

## The challenges faced by students in school of advanced study at Ho Chi Minh City Open University in doing research

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### ABSTRACT

At the School of Advanced Study, Ho Chi Minh City Open University, to ensure the quality of training, students must have a scientific research topic and have the research recognized by the school in order to be considered for graduation. This study was conducted in order to investigate the difficulties encountered by university students when carrying out scientific research difficulties as a whole and in regard to the academic year and academic major. There were 220 participants chosen randomly at the School of Advanced Study, Ho Chi Minh City Open University, Vo Van Tan Campus. The study was designed as a quantitative method. According to the findings, there are four major factors that the School of Advanced Study students face when conducting research: personal problems, problems related to lecturers, problems related to knowledge and skills, and problems related to the university. There are five differences in the academic year and one difference in majors among the 20 difficulties mentioned. Suggestions for future research are also mentioned.

### 1. Introduction

Scientific research activities are critical in society, particularly in the socio-economic and human development of the country. The findings of scientific research were critical in establishing an ideological foundation, a scientific foundation, and the application of science to many aspects of our lives. Scientific research is now an important part of student's academic lives. It has a significant impact on developing students' critical thinking (Carson, 2015; Yuan, Yang, & Stapleton, 2020) and self-improvement skills (Kneale, Edwards-Jones, Walkington, & Hill, 2016). Scientific research activities benefit students in their field of study and help them gain valuable experience in their future careers, contributing to the development of student personalities in terms of theory, science, and practice, and meeting society's growing needs (Petrella & Jung, 2008).

According to the website of Ho Chi Minh City Open University Science Management Cooperation Department, the number of research papers published by the Ho Chi Minh City Open University internationally is 475 and 299, respectively. 247 research papers by lecturers and 52 papers by students have been published, and 93 projects have won prizes. Not only that, the university's students have brought home many awards from contests such as the Eureka Competition. The factor contributing to Ho Chi Minh Open University's increase in research papers by students is the regulation on graduation consideration. Specifically, at the School of Advanced Study, to ensure the quality of training, students must have a scientific research topic and have the research recognized by the school in order to be considered for graduation. Research,

by its nature, is a critical challenging task that requires in-depth knowledge of the subject matter, planning, care, and hard work (Qasem & Zayid, 2019). As a result, this study was conducted in order to identify the challenges faced by students in the School of Advanced Study at Ho Chi Minh City Open University when conducting scientific research, and investigate whether these challenges differ by academic year and academic major.

Based on the findings of this study, Ho Chi Minh City Open University, specifically the School of Advanced Study can have more effective measures to support their students in doing research. In addition, other universities and colleges can use the findings of this study as a reference to facilitate their student's research projects.

## **2. Literature review**

### **2.1. Definition of research**

Waltz and Bansell (1981) define research as a systematic, formal, rigorous, and precise process used to solve problems or discover and interpret new facts and relationships. Another definition of research is given by Creswell (2008) who states that "Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue" (p. 82). It consists of three steps: Posing a question, collecting data to answer the question, and presenting an answer to the question.

### **2.2. The importance of scientific research to students**

Scientific research is important in helping students become better at their field of study and earn experience for their future careers (Behar-Horenstein, Roberts, & Dix, 2010). In other words, conducting research creates opportunities for students to use critical thinking skills, expand their knowledge, etc., helping students produce high-quality research articles and apply them in practical situations (Yeoman & Zamorski, 2008). These are the reasons why Circular number 22/2011/TT-BGDDT of the Ministry of Education and Training (2011) states that scientific research is one of the main missions of universities, thus increasing the quality of human resources training in universities.

