

# Learning Motivation and Enhancement Strategies for Future Teachers: A Study of the Current Situation at the Faculty of Pedagogy, Thu Dau Mot University

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**ABSTRACT:** Learning motivation plays a key role in improving training quality and shaping professional attitudes among future teachers. This article focuses on examining the current state of learning motivation among students of the Faculty of Pedagogy, Thu Dau Mot University, and evaluating the motivation-enhancement strategies currently being implemented. The study employed a quantitative method through a questionnaire survey of 150 students in the Faculty of Pedagogy. The findings show that most students have fairly good and good levels of learning motivation, in which intrinsic motivation, including love for the profession and the desire for personal development, is more dominant than external motivation. However, the study also identifies several barriers affecting motivation, such as pressure from the training program, limited self-study skills, and the influence of factors in the academic environment. Regarding enhancement strategies, the survey results indicate that students highly appreciate the role of innovating teaching methods and practical experiential activities. Nevertheless, the implementation of support measures from the university and lecturers remains inconsistent in some stages, especially in personalizing training pathways and providing professional psychological support. Based on the analysis of the current situation, the article proposes several enhancement strategies, including renewing forms of interaction between lecturers and students, improving the digital learning environment, and developing specialized career-counseling programs. These findings provide practical grounds for educational managers at Thu Dau Mot University to adjust policies and training methods in order to maximize the potential of pedagogy students.

**KEYWORDS:** Enhancement strategies, Future teachers, Learning motivation, Pedagogy students, Thu Dau Mot University.

## 1. INTRODUCTION

In the era of globalization and the rapid development of the Fourth Industrial Revolution, the quality of the teaching workforce is identified as a key factor determining the competitiveness and sustainable development of national education. In Vietnam, education and training have always been affirmed by the Party and the State as a “top national policy.” This orientation has been concretized through Decision No. 89/QĐ-TTg of the Prime Minister, which emphasizes improving the capacity of lecturers and educational administrators to meet the requirements of fundamental and comprehensive educational reform (Prime Minister, 2024). In particular, for future teachers, the formation of strong learning motivation is not only a factor that promotes academic achievement but also a foundation for developing lifelong self-learning capacity, in accordance with the spirit of Circular No. 17/2021/TT-BGDĐT on standards for training programs at higher education levels (Ministry of Education and Training, 2021). From a theoretical perspective, learning motivation is a system of psychological factors that promotes, orients, and sustains learners’ efforts to achieve specific goals. For pedagogy students, this motivation is highly distinctive, closely associated with professional ideals and readiness to devote themselves to the cause of “cultivating people.” However, the implementation of the new General Education Program under Circular No. 32/2018/TT-BGDĐT places demanding requirements on practical competence and creative innovation, creating considerable pressure for students during their training process (Ministry of Education and Training, 2018). Recent studies also indicate that if professional-capacity training lacks an understanding of students’ needs and does not include appropriate motivational solutions, students can easily experience a decline in professional enthusiasm while still at university (Nguyen Thi Hien, 2025).

Thu Dau Mot University, with its mission of supplying high-quality human resources for the southern key economic region, has consistently prioritized improving the academic environment to promote learners’ spirit of study. However, practical survey results from 150 students of the Faculty of Pedagogy show that students’ learning motivation is currently influenced by a complex



combination of objective factors such as teaching methods, facilities, and support-policy systems. The shift from a knowledge-transmission model to a competency-development model in line with the Professional Standards for Teachers under Circular No. 20/2018/TT-BGDĐT requires corresponding changes in the ways learning motivation is stimulated (Ministry of Education and Training, 2018). Without timely enhancement strategies, the gap between training-program standards and learners' actual competencies will increasingly widen. From the theoretical and practical bases above, the article "Learning Motivation and Enhancement Strategies for Future Teachers: A Study of the Current Situation at Thu Dau Mot University" focuses on analyzing the current motivation of pedagogy students in relation to existing professional standards. Through multidimensional comparison and evaluation, the study proposes systematic solutions to improve training quality, aiming to build a cohort of future teachers who are both ethically committed and professionally competent, meeting social expectations in the new period.

## 2. RESEARCH RESULTS

### 2.1. Some Basic Concepts

#### *(1) The concept of motivation*

Motivation is the inner strength of human beings; it is the energy, enthusiasm, passion, desire, and ambition that drive people to act in order to achieve a certain goal. It is the process of initiating, guiding, and maintaining purposeful behaviors. Motivation helps us act, even in simple tasks such as getting a drink of water, reading a book, or going to bed on time (Legal Library, 2025).

