Enhancing learning interesting for students: influencing factors and proposed solutions

Vu Hong Van⁴ | Trinh Thi Thanh⁵ | Nguyen Thi Hong Hoa⁴⁵

⁴University of Transport and Communications, No.3. Cau Giay Street, Lang Thuong Ward, Dong Da District, Hanoi, Vietnam.
⁵Ho Chi Minh City University of Natural Resources and Environment, Ho Chi Minh City, Vietnam.

Abstract

Interesting in learning is a special attitude of learners toward learning objects associated with their learning activities. For first-year students, who have just graduated from high school, and transferred to a university environment, increasing their interest in learning is a very necessary and important issue, creating pleasure and stopping. encourage learners to actively acquire knowledge. To properly assess the current situation and determine the factors affecting the learning interest of first-year students; this study conducted a survey of 153 first-year students; 22 lecturers and 12 educational administrators in some universities. From the results of that study, it was measured to measure the influence of factors affecting the interest in learning of first-year students. Research results show that eight factors affect the interest in learning of first-year students. Along with assessing the current situation and identifying influencing factors, this study proposes solutions to further enhance the learning interest of first-year students.

Keywords: interesting in learning, interesting in learning, students, universities.

1. Introduction

Interesting is an important psychological attribute of human personality. Interesting plays a very important role in learning and working, and there is nothing one cannot do under the influence of interest. M. Gorki (1917) once said, “Genius springs from love for work”. Along with self-discipline and excitement, it creates a positive perception, helps students achieve high results and is able to arouse the source of creativity. Meanwhile, the survey of teaching practice at universities in many ways (taking questionnaires from educational administrators, lecturers, and students, observing and doing objective tests on the student’s learning process) has shown that many students have no interest in learning. This is seen as both a manifestation and a very important cause of the decline in teaching quality for first-year students.

The measures to create excitement in this article come from four basic points: One is that “The real effectiveness of teaching is that students learn on their own; self-improvement of knowledge and self-training skills”, the second is “The most difficult and important task of the lecturer is to make the students enjoy learning”, the third is: “Teaching for first-year students is must make students feel that knowing more knowledge of each lesson in each subject is having more useful and interesting things from a life perspective”; fourth, “students form the necessary social skills to approach future work skills gradually”.

With these four basic points, we believe that the essence of teaching is to inspire and awaken learners’ self-learning ability (Tyler Ralph 2013). In addition, if the concept is that the teacher transmits and the learner receives, the teacher, no matter how much interest and effort, has not inspired students, has not made the learners see the good, the interesting, The actual value that knowledge brings is still ineffective (Uan et al 2005). Learners are only self-disciplined and actively learn when they are interested. Interest is not inherent, not innate. Interest does not arise spontaneously; once it is created, nourishment can also be lost if not maintained. Interest is formed, maintained, and developed thanks to the educational environment with the leading, guiding, and organizing roles of lecturers (Snoek 2011). Lecturers play a decisive role in discovering, forming, and fostering students’ interest in learning.

The teaching process consists of five basic components: teaching purposes, teaching content, teaching methods and forms, teaching means and equipment, and assessment of learning outcomes. With those components, there are many groups of measures to create interest in learning for students, and they belong to different aspects of the teaching process (Wentling 1993). There are measures to influence the presentation of lesson objectives, measures to influence the teaching content, measures to influence the methods and forms of teaching organization, measures to influence the means and teaching equipment, measures to affect assessment (including comments), and friendly interactions between teachers and students and students.

For first-year students, there are many changes in life and psychological state. In particular, changes in the learning environment, learning methods, and teaching methods of lecturers; changes in test methods, course assessment, etc. All these changes require adjustment methods from lecturers, helping first-year students overcome a difficult period to gradually
stabilize psychologically and at the same time gradually becoming accustomed to the new learning environment, creating interest in the learning process. Therefore, it is necessary to assess the current situation and determine the factors affecting the learning interest of first-year students to take appropriate measures to create interest in the learning process of students.