### **2.3. Challenges when doing research**

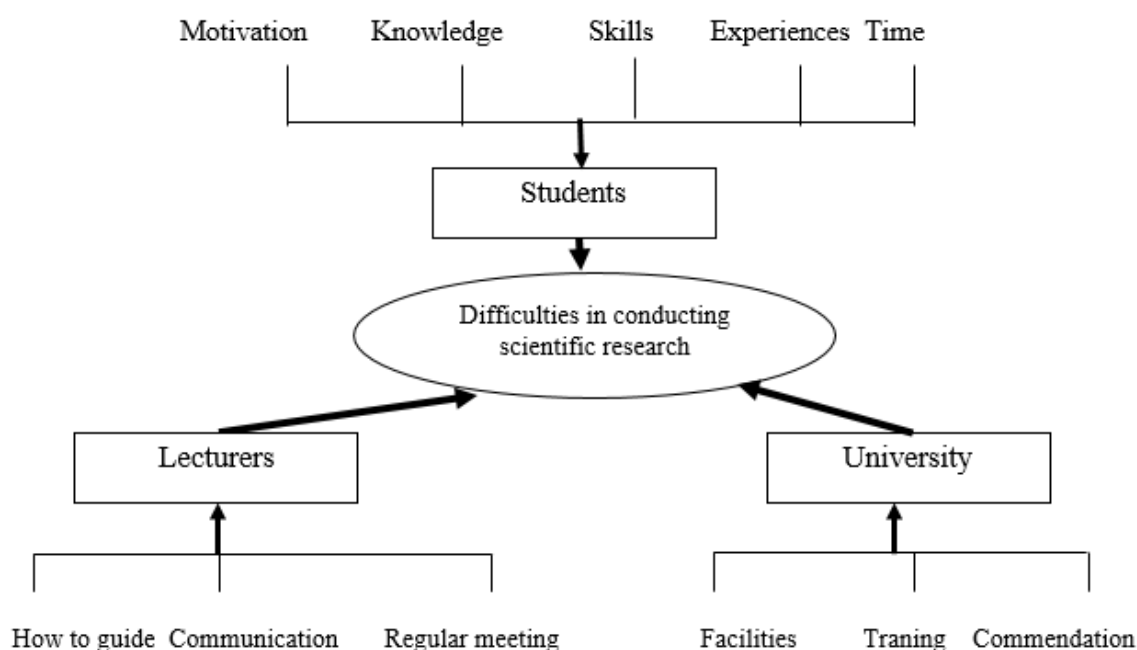
Conducting a research study is a difficult task in which students must gain extensive knowledge in the relevant field and plan the study according to a suitable research design (Qasem & Zayid, 2019). A research study's final output is expected to reflect the originality of the work done, critical and independent thinking, as well as full documentation and a well-prepared structure (Matin & Khan, 2017). A variety of factors influence the success of an undergraduate dissertation. These include both student-related factors (such as personal issues and academic competency) and institution-related factors (Mapolisa & Mafa, 2012).

According to a Turkish study, issues related to research methodology (such as determining the research design, formulating data collection tools, conducting data analysis, and other problems related to the research process) and students' level of knowledge (lessons endure theoretically, the course has inadequate content, and the research stage) influence the finalization of students' studies (Akyürek & Afacan, 2018). Furthermore, the student's inability to review literature has an impact on the development of decision-making (Akyürek & Afacan, 2018). Another study conducted in Bangladesh demonstrates that students lack adequate research knowledge (Matin & Khan, 2017). On the other hand, it expresses that failure to adhere to the research plan causes anxiety, frustration, and depression during the research period (Dickson-Swift, James, Kippen, & Liamputtong, 2007). As a result, students' academic skills, such as how

to conduct research, appear to have an impact on their dissertation completion or non-completion (Aedh & Elfaki, 2019).

Some institutional factors that influence student dissertation completion include the availability of cooperation, guidance, funds, and physical facilities to students (Safari, Navazeshkhah, Azizi, Ziaei, & Sharafi, 2015). The nature of the student-lecturer relationship, the supervisor's knowledge and concern in the area of study, regular contact between student and lecturer, and timely feedback are all factors related to the supervisors, who also represent the institution (Yousefi, Bazrafkan, & Yamani, 2015). According to Mapolisa and Mafa (2012)'s research, a lack of study-related courses and materials can affect undergraduate research completion. Students can also support various strategies to successfully complete their research study (Ivanitskaya, Laus, & Casey, 2004). These include keeping a research diary and sharing research problems with peers so that they can support one another (Gupta, 2012). According to Althubaiti (2015)'s research at King Saud bin Abdulaziz University for Health Sciences, the majority of students believe there is a lack of time to complete their work and a lack of motivation to do research.

