

FACTORS AFFECTING LEARNING ACTIVENESS OF STUDENTS FROM THE FACULTY OF SOCIAL SCIENCES TEACHER EDUCATION, SCHOOL OF EDUCATION, DONG THAP UNIVERSITY

Nguyen Thi Ngoc Ha

Faculty of Social Sciences Teacher Education, School of Education,

Dong Thap University, Cao Lanh 870000, Vietnam

Email: ntnha@dthu.edu.vn

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Abstract

Students' activeness in learning plays an important role in comprehending the content of university teaching because the nature of university teaching is a unique cognitive activity of a research nature of students under the organization and instructions by teachers. Therefore, activeness in learning requires students to be proactive in assigned learning tasks, forming a sense of self-study and self-research during university studies and in professional activities in their future careers. Students' activeness in learning is the result of subjective and objective factors. This article presents the results of a survey of the current status of factors affecting the active learning of students at the Faculty of Social Sciences Teacher Education at Dong Thap University to serve as a basis for further research on methods of student education.

Keywords: *Affecting factors, Dong Thap University, education, student, students' activeness in learning.*

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CÁC YẾU TỐ ẢNH HƯỞNG ĐẾN TÍNH TÍCH CỰC TRONG HỌC TẬP CỦA SINH VIÊN KHOA SƯ PHẠM KHOA HỌC XÃ HỘI, TRƯỜNG SƯ PHẠM, TRƯỜNG ĐẠI HỌC ĐỒNG THÁP

Nguyễn Thị Ngọc Hà

Khoa Sư phạm Khoa học xã hội, Trường Sư phạm,

Trường Đại học Đồng Tháp, Việt Nam

Email: ntnha@dthu.edu.vn

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Tóm tắt

Tính tích cực trong học tập của sinh viên có vai trò quan trọng trong việc lĩnh hội nội dung dạy học đại học vì bản chất của dạy học đại học là hoạt động nhận thức độc đáo có tính chất nghiên cứu của sinh viên dưới sự tổ chức, hướng dẫn của giảng viên. Do đó, tính tích cực trong học tập là một yêu cầu đối với sinh viên để chủ động trong các nhiệm vụ học tập được giao, hình thành ý thức tự học, tự nghiên cứu trong quá trình học đại học và trong hoạt động nghề nghiệp tương lai. Tình tích cực trong học tập của sinh viên chịu ảnh hưởng bởi các yếu tố chủ quan và khách quan. Bài viết trình bày kết quả khảo sát thực trạng những yếu tố ảnh hưởng đến tính tích cực học tập của sinh viên khoa Sư phạm Khoa học xã hội, Trường Sư phạm, Trường Đại học Đồng Tháp để làm cơ sở cho những nghiên cứu tiếp theo về các giải pháp giáo dục sinh viên.

Từ khóa: *Giáo dục, sinh viên đại học, tính tích cực trong học tập, Trường Đại học Đồng Tháp, yếu tố ảnh hưởng.*

1. Introduction

The rapid development of information technology leads to the common fact that old information is replaced by new one. The Resolution 29-NQ/TW about the comprehensive, fundamental Innovation in education and training underscored that: "Higher education focuses on training the workforce of high levels, cultivating the talented, developing the learner's character, self-learning, self-discovery of knowledge, and creativity" (Central Executive Committee, 2013). Vietnam National Level Frame delineated the higher education outcomes include problem-solving, startup, critical thinking, and presenting skills; the ability to work independently, co-work, direct, supervise, self-navigate, make professional conclusions, and defend personal views; and some characteristics of responsibility and self-creations (Prime Minister, 2016). Higher education's nature is the student's distinct acquisition via self-discovery guided by teachers (Tran, 2017). One of the teaching principles to be applied is shifting from teaching to self-learning (Phan et al., 2022). As a result, students should be active in learning and research to meet the learning outcomes, updating and creating new knowledge so that they can contribute to enhancing the current quality, effectiveness, and efficiency of their future pedagogical work alongside social development. Student activeness is the key to learning success and optimal results (cited in Dewi & Enik, 2023). Several factors affect student activeness. For appropriate improvement strategies to be implemented, surveying current student activeness is essential to identify factors influencing this quality exhibited by students from the Faculty of Social Sciences Teacher Education, School of Education, Dong Thap University.