2. Literature Review

Related Concepts

Interesting:

According to Harold (1985): Interesting is a special attitude of an individual toward an object that is both meaningful in life and has the ability to bring pleasure. According to Nguyen Quang Uan (2005), interest is a special attitude of an individual toward a certain object, which is both meaningful to life and capable of bringing pleasure to the individual in the process of the activity. According to Nguyen Dang An Long and Le Van Thuan (2020), interest is an individual’s special attitude toward an object that is both meaningful in life and capable of bringing pleasure. According to Le Thuy Hang and Vu Hong Van (2020), interest is an individual’s special attitude toward some object; it has meaning to life and has the ability to bring pleasure in the process of the activity. Excitement manifests in high concentration, in fascination, attracted by the content of the activity, in the breadth and depth of interest.

Thus, interesting is an individual’s special attitude toward an object, which is both meaningful to live and capable of bringing pleasure to the individual in the process of the activity. In a general way, it can be understood: Interesting is a person’s attitude toward a certain object or phenomenon. Interesting is an expression of an individual’s cognitive tendency toward objective reality, expressing a person’s interest in certain objects and phenomena.

Interesting in learning:

According to Pham Minh Hac (2004), interest in learning is the type of interest associated with school subjects; it is a special attitude of students toward the subject, which students find meaningful and capable of bringing pleasure in learning the subject. According to Nguyen Hoai Nam and Cao Thi Quyen (2014), “Emotion of learning is a special attitude of learners toward the learning object and is associated with their learning process, creating pleasure and motivation learners actively acquire knowledge”.

Learning is one of the important tasks of students in the learning process, and interest in learning plays a particularly important role in improving the effectiveness of the learning process (Hang and Van 2020; Trung and Van 2020a; Hięp et al 2022). Thanks to excitement, in the learning process, students can reduce fatigue and stress, increase attention, and promote active inquiry and creativity (Snoek 2011). Interest creates in students’ active learning, the desire to approach and delve into knowledge, and discovery.

Motivation for learning:

Learning motivation is a system of factors that have both directional properties and functions to stimulate, promote and maintain learning activities (Hang and Van 2020; AnLong and Son 2022). According to Duong Thi Oanh (2013), learning motivation is a psychological factor that reflects an object’s ability to satisfy learners’ needs and orient, promote, and maintain learners’ learning activities to dominate the subject. That statue. The right or wrong learning motivation has the meaning of determining the success or failure of the activity and the direction of human personality development. Differences in students’ learning ability and motivation affect learning and teaching effectiveness (Cole et al 2004; Noe 1986). Nguyen Dinh Tho (2008), based on the research of Noe (1986), said that the learning motivation of students is the desire to attend to and learn the contents of the curriculum (Snoek et al 2011).

Learning motivation can be divided into two types. Internal motivation (internal force) is the motivation that comes from learners’ needs, understanding, and beliefs regarding the true object of learning activities, which is the desire to learn. desire to acquire and expand knowledge and to be passionate about learning (Emil 2007). Extrinsic motivation is the type of motivation that refers to external influences on students’ learning activities, such as meeting parents’ expectations, filial piety, attraction to the lecturer’s lectures, admiration of friends, etc. (Van 2019; Vuhong 2022a and 2022b). Although this motivation is negative, it also contributes to the stimulation, excitement, and demand for learners to acquire knowledge and skills in the learning process.

The Role of Interest in Students’ Learning Activities:

Interesting in learning is very important in the acquisition of knowledge. If the learner is interested in a certain subject, it means that the learner is very eager to master the subject knowledge; even if there is muscle fatigue, the learner will also direct his entire cognitive process to it (Uan 2005). Excitement is also a powerful stimulus that makes cognitive processes happen at a fast speed, depth, and effectiveness. In learning activities, interest makes the processes of feeling, perception, memory, imagination, and thinking take place more focus and achieve higher efficiency (Hang and Van 2020; Trung and Van 2020b). However, interest in learning is not only a motivating force to make cognitive activities stronger and lasting but also a sustainable attribute of an individual who contributes to an individual’s psychological tendency. core.