A theoretical framework was constructed as follows:



**Figure 1.** Framework of the current study

According to the literature review, students may encounter numerous challenges when conducting research. However, no research on this topic has been conducted at Ho Chi Minh City Open University so far. Therefore, the team decided to undertake the topic.

### 3. Methodology

#### 3.1. Research design

This paper was created as a descriptive research project by gathering and describing the barriers to conducting scientific research encountered by students at Ho Chi Minh City Open University's School of Advanced Study. It looked into the overall difficulties of the students. Furthermore, because students of different academic years and academic majors may have experienced differences in workload and research training, the study investigated whether or not these two variables-academic year and academic major-influenced the difficulties.

### **3.2. Research setting**

The current study was conducted at Ho Chi Minh City Open University, School of Advanced Study, which was founded in 2006 and is located at 97 Vo Van Street, Ward 6, District 3.

### **3.3. Participants**

This study included 220 Vietnamese students from the School of Advanced Study at Ho Chi Minh City Open University. Sixty-four students are in their first year, fifty-one are in their second year, seventy are in their third year, and thirty-five are in their final year. They are undergraduate students studying Accounting, Economic Law, Finance and Banking, English, Chinese, Japanese, Biotechnology, Civil Engineering, Business Administration, and Computer Science recruited through convenience sampling method. Some of the participants were taught how to write research proposals and projects in one semester at the time stated in the curriculum of each major. The great majority of them have not taken this course. However, there was one answer that cannot be used because the participant did not read the questions and chose the same answer for each one. There were 219 responses that are appropriate.

### **3.4. Data instrument**

The questionnaire is the data collection instrument, which included multiple-choice questions, and scaling questions which included five-point Likert-scale questions (with responses ranging from (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree), and open questions.

The first section included three questions designed to elicit information from the participants. In the first and second questions, they would be asked what academic year they are in and what major they are studying. The third question attempted to categorize them into two groups: those who have done scientific work or are working on it, and those who have not. They will answer follow-up questions if they select "Completed scientific research" or "In progress doing scientific research." Students who select "Have not done any research", they were excluded from the research.

From the second section onwards, which was designed for students who selected "Completed scientific research" or "In progress doing scientific research", students were asked about scientific research competitions in which they had participated.

In the third section, students will be asked why they are conducting scientific research. The questionnaire was designed with multiple choice and checkbox questions to save time and make them feel comfortable.

In the fourth section, students will be asked about the difficulties they face while conducting scientific research in terms of knowledge and research skills, difficulties with themselves, difficulties with the instructor, and difficulties related to the university or library. The items were constructed based on the literature review, this study used five-point Likert-scale questions (with responses ranging from (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree). In the final section, students will be asked about solutions to improve their scientific research skills, which will also include multiple checkbox questions.

To ensure that the participants understood each question, all questions were translated into Vietnamese. Both the English and Vietnamese versions of the questionnaires were double-checked before being sent to the researcher's supervisor for revision and feedback. Moreover, a survey was given out to three random students to check the pilot questionnaire. These students did not participate in the main data collection.

The questionnaire reached the reliability statistic of 0.925, which is higher than 0.70 - the acceptable level of reliability.

**Table 1**

Data reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.925	20

### 3.5. Data collection and data analysis

Questionnaires were distributed to students both offline and online. The survey was translated into Vietnamese and distributed to 220 students during a roughly 20-minute break via paper print on the Google Form. Descriptive statistics were produced through SPSS and were reported with pie charts, bar charts, and tables.

## 4. Results and discussions

### 4.1. Results

The study indicates that 93 students completed their research study. In terms of research experiences, 23 students are currently working on a research project. The rest are still unfinished.

Students were asked about scientific research competitions in which they had participated beginning with the second section, which was designed for students who selected "Completed scientific research" or "In progress doing scientific research."