Motivation is understood as a psychological phenomenon closely related to human needs and interests. Needs are considered essential demands that individuals must satisfy under certain conditions to ensure their existence and development. Meanwhile, interest reflects an individual's special attitude toward a specific object, which both has practical meaning in life and creates emotional appeal (Nguyen Cong Khanh, 2018).

#### *(2) The concept of learning motivation*

Learning motivation is the drive that comes from within an individual or from the influence of external factors, causing learners to study actively and make efforts to rise in their learning in order to achieve predetermined goals (Tran Ba Hoanh, 2000).

Learning motivation is the tendency of pupils or students to regard learning activities as meaningful and valuable and to strive to achieve expected learning outcomes (Brophy, 2010).

Learning motivation is the factor that encourages an individual to participate actively in the learning process and acquire new knowledge and skills. It is a psychological, emotional, or spiritual source of energy that helps pupils and students maintain perseverance and effort to accomplish learning goals. Learning motivation may originate from both internal, or intrinsic, and external, or extrinsic, sources, depending on individual desires and the factors affecting the individual (Truong Oanh, 2025).

#### *(3) The concept of student*

According to the Law on Higher Education No. 08/2012/QH13, students are individuals who are studying and conducting scientific research at a higher-education institution, such as a university or academy, in pursuit of a specific training program leading to academic qualifications. Students not only study through theoretical lectures but also participate in practical activities, scientific research, and extracurricular activities in order to develop professional knowledge and skills comprehensively (National Assembly, 2012).

Students are people who are in the process of learning and developing at a higher-education institution, with the goal of obtaining academic qualifications and the skills necessary to succeed in their professional fields (Ministry of Education and Training, 2016).

According to the Vietnamese Dictionary, a student is a learner at a college or university. University students can be classified according to different categories, such as full-time students, regular students, and part-time students (Vietnamese Dictionary, 2000).

#### *(4) The concept of students' learning motivation*

Students' learning motivation is the desire, aspiration, excitement, sense of responsibility, and enthusiasm that students have in the learning process. Learning motivation is the cause leading to students' actions (Merriam-Webster, 2006).

According to Brophy (2010), students' learning motivation is students' tendency to seek learning activities that are meaningful and useful and to try to obtain learning benefits from them.

Learning motivation is students' participation and commitment to learning and to achieving excellent academic scores, which can create favorable conditions for their future careers (Gottfried, 2001).

Students' learning motivation is the combination of needs, interests, beliefs, and learning goals; it thereby encourages students to make efforts and persevere in learning in order to achieve desired outcomes (Nguyen Cong Khanh, 2006).

## 2.2. Theory of Creating Learning Motivation for University Students

### 2.2.1. *The Role of Creating Learning Motivation for University Students*

Learning motivation plays an important role in encouraging students to be proactive, active, and persistent in the learning process. When motivated, students not only improve their concentration, self-discipline, and effectiveness in acquiring knowledge, but also know how to set goals, search for materials, participate in learning activities, and apply knowledge to practice (Schunk et al., 2008). In addition, learning motivation contributes to the formation of professional competence, the development of thinking, communication skills, teamwork skills, and the ability to adapt to social requirements. Conversely, a lack of motivation may lead to perfunctory learning, distraction, discouragement, or dropping out. Therefore, creating learning motivation is a necessary requirement in higher education, contributing to the improvement of training quality and the promotion of the learner-centered role (Factors Affecting Students' Learning Motivation, 2025).

### 2.2.2. *Objectives of Creating Learning Motivation for University Students*

Creating learning motivation for students aims to arouse interest, initiative, and a positive attitude toward learning; help students identify clear learning goals; and enable them to plan, manage time, and monitor their learning progress. At the same time, this activity also aims to develop positive thinking, self-learning capacity, self-assessment ability, adjustment of learning methods, and sustained long-term effort. Through this, students can limit negative manifestations such as perfunctory learning, lack of concentration, and discouragement, while also preparing better for future career development (Four Ways for Students to Self-Maintain Learning Motivation, 2025).

### 2.2.3. *Contents of Creating Learning Motivation for University Students*

The contents of creating learning motivation for students should focus on helping students determine short-term, medium-term, and long-term learning goals; develop daily, weekly, and semester-based study plans; and select appropriate learning methods to improve the effectiveness of knowledge acquisition (Phan Trong Ngo, 2005). Students should be encouraged to form positive learning attitudes, set challenges for themselves, self-assess learning outcomes, and learn from lecturers, peers, and successful role models. Recognizing achievements, rewarding oneself after completing goals, and regularly reflecting on the learning process are also important contents that help students maintain motivation and develop sustainable self-learning capacity.