2. Literature review

2.1. The concept of student learning activeness

Learning activeness can be defined as the quality of pulling maximal psychological intelligence to handle learning tasks (Tran, 2017). This quality accommodates learning indicators seen during the learning process. It is characterized by the learner's desire for knowledge, mental effort, and determination to earn knowledge (Huynh, 2011). For students, it is their positivity in thinking, activism,

self-creation, and enthusiasm in gaining learning contents of knowledge and skills.

2.2. Psychological components of student learning activeness

According to Thai (2010), student learning activeness is made up of the following components:

- *Learning need*: is an essential, objective demand of learners to be satisfied in life;

- *Learning motivation*: is the learner's goal-driven activity. For learning to be well-operated, organized, and successful, it needs a compelling force known as motivation for actions. It is the concrete indication of learning need, fostering the learning to meet the desired learning outcomes. It is the learning motivation that accelerates student learning proactivity. It helps students better understand the learning purposes of equipping themselves with knowledge and competencies so that they can work and serve the country well after graduation. Learning motivation also affords students to resist negative motives, and make great effort to complete learning courses as desired; being more confident, active, proactive in time management, and able to cope with personal obstacles.

- *Learning interest*: is one's special attitude towards something that brings both a meaningful life and enjoyment during the progression of learning. Unless it is built on interest, student learning activeness will be diminished in the face of negative impacts or obstacles.

2.3. Factors affecting learning activeness

The Learning Law states that environments and personal activities impact the shaping and development of character. Environments are instrumental conditions while personal education/activities are determinant (Tran et al., 2014). Environments include those in family, school, and society. Environments are created by educational subjects or forces from school, family, and community/society. The study by Wijaya and Bukhori (2017) shows that learning motivation, family, school, and community affect learning outcomes remarkably. For learning quality, students need determination and recognize that the inner force is imperative for learning results. The authors also suggested that parents should not assign their

children to do other things because they can be distracted from learning. In addition, parents should create favorable conditions for home learning. Similarly, Kurniawan et al. (2018) demonstrated that learning motivation and outcomes are substantially affected by family and school environments.

3. Concrete factors affecting the learning activeness of students from the Faculty of Social Sciences Teacher Education

Investigating learning activeness, this study involved 242 students from the Social Sciences Pedagogical Faculty. These students were freshmen, sophomores, juniors, and seniors. They were majoring in Political Education (13.5%), Geography Pedagogy (32.7%), History Pedagogy (21.2%), and Geography-History Pedagogy (32.7%).

In the present study, learning activeness factors comprised 30 indicators falling into two groups of subjective and objective factors. The former group was student characteristics while the latter related to family, school, and societal environments.

The questionnaire survey was conducted via Google form for data collection. A 5-point scale was implemented: Very high impact (5 points), high impact (4 points), Average impact (3 points), low impact (2 points), and non-impact (1 point). The collected data were processed for means, percentage, and ranking for determining the impact degrees of the factors in discussion.

Evaluating the impact level was based on the factors' means as follows: $4.2 < X \leq 5$: Very high impact; $3.4 < X \leq 4.2$: High impact; $2.6 < X \leq 3.4$: Average impact; $1.8 < X \leq 2.6$: Low impact; and $1 \leq X \leq 1.8$: Non-impact.

Data collection procedure: Designing the questionnaire form; sending the questionnaire to students; students completing the questionnaire; processing the data for means, percentage, and ranking; analyzing and interpreting the results.

3.1. Self-rating learning activeness by students from the Faculty of Social Sciences Teacher Education

The question: "Rate the impact degrees of the following factors" includes Instincts, Environments, Living background, Family, School, Social education;

and Student self-learning. The results are presented in Table 1 below:

Table 1. Concrete factors affecting student learning activeness

Contents	Means	Ranking
Instincts	3.21	5
Environments, Living Background	4.06	4
Family	4.16	1
School	4.16	1
Social Education	4.15	3
Student Self-Learning	3.21	5