#### 4.1.1. Difficulties in conducting research of students in the School of Advanced Study (as a whole)

**Table 2**

Descriptive statistics related to difficulties in conducting research of students in the School of Advanced Study

	N	Minimum	Maximum	Mean	Std. Deviation
Students do not have enough time	115	0	4	2.88	.763
Students do not have motivation	115	0	4	2.35	.899
Students do not have enough budget	115	0	4	2.31	1.063
Problems like: must balance between study, part-time job, stress when doing research	115	1	4	2.86	.804
Students do not have teammate cooperation	115	0	4	2.35	1.026
Limitation in IT and foreign language level	115	0	4	2.42	.927
Students do not have enough knowledge to conduct research	115	1	4	2.93	.659
Research direction has not been determined	115	0	4	2.74	.817
Students do not know how to use research tools	115	0	4	2.97	.743

	N	Minimum	Maximum	Mean	Std. Deviation
Difficulty in choosing a sample	115	1	4	2.90	.693
Difficulty in the data processing	115	1	4	2.95	.699
Difficulty with foreign documents because of limited language ability	115	1	4	2.73	.809
Difficulty in planning for the research	115	1	4	2.71	.846
Lecturers rarely give instructions	115	0	4	1.97	.941
Rarely to see lecturers	115	0	4	2.59	.954
Lecturers care less about the progress	115	0	4	1.93	.896
Scientific research course don't provide enough knowledge to conduct research	115	1	4	2.50	.821
Lack of documentation in University online storage	115	0	4	2.33	.886
Library resources is limited	115	0	4	2.35	.918
Research training topics do not attract students	115	0	4	2.48	.930
Valid N (listwise)	115				

In terms of personal issues, the results revealed that the students who took part in the survey struggled with personal issues such as not having enough time, with a mean of 2.88. The results also show that the majority of students struggle with not knowing how to use research tools ( $M = 2.97$ ), the highest among the participant's scores of those. When it comes to lecturers, students reported mostly rarely seeing their lecturers ( $M = 2.59$ ), indicating that they are having a lot of trouble with this issue. In terms of university issues, research courses do not provide students with sufficient knowledge to conduct research. In aspects of university issues, the scientific research course does not provide students with sufficient knowledge to conduct research, research training topics do not appeal to students, library resources are limited, and documentation in the university's online storage is lacking. The mean of the factors mentioned ranges from 2.33 to 2.5.

#### 4.1.2. Differences in problems when conducting research on students in the School of Advanced Study in terms of the academic year

**Table 3**

Descriptive statistics of difficulties in conducting research of students in the School of Advanced Study in terms of the academic year

Aspects of problems	Problems	Sophomore/2 <sup>nd</sup> year	Junior/3 <sup>rd</sup> -year	Senior/4 <sup>th</sup> -year
<b>Knowledge and skills</b>	Students do not have enough knowledge to conduct research	3.00	2.97	2.89
	Research direction has not been determined	2.82	2.68	2.58
	Students do not understand how to use research tools	3.21	2.84	3.09

Aspects of problems	Problems	Sophomore/2 <sup>nd</sup> year	Junior/3 <sup>rd</sup> -year	Senior/4 <sup>th</sup> - year
	Difficulty in choosing a sample	2.68	3.00	2.82
	Difficulty in analyzing data	3.11	2.87	3.00
	Difficulties with foreign documents due to a lack of second language proficiency	2.79	2.73	2.71
	Difficulty in planning for the research	2.68	2.84	2.50
<b>Lecturers/ Instructors</b>	Lecturers rarely give instructions	2	2	2
	Rarely to see lecturers	2	2	2
	Lecturers care less about the progress	2	2	2
<b>Personal Problems</b>	Students do not have enough time	2.84	2.87	2.91
	Students do not have the motivation	2.37	2.52	2.03
	Students do not have enough budget	2.00	2.52	2.12
	Problems like: must balance between study, part-time job, stress when doing research	2.95	2.62	2.97
	Students do not have teammate cooperation	2.21	2.65	1.88
	Limitations in information technology and foreign language skills	2.32	2.65	2.06
<b>University</b>	Scientific research course doesn't provide enough knowledge to conduct research	2.42	2.42	2.68
	There is a lack of documentation in the university's online storage	2.53	2.42	2.06
	The library's resources are limited	2.68	2.37	2.12
	Research training topics do not attract students	2.74	2.50	2.29

The fourth year of study averaged 2.97, and the results showed that the students surveyed had difficulty coping with personal issues such as study compatibility, part-time work, and research pressure. The results also showed that most students did not have the knowledge needed to conduct research and did not know how to use research tools. The most trouble is between students and professors because they rarely see each other.