### 2.2.4. *Methods for Creating Learning Motivation for University Students*

There are many methods that can be used to create learning motivation for students: determining clear learning goals; active learning methods; rewarding and recognizing achievements; building positive learning habits; creating a positive learning environment; using technology and learning-support tools; encouraging and developing self-study; and providing psychological support and encouragement. First, students should be guided to identify specific learning goals that are appropriate to their abilities and career orientations. In addition, lecturers need to organize active learning activities such as group discussion, practice, problem solving, and application of theory to practice in order to increase learning interest. Rewarding, recognizing achievements, building positive learning habits, creating a friendly learning environment, applying technology to support learning, encouraging self-study, and providing psychological support are also important methods that help students maintain motivation, overcome difficulties, and achieve better academic results (Ways to Help Students Increase Learning Motivation, 2025).

### 2.2.5. *Forms of Creating Learning Motivation for University Students*

Forms of creating learning motivation for students can be implemented in diverse ways, including setting specific learning goals and plans; creating a healthy competitive environment; applying technology and modern learning methods; participating in extracurricular activities; offering flexible learning programs; helping students see their learning results; and strengthening interaction between students, lecturers, and peers. In addition, providing regular feedback, sharing success stories, creating internship opportunities, and offering career orientation also help students recognize the meaning of learning, thereby maintaining long-term learning motivation (Schunk et al., 2008).

### 2.2.6. *Conditions Supporting the Creation of Learning Motivation for University Students*

To create effective learning motivation for students, synchronized support from many sides is needed (Nguyen Canh Toan, 2005). First, the learning environment should be positive and friendly, with appropriate facilities that encourage sharing, creativity, and healthy competition. Lecturers need professional competence, appropriate pedagogical methods, the ability to inspire, and the



capacity to listen and provide timely feedback to students. In addition, training programs should be flexible, practice-oriented, and career-oriented; the university should have policies on scholarships, rewards, academic counseling, and psychological support. Furthermore, personal factors such as physical and mental health, time-management ability, self-assessment ability, and support from family and friends also contribute significantly to the formation and maintenance of students' learning motivation.

**2.3. Organization of the Survey and Assessment of the Current Situation of Creating Learning Motivation for Students of the Faculty of Pedagogy, Thu Dau Mot University**

**2.3.1. Survey Purpose**

The survey aimed to assess the current situation of creating learning motivation for students of the Faculty of Pedagogy, Thu Dau Mot University; clarify achievements as well as limitations and weaknesses; identify the causes of the current situation; and provide a basis for proposing several measures to create learning motivation for students of the Faculty of Pedagogy, Thu Dau Mot University.

**2.3.2. Survey Site, Participants, and Time**

- Survey site: Faculty of Pedagogy, Thu Dau Mot University.
- Survey participants: 150 students from the majors of Educational Studies, Primary Education, Early Childhood Education, Mathematics, Literature Pedagogy, and History Pedagogy in the Faculty of Pedagogy, Thu Dau Mot University.
- Survey period: From March 2026 to April 2026.

**2.3.3. Questionnaire Survey Method**

- Purpose: To assess the current situation of creating learning motivation for students of the Faculty of Pedagogy, Thu Dau Mot University.
- Procedure: Questionnaire forms were designed according to the following steps:
  - + Step 1: Discuss with the surveyed participants to draft the questionnaire.
  - + Step 2: Conduct a pilot survey on a small sample and revise the questionnaire. After revision, the author finalized the questionnaire.

**2.3.4. Data Processing Method**

- Data processing: The quantitative results obtained from the survey were processed to provide a basis for interpreting the research results. The author used descriptive statistics, including totals, means, frequencies, and percentages. SPSS 20.0 statistical software was used to process the collected data for data analysis in the research process. From the survey data obtained, the author processed the questionnaire data using SPSS 20.0.
- Scale convention: The scales used mainly in the survey questionnaires were nominal scales to identify the names and certain characteristics of the respondents; ordinal scales and interval scales were used to calculate descriptive statistical parameters such as mean values and percentages. For convenient, reasonable, and scientific evaluation and data analysis, information collected from the current-situation survey questionnaires was interpreted based on mean values on a five-level Likert scale. Mean value = (Max - Min)/N = (5 - 1)/5 = 0.8. Accordingly, the meanings of the levels are specified in the following table:

**Table 1. Convention for information processing**

Value/Level	Convention for evaluation and comments				
Conventional value	1	2	3	4	5
Mean value	$1.0 \leq \text{Mean} < 1.8$	$1.8 \leq \text{Mean} < 2.6$	$2.6 \leq \text{Mean} < 3.4$	$3.4 \leq \text{Mean} < 4.2$	$4.2 \leq \text{Mean} \leq 5.0$
Evaluation level	Completely unimportant	Unimportant	Normal	Important	Very important
Agreement level	Completely disagree	Disagree	Partly agree	Agree	Completely agree
Implementation level	Not implemented	Rarely implemented	Occasionally	Regularly	Very regularly
Implementation result	Poor	Weak	Average	Fair	Good

**2.4. Survey Results on the Current Situation of Creating Learning Motivation for Students of the Faculty of Pedagogy, Thu Dau Mot University**

**2.4.1. Current Situation of Students' Awareness of the Role of Creating Learning Motivation for Students of the Faculty of Pedagogy**

To assess students' awareness of the role of creating learning motivation for students of the Faculty of Pedagogy, the author conducted a survey and obtained the results presented in the following table:

**Table 2. Students' assessment of the role of creating learning motivation for students of the Faculty of Pedagogy**  
(Evaluation levels: 1. Completely unimportant; 2. Unimportant; 3. Normal; 4. Important; 5. Very important)

No.	Content	1	2	3	4	5	Mean	SD	Evaluation
1	Promoting self-discipline and initiative in learning: When motivated, students do not study passively or under compulsion; instead, they actively seek knowledge, ask questions, explore, and acquire knowledge with a positive attitude.	0.0	0.0	15.3	26.0	58.7	4.43	0.75	Very important
2	Improving learning effectiveness and quality: Learning motivation helps students increase concentration, perseverance, and creativity in learning. Motivated students usually achieve better learning results and are able to apply knowledge to practice more effectively.	0.0	0.0	45.3	31.3	23.3	3.78	0.80	Important
3	Forming and developing professional competence: Learning motivation is the foundation for students to train professional skills, thinking capacity, communication, and teamwork - essential competencies for adapting to career requirements after graduation.	0.0	0.0	48.0	27.3	24.7	3.77	0.82	Important
4	Reducing negative manifestations in learning: A lack of motivation often leads to dropping out, resistant learning, biased learning, perfunctory learning, or neglect of learning tasks. Conversely, when motivation is properly aroused, students maintain a positive learning state.	0.0	0.0	31.3	33.3	35.3	4.04	0.82	Important
5	Meeting the requirements of higher-education reform: In the context of higher education increasingly emphasizing the learner as the center, creating motivation is not only the responsibility of individual students but also a matter of management and innovation in teaching methods, training programs, and the learning environment.	0.0	0.0	56.0	8.0	36.0	3.80	0.94	Important
<b>Overall mean</b>							<b>3.96</b>		<b>Important</b>



The results in Table 2 show that students assessed the role of creating learning motivation at the “Important” level, as reflected in an overall mean score of 3.96/5. The standard deviations of the observed variables ranged from 0.75 to 0.94, indicating a slight differentiation in responses, although overall opinions converged around the “Important” and “Very important” levels.

Among the five surveyed contents, “Promoting self-discipline and initiative in learning” received the highest score, 4.43/5, corresponding to the “Very important” level. This shows that students themselves most clearly recognize the value of motivation in helping them move away from passivity and compulsion toward actively seeking knowledge and acquiring it with a positive attitude.

The content “Forming and developing professional competence” received the lowest score, 3.77/5, corresponding to the “Important” level. Although this is still a high level, compared with other aspects, students appear to perceive less directly the connection between immediate motivational creation and the long-term process of developing professional competence.

Therefore, in the coming period, lecturers and the university need to pay greater attention to helping students understand the importance of learning motivation as a foundation for training professional skills, thinking, and essential competencies, thereby enabling them to better adapt to career requirements after graduation.

**2.4.2. Current Situation of Students’ Assessment of the Objectives of Creating Learning Motivation for Students of the Faculty of Pedagogy, Thu Dau Mot University**

To examine students’ assessment of the objectives of creating learning motivation for students, the author conducted a survey and obtained the following results:

**Table 3. Students’ assessment of the objectives of creating learning motivation for students of the Faculty of Pedagogy**  
(Agreement levels: 1. Completely disagree; 2. Disagree; 3. Partly agree; 4. Agree; 5. Completely agree)