The results show that all factors are rated from Average to High impact level. Three factors of high level are *Family*, *School*, and *Social Education* with their small gaps of means. Two factors ranking first are *School* and *Family* with a means of 4.16, followed by *Social Education* of 4.15 mean. So, it suggests that students have recognized the importance of educational forces for character development. With a mean of 4.06, *Environments, Living Background* rank fourth. Thus, it indicates that students considered these two factors as contributors to the development of learning activeness. Remarkably, at the bottom of the list, both factors of *Instincts* and *Student self-learning* rank fifth with a mean of 3.21, a low impact level. As a result, it shows that students highly valued the objective factors (family, school, and society), but they have yet to recognize the complete role of subjective factors of natural possession from birth (*Instincts*), inner ones, and self-education (*Student self-learning*). Therefore, students need to be educated to better understand the roles of instincts and student self-education, as such to prevent them from taking student activeness as "a natural gift" or not making great effort in learning to meet the desired goals.

3.2. Concrete subjective factors affecting the learning activeness of students from the Faculty of Social Sciences Teacher Education

3.2.1. Concrete subjective factors impeding student learning activeness

The results of concrete subjective factors impeding student learning activeness are presented in Table 2 as follows:

Table 2. Concrete subjective factors impeding student learning activeness

Contents	Means	Ranking
Feeling unconfident in self-developing	2.68	4
Fears of image loss in the face of peers when giving incorrect answers	1.90	7
Inability to express oneself well	3.70	2
Feeling nervous when having to speak out	1.77	9
Worries about making bad impressions on teachers when giving incorrect answers	2.04	5
Having to speak about sensitive issues in education and society	1.99	6
Fears of being mocked by peers	1.87	8
Students in bad moods	3.79	1
Students in bad health conditions	3.50	3

The results show that the impact factors were rated within three levels: High impact, Average impact, and Low impact with their means ranging from 1.77 to 3.79. At the top, the factor *Students in bad moods* scores the means of 3.79. The second rank is *Inability to express oneself well* wins the means of 3.70. Meanwhile, the factor of *Students in bad health conditions* ranks third with a means of 3.50. Thus, it implies that the issues about moods, personal competence, and health conditions are factors impacting student learning activeness strongly. The fourth place is the factor of *Feeling unconfident in self-developing* with a means of 2.68, which denotes that confidence is needed for developing student learning proactivity. In addition, although they rank at low levels with the means between 1.77 and 2.04, the factors *Worries about making bad impressions on teachers when giving incorrect answers* (2.04 points, ranking 5), *Having to speak about sensitive issues*

in education and society (1.99 points, ranking 6), *Fears of image-loss in the face of peers when giving incorrect answers* (1.9 points, ranking 7), *Fears of being mocked by peers* (1.87 points, ranking 8), and *Feeling nervous when having to speaking out* (1.77 points, ranking 9) are the issues some students had to deal with. Based on the survey results, to enhance the activeness quality, students need to receive pedagogical guidelines towards providing a comprehensive perception of the importance of learning; developing life skills, presentational skills of ideas and personal thinking; building learning environments for positive emotions, and motivations helping students overcome their obstacles.

3.2.2. Concrete subjective factors facilitating the indications of learning activeness

The results of concrete subjective factors facilitating the indications of learning activeness are presented in Table 3 as follows:

Table 3. Concrete subjective factors facilitating the indications of learning activeness

Contents	Means	Ranking
Thinking about a personal career in the future	3.98	2
Love for the family	3.66	3
Student self-esteem	3.35	5
Desire to identify oneself	3.49	4
Student will (determination, efforts)	4.08	1

The results display that the factors fall into two impact levels: High and Average impact with the means ranging from 3.35 to 4.08. In the first place is *Student will (determination, effort)* with the means of 4.08. The second-ranking is *Thinking about a personal career in the future*, 3.98, followed by *Love for the family* at the third, 3.66. It also suggests

that family, future careers, personal values, and the need for self-identification are the factors impacting students at differing degrees. Furthermore, the results confirm the issue of self-education that has been highlighted in educational theories. As a result, the will, determination, and effort of students would be the factors affording students to overcome obstacles

for better learning outcomes. The results also provide valid directions for educational activities for students, which suggests that for interactions with students, teachers should promote ethical emotions or create pedagogical interventions for students to improve their determination or awareness of personal values.