Students have the most difficulty with knowledge when conducting research and time aspects in personal problems, with mean scores greater than 2.5. Consequently, freshmen have not been educated about scientific research based on four issues. Second and third-year students have only studied scientific research methods for one semester, and some have never competed in a scientific research competition, so they may not realize how difficult it is. 4th-year students who have participated in research competitions at least once. As a result, they have more experience than first-, second-, and third-year students.

**Table 4**

Chi-square values of the problems in terms of the academic year

Aspects of problems	Problems	Chi-square value (2-tailed significance)
<b>Knowledge and skills</b>	Don't have enough knowledge to conduct research	.309
	Research direction has not been determined	.518
	Does not understand how to use research tools	.507
	Difficulty in choosing a sample	.511
	Difficulty in analyzing data	.796
	Difficulties with foreign documents due to a lack of second language proficiency	.652
	Difficulty in planning for the research	.467
<b>Lecturers</b>	Lecturers rarely give instructions	.567
	Rarely to see lecturers	.019
	Lectures care less about the progress	.632
<b>Personal</b>	Doesn't have enough time	.491
	Doesn't have motivation	.215
	Doesn't have enough budget	.013
	Problems like: must balance between study, part-time job, stress when doing research	.334
	Doesn't have teammate cooperation	.004
	Limitations in information technology and foreign language skills	.018
<b>University</b>	Scientific research course doesn't provide enough knowledge to conduct research	.067
	There is a lack of documentation in the university's online storage	.606
	The library's resources are limited	.572
	Research training topics do not attract students	.536



According to the results of the correlation test conducted in this study, there was a significant positive correlation with  $p < 0.05$  ( $p = 0.019$ ). Identify the differences between students and meeting with instructors. Moreover, the student's school year was positively and significantly correlated with the difficulty of budget deficit ( $p < 0.05$ ). Furthermore, as shown by the statistics provided above, there was a statistically significant difference ( $p = 0.004$ ) between students in their collaboration with group members in each academic year. With  $p < 0.05$ , it can be seen that "there is a significant difference between students' views in each academic year and their teamwork views of the problems they face during graduation."

#### 4.1.3. Differences in problems when conducting research of students in the School of Advanced Study in terms of academic majors

**Table 5**

Descriptive statistics of difficulties in conducting research of students in School of Advanced Study across academic majors

	Problems	English	Banking and Finance	Civil Engineering	Biotechnology	Accountant	Business Administration	Economic law
Knowledge and skills	Students do not have enough knowledge to conduct research	3.06	3.00	3.00	3.25	3.17	2.72	2.64
	Research direction has not been determined	2.94	2.88	2.29	3.00	2.67	2.76	2.29
	Students do not understand how to use research tools	3.00	3.06	3.29	3.25	3.25	2.90	2.50
	Difficulty in choosing sample	3.09	3.00	2.57	3.00	2.92	2.83	2.57
	Difficulty in analyzing data	3.00	3.06	2.86	3.25	3.25	2.83	2.71
	Difficulty with foreign documents due to a lack of second language proficiency	2.79	2.81	2.29	3.00	2.92	2.76	2.43
	Difficulty in planning for the research	2.79	2.88	2.29	3.25	2.83	2.69	2.43
Lecturers/instructors	Lecturers rarely give instructions	2.09	2.13	2.00	2.00	1.75	1.97	1.64
	Rarely to see lecturers	2.74	2.87	2.29	3.00	2.75	2.17	2.57
	Lecturers less care about the progress	1.97	1.94	2.00	2.00	1.75	1.93	1.86
Personal problems	Students do not have enough time	2.91	2.81	2.86	3.25	2.67	2.90	2.86
	Students do not have motivation	2.53	2.44	1.86	2.00	2.25	2.52	1.93
	Students do not have enough budget	2.26	2.31	2.29	2.25	2.50	2.59	1.86
	Problems like: must balance between study, part-time job, stress when doing research	3.12	3.12	2.14	2.00	2.83	2.90	2.50
	Students do not have teammate cooperation	2.35	2.69	1.57	2.75	2.42	2.45	2.07