Interesting in learning reduces nervous tension and eliminates external inhibitions that hinder cognitive activities, increasing students’ working power in learning (Arie Pratama 2017). Interest in learning gives rise to students’ active learning. Students who have a real interest in learning often learn more actively and creatively (accounting for 69.01%) (AnLong and
Van et al. (2023). Students not only pay attention to lectures in class but also conduct many other forms of learning, such as studying and doing full exercises, reading references, and paying attention to applying knowledge in practice. (accounting for 70.73%) (AnLong and Son 2022).

3. Materials and Methods

This study uses a quantitative research method with a survey method to assess the current situation and determine the factors affecting the learning interest of first-year students at a number of universities in Vietnam, concentrated in a few universities in Ho Chi Minh City and some universities in the Mekong Delta.

The research sample is 187 people, including 153 first-year students, 22 lecturers who directly teach first-year students, and 12 faculty and professional managers (including heads, Vice Deans; Heads, and Deputy Heads of Specialized Departments). This study uses a nonprobability sampling technique with a purposeful sampling method. This study used the criteria for obtaining information from students, lecturers, and administrators as a model.

To accurately assess the importance and factors affecting the learning interest of first-year students, in addition to macro assessments from state management agencies in education, in the study of some colleagues, the research team surveyed N = 187 people. The question is divided into 5 levels with conventional scores Table 1.

<table>
<thead>
<tr>
<th>Convention point</th>
<th>Not important</th>
<th>Less important</th>
<th>Rather important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convention point</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Medium score</td>
<td>1.00 ≤ X ≤ 1.80</td>
<td>1.81 ≤ X ≤ 2.60</td>
<td>2.61 ≤ X ≤ 3.40</td>
<td>3.41 ≤ X ≤ 4.20</td>
<td>4.21 ≤ X ≤ 5.0</td>
</tr>
</tbody>
</table>

Source: compiled by the author.

Processing survey data:

Use the formula to calculate the average score:

$$\bar{X} = \frac{\sum_{i=1}^{n} X_i K_i}{n}$$

$\bar{X}$: Medium score.

$X_i$: Score at level i.

$K_i$: Number of participants rated at $X_i$ level.

$n$: Number of people participating in the assessment.

Meaning of using $\bar{X}$:

The average score in the statistical results represents the degree of representation according to a certain quantity criterion of the sum consisting of many units of the same type. The average score reflects the average level of the phenomenon and compares two (or more) populations of the studied phenomena of the same type, not of the same scale.

From the theoretical basis and previous studies, the authors build a research model consisting of eight factors that affect students’ interest in learning and regulation: (YT1) the learning environment, (YT2) conditions facilities and equipment for learning, (YT3) the quality of the universities’ education, (YT4) the universities’ training program, (YT5) the teaching methods and the popularity of the lecturers, (YT6) movements of youth unions, student unions and team clubs in universities, (YT7) students’ perceptions, and (YT8) influences from family Figure 1.

![Proposed research model](https://www.malque.pub/ojs/index.php/msj)
4. Results

The issue of the linguistic and literary educational field in the system of forming the communicative field plays an important role. The survey results in Figure 2 show that the rating of “important” accounts for the highest rate of 59.36% (with 111/287 respondents). Next, 15.51% answered “Very important” (with 29/187 respondents), and the level of “Rather important” was 14.44% (with 27/187 respondents). The level of rating “Less important” and “Not important” was 5.88% (with 11/187 respondents) and 4.81% (with 9/187 respondents), respectively.

![Figure 2 Assessing the importance of interest in learning. Source: compiled by the author.](image)

The abovementioned research results are similar to those of some previous studies on learning interests for students in general and first-year students in particular (An and Thuan 2020; Hang and Van 2020; AnLong and Son 2022; Hongvu 2022a and 2022b). With the survey results, combined with some comments and assessments of previous studies, the authors went into surveying the factors affecting the learning interest of first-year students Table 2.

<table>
<thead>
<tr>
<th>Survey content</th>
<th>Frequency</th>
<th>( \bar{X} )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not important</td>
<td>Less important</td>
</tr>
<tr>
<td>YT1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>YT2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>YT3</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>YT4</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>YT5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>YT6</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>YT7</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>YT8</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: compiled by the author.

