because this factor has only two values so can be used the test "Independent-Sample T-test". The results Table 6 show that: The Sig value at Levene's Test = 0.287> 0.05 indicates the variance between the male and female genders is uniform (no difference) and can use the sig T-Test at the line "Equal variances assumed". At the line "Equal variances assumed", Sig value = 0.898> 0.05, so we can conclude: There is no statistically significant difference in the actual research activity of different gender students.

Table-6. Result of Independence-Sample T-test.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
NCTT	Equal variances assumed	1.136	.287	-.128	620	.898	-.00721	.05634	-.11785	.10343
	Equal variances not assumed			-.127	517.05	.899	-.00721	.05686	-.11891	.10450

Source: Result from regression analysis of the authors.

Determine the impact of the factor: "The number of years studying at university" to the actual research activity of student, the authors use One-Way ANOVA test. In the test results Table 7 consider the value in the table: "Test of Homogeneity of Variances", Sig value at Levene Statistic = 0.237> 0.05 shows that the variance between the choice of the qualitative variables is not different and may consider to One-Way ANOVA next. In the ANOVA table, Sig value = 0.03 <0.05, it can conclude that there is statistically significant difference in the actual research activity of the students with the different groups by the number of studying years at university

Table-7. The test of One-Way ANOVA.

Test of Homogeneity of Variances

NCTT

Levene Statistic	df1	df2	Sig.
1.442	2	619	.237

ANOVA

NCTT

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.352	2	2.676	5.733	.003
Within Groups	288.911	619	.467		
Total	294.262	621			

Source: Result from regression analysis of the authors.

6. Additional Qualitative Research

After having quantitative results, the author conducted in-depth interviews with 4 groups of lecturers and students at four selected public universities. All people taking part in-depth interview were not the ones interviewed last time.

When asked about how the program and training organization of the university affects students' actual research activities, most respondents said that this is a very important factor because students have to follow the curriculum and depend on how the training course is organized. If the training program spends a lot of time on practical activities combined with a good training organization, students have more opportunities for practical access.

The characteristics of public universities in Vietnam are low tuition fees resulting in financial constraints, so the funding for investment in physical facilities and financial support for students is limited. When asked about the impact of the facilities and financial support of the university impact on the actual research activities of students, all the comments asserted that good facility will support many for student in learning and research activities. The financial condition of the students is limited, so hardly do students carry out practical research without the financial support of their university

The relationship between universities and business is the most discussed, many opinions argue that the public university has not paid much attention to this problem, most students have to find the organization for internships or research and have not yet got support from the university.

All opinions appreciate the role of faculty members in student's research activities. Trainers are the leaders and orientation, support students to learn the reality. Teaching methods closely linked between theory and practice will help students desire to learn, research practical more

The role of the student family is also assessed to have a positive impact on students' actual research activities. Most of the students interviewed confirmed that they found the internship place based on the family relationship; some by kinship introduced. In addition, the funding for the actual research activities is provided by student family.

The student's learning motivation is also considered to be a positive influence on the research activity. Less than 30% of the respondents said that the actual research was a compulsory activity, while more than the remaining 70% wanted to penetrate the practical research in order to equip with knowledge and experience for themselves. In addition, the number of studying years at university has a different effect on actual research. The more senior students, the more demand in practical research.

Thus, the results of additional qualitative research are completely consensus and confirm the quantitative results about the factors that influence the research activities of students.

7. Conclusions and Recommendations

7.1. Conclusions

The initial proposed model included six factors, that assume to impact on students' actual research activities. The test results show that all six factors have a positive relationship with the actual research activities of students. In it, the factor "Program and training organization activities of the university" is the strongest impact with the influence rate 54.9%, the second is factor "The facilities and financial condition of university" with the influence rate 16.3% followed by the factor "The link between university and business" with 15.8% rate. The fourth is "The support of the student family" factor with 9.3% influence rate meanwhile the fifth is "Teaching methods of lecturer" with 6,2%. The lowest influence factor is "Student learning motivation" with 3.2% rate. These six groups of factors can explain for 62% the change of the dependent variable

7.2. Recommendations

The results of the study show that the factor "Program and training organization activities of the university" have the strongest impact on students' actual research activities, so the universities need to focus on reform in program and training organization towards the combination of learning and researching reality. Training programs should be designed in order to spend more time for discussion, practice and internship at the organizations. Instead of allowing students to do internship at the organizations only once in two months in the fourth studying year as almost Vietnamese universities are doing, should divide into two time of internships at the beginning of the third and fourth year, thence give students more opportunities to approach reality. Training organization activities should also be renewed towards enhancing students' activeness in studying, reduce the number of students in a class, set up and apply e-learning lessons to promote online training. Specialized faculties should actively design and organize actual research activities such as: take their students to visit the production and business activities of enterprises; Organize the festival day of interviews - recruitment and start-up clubs …

The second factor influence to the student actual research activity is "The facilities and financial condition of university" with a 16.3% impact rate. Due to limited funding, at many universities in Vietnam, the facilities have not been interested and properly invested, the financial support for actual research as well as science research activities of students is not much, therefore, it is not encouraged students to participate in actual

research activities. To overcome this limitation, universities should focus on investing in facility and perfect the classroom space, enhance the space for students to prepare for group exercise outside of class time and set up free wi-fi everywhere in the university. Every year, universities should spend an appropriate budget to support student actual research activities

This is followed by the factor "The link between university and business" with a 15.8% impact rate. In order to support the students can approach to the enterprises, universities need to set up an Office for student support and enterprise relations. This is a bridge between the training activities and the enterprise, with the realities of production and business and the labour market. Besides contacting to enterprise for students can visit, do the actual research and looking for scholarship resources for students, it is possible to invite enterprises to take part in selecting research topics or students' start up ideas, from which proposing enterprises to support students in their research. Through office for student support and enterprise relations, universities can invite experts and business leaders to participate in professional meetings with faculty and students. That can help lecturers and students have the opportunity to exchange, clarify the theoretical issues applied in practice, update the new practical knowledge.

As the results of research, teaching methods of lecturer is also factor that influence to the student actual research activities. Lecturers need to improve their knowledge through scientific research activities, participate in scientific seminars, executive consultancy and organizational management; find out the activities of the organizations on their website, on mass media, newspapers, scientific journals, specialized journals, experimental research works. Through these activities, lecturers can accumulate more knowledge and practical experience, from which to impart to students. In addition, faculty members should motivate students to actively participate in actual research activities, ask students to solve a hypothetical situation in a classroom or self-research a business and report by each topic in enterprise activity

The support of the student's family is also a factor influencing the research activities of students with a 9.3% impact rate. It is necessary to build a close link between the student's family and the university, so the families can monitor the learning process of their students. Families and students should find out about careers in the future, participate in job consulting seminars, create conditions for their students to participate in extracurricular activities organized by the university, encourage and share difficulties, provide financial support, consult or seek consultants when students want to start up a business.

The research results also show that students are now quite passive in practical research. Therefore, students need to be active, forge self-study ability, enthusiasm, consciously participate in the exercise of discussion, actual exercises, essay; actively take part in extracurricular activities. This is also an opportunity for students to practice their presentation skills, persuade others, create the premise for skills in the work later.

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