	Problems	English	Banking and Finance	Civil Engineering	Biotechnology	Accountant	Business Administration	Economic law
	Limitation in information technology and foreign language skills	2.38	2.56	2.14	2.25	2.58	2.55	2.14
University	Scientific research course doesn't provide enough knowledge to conduct research	2.59	2.44	2.71	2.75	2.67	2.41	2.14
	There is a lack of documentation in the university's online storage	2.44	2.44	2.29	2.00	2.17	2.41	2.00
	The library's resources are limited	2.29	2.38	2.14	2.75	2.50	2.41	2.14
	Research training topics do not attract students	2.35	2.44	2.57	2.75	2.58	2.66	2.29

Similar to academic year differences, students from all majors encounter difficulties in scheduling time for scientific research. Students of all majors have issues with the use of research tools, knowledge, and limitations in language skills when using foreign documents to conduct research. Only students majoring in Civil Engineering and Biotechnology stated that this issue had no influence on their ability to undertake research.

**Table 6**

Chi-square values of the problems in terms of the academic majors

Aspects of problems	Problems	Chi-square value (2-tailed significance)
<b>Knowledge and skills</b>	Don't have enough knowledge to conduct research	.215
	Research direction has not been determined	.176
	Does not understand how to use research tools	.477
	Difficulty in choosing a sample	.774
	Difficulty in analyzing data	.796
	Difficulties with foreign documents due to a lack of second language proficiency	.129
	Difficulty in planning for the research	.649
<b>Lecturers</b>	Lecturers rarely give instructions	.182
	Rarely to see lecturers	.520
	Lectures care less about the progress	.396
<b>Personal</b>	Doesn't have enough time	.499
	Doesn't have a motivation	.293
	Doesn't have enough budget	.330
	Problems like: must balance between study, part-time job, stress when doing research	.000
	Doesn't have teammate cooperation	.472

Aspects of problems	Problems	Chi-square value (2-tailed significance)
	Limitations in information technology and foreign language skills	.499
University	Scientific research course doesn't provide enough knowledge to conduct research	.220
	There is a lack of documentation in the university's online storage	.590
	The library's resources are limited	.974
	Research training topics do not attract students	.916

According to the other result of the correlation test used in this study, there is a positive and significant correlation between the students' majors and having problems like: must balance between studies, part-time job, and stress when doing research ( $p < 0.05$ ).

#### 4.2. Discussions

Scientific research is a vital part of the School Advanced Study Program. Due to a variety of factors, the majority of students have been unable to complete their scientific research projects. These are difficulties in carrying out academic activities as well as personal issues that impede their studies. The current study revealed that lack of knowledge about research, difficulty collecting and analyzing research data, and access to data sources and references are limited. The results of this study are in line with Akyürek and Afacan (2018) that the lack of knowledge in the field of research and inexperience in transferring the knowledge they studied in the Research Methods subject will lead to problems faced by researchers in conducting research.

Qasem and Zayid (2019) found in their study on the challenges facing students while conducting their research project that students have a short period of time to finalize their own research project. In the result of this study, fourth-year students experience the most time constraints because they are preparing to finish their studies and graduation thesis while also conducting scientific research.

A lack of expertise in the subject of research, as well as inexperience in transferring knowledge into various settings, can cause challenges for researchers in their research (Qasem & Zayid, 2019). Moreover, the findings of this study also support the findings of Gupta (2012), who found that the main factors that cause graduate students to fail in the research process include a lack of research skills, a negative perception that research is difficult, a poor relationship with their supervisor, a failure to manage time, difficulty finding an appropriate supervisor, a lack of research resources, a lack of knowledge of research culture, and a lack of cooperation.