The table survey results show that the total score of the factors \( \bar{X} = 3.70 \) is in the range of \( 3.41 \leq \bar{X} \leq 4.20 \) rated as “Important”. Of the factors identified, none are less than \( \bar{X} = 3.41 \). This shows that all factors are rated as “Important”. Among the factors, there is also no factor greater than 4.20, so no factor is rated as “Very important”. However, there is the element (YT5) “the teaching methods and the popularity of the lecturers”, which is rated the highest with \( \bar{X} = 4.04 \). In addition, (YT7) “students’ perceptions” is also highly appreciated with \( \bar{X} = 3.86 \). Thus, along with students’ awareness, the role of the teacher is very important in the process of creating interest in learning for first-year students.

In fact, along with students’ perceptions, teachers have a great role in the learning process of students. In the teaching process with rich, diverse, and flexible methods; with broad and steady knowledge; together with the love of the profession, students will be the basis for students to form new learning habits and methods and, at the same time, form an interest in
learning with the subject. Research results from previous colleagues showed that over 79.00% of people rated teachers as having a great role in the learning process of learners. However, all effects of teachers are relative, and it is important for learners to have a correct perception of their learning process; thus, all effects will bring results.

5. Discussion

The test results of Cronbach’s alpha scale show that all 8 independent variables have high reliability, with $\bar{X} = 3.70$ rated as “important”, and among the factors, none of the factors have a small $\bar{X}$ more than 3.41 (Table 3).

Table 3 Results of testing the reliability of the scale.

<table>
<thead>
<tr>
<th>Order</th>
<th>Survey content</th>
<th>Number of variables accepted</th>
<th>$\bar{X}$</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>YT1</td>
<td>7</td>
<td>3.66</td>
<td>.647</td>
</tr>
<tr>
<td>2</td>
<td>YT2</td>
<td>7</td>
<td>3.68</td>
<td>.657</td>
</tr>
<tr>
<td>3</td>
<td>YT3</td>
<td>7</td>
<td>3.61</td>
<td>.649</td>
</tr>
<tr>
<td>4</td>
<td>YT4</td>
<td>8</td>
<td>3.86</td>
<td>.705</td>
</tr>
<tr>
<td>5</td>
<td>YT5</td>
<td>8</td>
<td>4.04</td>
<td>.710</td>
</tr>
<tr>
<td>6</td>
<td>YT6</td>
<td>6</td>
<td>3.59</td>
<td>.636</td>
</tr>
<tr>
<td>7</td>
<td>YT7</td>
<td>7</td>
<td>3.60</td>
<td>.643</td>
</tr>
<tr>
<td>8</td>
<td>YT8</td>
<td>6</td>
<td>3.55</td>
<td>.615</td>
</tr>
</tbody>
</table>

Source: compiled by the author.

This result shows that the assessment level of each factor is at an average level, which can be further improved through policies. On the other hand, the research results show that there are eight factors affecting the learning interest of first-year students. Achieving achievements in making students always feel excited about learning is a difficult job, requiring the University’s Board of Directors, Dean of Faculty, and lecturers of universities. and students must work together to improve student interest in learning and the quality of training. Here are some suggested solutions:

First, create interest in learning for first-year students by flexibly using teaching methods and forms of organization. In addition to exploiting the interest in the teaching content itself, the interest of students is also formed and developed by the methods, methods, and forms of teaching organization suitable to the interests of the students. That is, how to organize teaching in the form of quizzes, games, role-playing activities, group learning activities, project teaching, teaching outside the classroom, etc.

Organizing learning games: It is important to stimulate interest and imagination and stimulate the intellectual development of students. Learning games must necessarily be a part of the lesson content. The role-playing learning game can be mentioned. This is a game that has many advantages for teaching. Role-playing in teaching and learning takes on a certain communication role to vividly represent the learning content. The form of role-playing learning is sometimes very fun thanks to the humorous and funny details created by the “reluctant actors”. The role-playing form is especially effective in teaching and learning atmosphere with a lively combination of audio media. and nonverbal factors.