3.3. Concrete objective factors affecting the learning activeness of students from the Faculty of Social Sciences Teacher Education

3.3.1. Concrete impacts of school on student learning activeness

The survey results of concrete impacts of school on student learning activeness are seen in Table 4 below:

Table 4. Concrete impacts of school on student learning activeness

Contents	Means	Ranking
Teacher concerns, encouragement, support	3.84	2
Teacher teaching methods	4.04	1
Adding points for activeness	3.56	3
Peer encouragement	3.42	4

The results show that school impacts significantly student learning activeness with the means at the High impact level ranging from 3.42 to 4.04. Remarkably, the aspect of *Teacher teaching methods* ranks first with the means of 4.04, High impact level. Consequently, it implies that the role of teachers is very important to training student learning activeness. Teachers are always expected to implement teaching methods that stimulate student learning activeness. For instance, the teaching method of the Problem-solving model is deemed to foster student curiosity to handle problems, applying relevant theories to solve the problems given (cited in Dewi & Enik, 2023). The second place is *Teacher concerns, encouragement, support* with a means of 3.84. It follows that aspects related to teacher attitude also contribute greatly to enhancing student energy in learning. The third place is the aspect of *Adding points for activeness*, 3.56, while *Peer encouragement* ranks fourth (3.42). So, the skills and attitudes of teachers and peers are contributors to boosting student learning activeness.

3.3.2. Concrete impacts of family on student learning activeness

The survey results of concrete impacts of family on student learning activeness are seen in Table 5 below:

Table 5. Concrete impacts of the family on student learning activeness

Contents	Means	Ranking
Care, encouragement, reminding by family	3.56	1
Family traditions	3.06	3
Family adult exemplars	3.38	2

As seen from Table 5, the family contributes positively to student learning activeness with the means between 3.06 and 3.56. In the first place is *Care, encouragement, reminding by family* at a High level with the means of 3.56. As a result, family providing students with energy sources is always expected. Meanwhile, *Family adult exemplars* are also a large contributor with a means of 3.38. Family adults should be living models for students to follow. So, family coordination in education is always an imperative principle because it creates motivation for students and helps them fix timely what appears undesirable.

3.3.3. Concrete impacts of society on student learning activeness

The survey results of concrete impacts of society on student learning activeness are seen in Table 6 below:

Table 6. Concrete impacts of society on student learning activeness

Contents	Means	Ranking
Education via posters, leaflets	3.30	3
Education via exemplars	3.38	2
Education via activities training student learning activeness	3.66	1

The results convey the role of social education impacting significantly the development of student learning activeness with the means ranging from 3.30 to 3.66. Social media and events that attract students' attention would create social psychology towards supporting, honoring, and developing student learning activeness. Thus, *Education via activities training student learning activeness* impacts a high level with the means of 3.66, followed by *Education via exemplars*, 3.38. Also, *Education via posters, leaflets* gains a significant impact with the means of 3.30. The results confirm the important role of social forces in developing student character in general and learning activeness in particular.

Collectively, the survey results from the present study demonstrate that many factors impact

student learning activeness. They include student characteristics, family, school, and society.

Regarding student characteristics, the factors of confidence, will force, need for personal identification, love for family, and responsibility for the personal future are deemed to affect student learning activeness. As a consequence, unless those factors are high, student learning activeness is still low, and vice versa. So, it calls for further research anchoring on developing the concerned factors for students.

About the educational forces of school, family, and society, creating an environment promoting the development and demonstration of learning proactivity such as teaching methods, exemplars, concerns, supports, inspirations, and skill-forming guidelines will impact positively student learning activeness. Therefore, to afford student learning activeness, the training and development of character and competence by related forces play an important role in elevating the effectiveness of education.

So, student learning activeness results from the concurrent combination of educational forces from family, school, society, and students themselves. It follows that in studying methods to educate learning activeness, it is necessary to consider the methods that stimulate students' inner force as well as mobilize the educational potentials from family and society alongside school pedagogical interventions.

4. Conclusion

Learning activeness is an essential quality of learners at all times. At the age of 4.0, this quality still needs to be cultivated and developed for students from the Social Sciences Faculty to enhance learning effectiveness and also build character, self-learning, and research competence in a learning society for meeting career requirements in the future. The results obtained by the present study about factors affecting the learning activeness of students from the Social Sciences Faculty lay the foundations for further research on methods and approaches to education concerning involving valid forces of school, family, and society for building and developing student learning activeness.

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