Students struggle with analyzing gaps in the literature and applying their work to the existing body of knowledge. They encounter the challenge of knowing how to make sense of the data collected. Students' inability to review the lessons about the methodology of research influences their knowledge of conducting studies. This study also points out that the limitation of accessing literature on the Internet is also a challenge. A study by Akyürek and Afacan (2018) discovered that students' inability to review the lessons about the methodology of research influences their knowledge of conducting studies.

There are significant differences between students in differences academic years. The result of this study has shown that freshmen have not been educated about scientific research. The

second and third-year students have studied scientific research methods for one semester, and some of them have not entered any scientific research competition, so they may not understand how difficult it is. 4th-year students who are preparing for graduation have studied scientific research methods and participated at least once in research competitions organized by the university. Doing scientific research entails gaining experience for a graduation thesis. As a result, they have more experience than freshmen, sophomores, and third-year students. This is in line with Althubaiti (2015)'s cross-sectional survey-based study of 154 medical students from King Saud bin Abdulaziz University for Health Sciences discovered that students' satisfaction levels with the medical research program varied significantly between 3.9% and 16.2% in their second year and 9.7 - 21.4% in their third year.

There seem to be a few statistically significant differences between students with different academic majors. According to the survey results from seven majors (English Language, Banking & Finance, Civil Engineering, Biotechnology, Accountant, Business Administration, Economic Law) of the School of Advanced Study, students in the majority of majors face difficulties and challenges related to personal problems, knowledge, lecturers, and the university. Specifically, a lack of time to conduct scientific research originated from an inability to balance part-time work and study. Students majoring in English Language, Civil Engineering, Biotechnology, and Accountancy also stated that the scientific research approach did not offer them enough expertise to begin their research. To address this issue, students must learn more and apply their knowledge to real research.

## **5. Conclusions & recommendations**

### **5.1. Conclusions**

Considering the result of the research, the major challenges facing research include scarcity of literature resources, shortcomings of knowledge about scientific research, and difficulties in collecting data and using data analysis tools. Research capacity-building courses, collaboration, and networking opportunities are urgently needed. To some extent, students also felt that personal problems like time and stress management may disturb their concentration on their research projects. Freshmen have not been educated in the field of scientific research. Second and third-year students have studied scientific research methods for one semester, and some have not participated in any scientific research competitions, so they may not realize how difficult it is. Fourth-year students preparing to graduate have studied scientific research methods and competed in research competitions organized by the university at least once. Conducting scientific research involves gaining experience for a graduation thesis. There are no significant differences between students in different academic majors. According to the results obtained from the students who participated in the survey in seven majors (English Language, Banking & Finance, Civil Engineering, Biotechnology, Accountant, Business Administration, Economic Law) of the School of Advanced Study, students in the majority of majors face difficulties and challenges related to personal problems, knowledge, from lecturers, and from the university.

### **5.2. Recommendations**

According to the research findings, the completion of the final report on the scientific research project of the students of the School of Advanced Study is affected by four major groups of difficulties: difficulties from the students themselves, difficulties related to the university, and problems related to instructors. Each group of factors has various different influences. These are the suggestions to improve the scientific research activities of students at the School of Advanced Study in particular, and students at Ho Chi Minh City Open University in general:

To begin with, promotional operations should be well-executed, bringing scientific research knowledge closer to students; the goal of this activity is to make each student acutely aware of the significance of scientific research. Second, in order to practice scientific research skills, diversify organizational forms by not only organizing an annual student scientific research conference but also creating and sustaining successful student academic clubs. Finally, the university should encourage the modernization of its libraries. Because of technological equipment, a diverse range of research materials, and other physical conditions, students will be able to better approach reality. Furthermore, for both teachers and students, the findings have a number of implications for research at Ho Chi Minh City Open University. Based on the findings of this study, educators should be prepared to overcome the numerous barriers that students face when conducting research. University may provide activities to help students improve their research writing skills.

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