Group learning activities: Group learning is a form of learning with the cooperation of many class members to solve common learning tasks. Organized scientifically, group learning will promote the positivity, creativity, capacity, and cooperation skills of each team member. In the Vietnamese class, this measure has created a natural and favorable communication environment, which is a communication activity to exchange and share knowledge and experiences of friends. Organization of teaching outside the classroom space in traditional teaching, teaching outside the classroom or open classroom is understood very broadly, including picnics, extracurricular activities, clubs, meetings, etc.

Thus, in the teaching process, due to the new learning environment from high school to university, lecturers should not only teach theory but should combine many teaching methods into the teaching process, in addition to teaching methods. With the above methods, lecturers can use some additional methods, such as group discussion methods, viewing videos, raising problems, etc. Changing the teaching method of teachers can help students feel more interested in learning and create conditions for students to practice necessary skills such as teamwork skills and skills presentation skills.

Second, creating interest in learning by making students aware of the goals and benefits of the lesson Interest is a psychological attribute with individual characteristics.

Interesting is selective. Objects of interest are only those that are necessary, valuable, and attractive to the individual. Therefore, what issues attract the attention of students? Answering this question means that the lecturer has lived with the spiritual life of the students, transforming the arid learning tasks in accordance with their wants, needs, interests, and aspirations (of course, to be positive and justifiable) of students.

https://www.malque.pub/ojs/index.php/msj
Interest in learning is first created by making students aware of the benefits of learning to motivate learning. This goal can be explicitly stated in the learning material or it can be presented through specific teaching situations. Right from the first day students come to school, we need to make students aware of the benefits of learning positively and practically.

Positive and proactive in learning, exchanging questions with friends and teachers; learn, apply learning methods suitable for themselves to capture the knowledge of the profession they are studying in a creative and profound way.

Thus, students’ positivity and self-discipline in learning are important factors for effective learning activities because learning in a new environment requires positivity, self-discipline, and self-control. Students’ activities in learning, knowledge acquisition, and comprehensive development. However, the survey results show that students are not active and self-disciplined in their own activities.

Third, improve the quality of the learning environment, such as investing and building to create a dynamic, creative, and integrated learning space (common learning space, group learning exchange space, break space, recreation, etc.) in the school to meet all the needs of students in studying and researching, and the classroom space is modern, cool, quiet, and fully equipped with modern equipment to serve the needs of teaching and learning, contributing to students’ interest in learning.

Other factors, such as the lack of reference materials in the library, equipment, and teaching facilities in the theory rooms, affect students’ interest in learning. The sources of reference materials and textbooks are not rich, causing difficulties for students in the process of learning, researching, and deepening subject knowledge. This also reduces the positivity and enthusiasm of students for general subjects.

Fourth, universities should regularly organize learning and collective activities and movements of unions and associations to attract more students to participate, especially first-year students. This is an important environment for them to become acquainted with new friends, a new environment and conditions to show their personal abilities. That will stimulate enthusiasm for competition and healthy competition. Organizing extracurricular sessions, conversions, and exchanges between lecturers - students, students - students to overcome difficulties encountered in the learning process. From there, we find commonalities and consensus among students so that they can help each other learn better. The school needs to invest in facilities to teach general theoretical subjects, stimulating students’ interest in learning.

Fifth, families should let their children learn about the professions and choose the professions that the students themselves like and want to learn. In addition, families should also encourage, encourage, support and create the best conditions for students both physically and mentally so that students do not have to worry about problems other than studying.

Each person himself will be educated in many different environments: family, school, and society. However, as we said, family is the first educational environment imprinted on the child’s soul, so it has a profound impact on the formation and perfection of each person’s personality. Children are born from parents who are closest to them, but if they cannot educate their children, why blame teachers and schools? Therefore, personality value education in schools and in society can only be effective when the family fulfills its educational mission in the family.

On the other hand, our country’s educational program is still more about teaching literacy than teaching people. There are many good things in society but also many mistakes. Therefore, family education is the most important and indispensable educational environment, and along with values education at school, receiving good things from society will help people gradually improve their personalities, and the young generation will be the future, the pillar of the country.

Sixth, lecturers must always improve their professional knowledge and teaching experience to impart knowledge to students in the best and most effective way. Teachers must always be in a state of innovation, constantly create teaching methods and forms, and organize diverse and rich classes.

Seventh, students need to believe in the future development of the industry, be satisfied with the training program they are studying, and actively arrange their own lessons. To improve their learning results and have an interest in the subjects, students themselves must voluntarily learn and complete the tasks assigned by the lecturer, thereby arousing their passion for research. Science. Each student must be aware of their own role in learning activities.

Eight, universities need to have more seminars on career orientation for students. Up to 80% of students complain that they do not know what 4 years of university means for the career path ahead. Until the end of the year, students are still struggling to find their own direction (AnLong and Son 2020; Dung 2022). Then, when I received my diploma in hand, I had to worry about the way to find a job. This is truly worrisome.

Career orientation for students is considered relatively late. Choosing a major and choosing a career should be taken care of early, right at the high school level to avoid making the wrong choice and wasting time and effort. At the student stage, you should focus on learning about the chosen industry and planning for internships and future jobs.

6. Conclusion

The research has described the current situation and learning interests of students at universities, pointed out the expressions of interest in learning, and the factors affecting the situation, especially The most basic due to little knowledge of the profession being studied. On that basis, the author has proposed a number of solutions to improve learning interest for first-year students at universities. The school regularly organizes seminars and academic clubs about the professions in the
school so that students can understand the profession they are studying. Teachers need to actively innovate teaching methods, have a harmonious combination of methods, and especially focus on taking students as the central object, stimulating students to actively participate in the learning process. Students must be active and self-disciplined in the learning process, apply reasonable learning methods, and exchange questions with friends and teachers.

Acknowledgments

This research is funded by the University of Transport and Communications (UTC) under grant number T2023-PHI_KHCB-001.

Ethical considerations

Not applicable.

Conflict of Interest

The authors declare no conflicts of interest.

Funding

This research did not receive any financial support.

References


DangNguyen L (2022a) Management of educational accreditation in the context of an education innovation: Theoretical issues and requirements. Nuances Est Sobre Educ Presidente Prudente 33:e022005. DOI: 10.32930/nuances.v33n00.9483

DangNguyen L (2022b) The role of teachers in assessing educational quality: An experimental study. Revista online de Poltica e Gestao Educacional, Araraquara 26:e022022. DOI: 10.22633/rpge.v26iesp.1.16498


Hong V (2020) Identify Methods Of Teaching And Learning To Create Interest, Self-Study, And Creativity Of Students. Humanities & Social Sciences Reviews 8:646-656. DOI: 10.18510/hssr.2020.8369


Huynguyen D (2022) Theoretical issues of training management in vocational colleges according to the total quality management approach. Revista on Line De Politica E Gestao Educacional 26:e022038. DOI: 10.22633/rpge.v26iesp.1.16514


Luongngoc V, Vuhong V (2022) Research and teaching of Marxism-Leninism at the universities: The requirements, difficulties and recommended solutions. Nuances: Estudos Sobre Educação 33:e022011. DOI: 10.32930/nuances.v33n00.9489


The politburo (2011) Resolution No. 08-NQ/TW, issued on December 1 2011, on “Strengthening the leadership of the Party, creating a strong change in physical training and sports until 2020”. Hanoi.


Van V (2022a) Management of educational activities in universities toward the approach of learners’ competency: a case study of a high university. Nuances: Estudos Sobre Educação, 32(00), e021005. DOI: 10.32930/nuances.v32i00.9118.

Van V (2022b) Management of educational activities in universities toward the approach of learners’ competency: a case study of a high university. Nuances: Estudos Sobre Educação, 32(00), e021005. DOI: 10.32930/nuances.v32i00.9118.

Vuhong V (2022) Traffic safety education activities for universities students in Ho Chi Minh City. Nuances: Estudos Sobre Educação, 33(00), e022019. DOI: 10.32930/nuances.v33i00.9490