No.	Content	1	2	3	4	5	Mean	SD	Evaluation
1	Arousing interest and initiative in learning: Helping students form a positive attitude, enjoy learning, actively seek knowledge, and voluntarily participate in learning activities.	0.0	0.0	50.0	14.7	35.3	3.85	0.92	Agree
2	Establishing clear learning goals: Helping students identify short-term, medium-term, and long-term goals so that they can focus and monitor their learning progress effectively.	0.0	0.0	50.0	14.7	35.3	3.85	0.92	Agree
3	Managing time effectively: Guiding students to make reasonable study plans, avoid procrastination, and balance study, entertainment, and rest.	0.0	0.0	18.0	30.7	51.3	4.33	0.77	Strongly agree
4	Developing positive thinking: Encouraging students to participate actively in the learning process, ask questions, and seek answers to understand subjects more deeply.	0.0	0.0	44.7	30.7	24.7	3.80	0.81	Agree
5	Self-reflection and assessment of the learning process: Helping students identify their strengths and weaknesses and find ways to improve learning effectiveness.	0.0	0.0	51.3	25.3	23.3	3.72	0.82	Agree
6	Seeking inspiration and motivation from external sources: Encouraging students to	0.0	0.0	33.3	27.3	39.3	4.06	0.85	Agree



	seek people or sources of inspiration to maintain learning motivation.								
7	Rewarding oneself: Encouraging students to reward themselves for achievements, whether large or small, to maintain learning motivation.	0.0	0.0	18.0	36.0	46.0	4.28	0.75	Strongly agree
8	Limiting negative manifestations in learning: Contributing to reducing perfunctory learning, dropping out, lack of concentration, and discouragement, thereby increasing the rate of program retention and completion.	0.0	0.0	54.0	24.7	21.3	3.67	0.81	Agree
<b>Overall mean</b>							<b>3.95</b>		<b>Agree</b>

The survey results in Table 3 show that students have a rather positive awareness of the objectives of learning-motivation activities, with an overall mean score of 3.95/5, belonging to the “Agree” level. This indicates that most students are aware of the necessary role of learning motivation in university study.

Among the surveyed contents, students rated “Managing time effectively” the highest, with 4.33/5, and “Rewarding oneself,” with 4.28/5. This result shows that students tend to pay considerable attention to objectives associated with self-management skills, organizing learning, and creating psychological encouragement for themselves. These are important factors that help students maintain initiative, balance, and sustainability in the learning process. In addition, students also showed concern for objectives such as improving self-discipline, maintaining effort, and forming a positive learning attitude. This reflects that learning-motivation activities have practical meaning for students, not only helping them study more effectively but also contributing to the formation of self-study habits and a sense of responsibility in learning. However, some objectives were rated lower by students, such as “Limiting negative manifestations,” with only 3.67/5, and “Self-reflection and assessment of the learning process,” with 3.72/5. This result indicates that students have not fully recognized the relationship between learning motivation and self-regulation of behavior, the limitation of perfunctory learning attitudes, and the importance of reviewing and evaluating their own learning process.

In general, students assessed the objectives of learning-motivation activities positively. They prioritized practical objectives such as time management, self-discipline in learning, and self-encouragement. Nevertheless, it remains necessary to further orient students so that they more deeply recognize the role of learning motivation in forming self-learning capacity, reflective thinking, and personality development during university study.

#### 2.4.3. Current Situation of Students’ Assessment of Lecturers’ Use of Contents for Creating Learning Motivation for Students of the Faculty of Pedagogy

To assess students’ views on lecturers’ use of contents for creating learning motivation for students of the Faculty of Pedagogy, the author conducted a survey and obtained the following results:

**Table 4. Students’ assessment of lecturers’ implementation of contents for creating learning motivation for students of the Faculty of Pedagogy**

(Implementation level: 1. Not implemented; 2. Rarely implemented; 3. Occasionally; 4. Regularly; 5. Very regularly)

(Implementation result: 1. Poor; 2. Weak; 3. Average; 4. Fair; 5. Good)

No.	Content	Assessment	Mean	SD	Level
1	<b>Identifying short-term, medium-term, and long-term goals to help students focus and monitor their learning progress</b>				
1.1	Short-term goals: Usually within several weeks to one semester. Help students focus on specific tasks and quickly experience a sense of success.	Implementat ion level	2.62	0.54	Occasionally
		Achievemen t level	2.50	0.87	Weak



1.2	Medium-term goals: From about one to two years, usually by academic year or program stage. Help students maintain orientation and assess progress in a clear learning cycle.	Implementation level	2.47	0.68	Rarely implemented
		Achievement level	2.36	0.52	Weak
1.3	Long-term goals: Until graduation or post-graduation orientation. Orient learning toward clear goals connected with future careers and personal development.	Implementation level	2.45	0.63	Rarely implemented
		Achievement level	2.35	0.52	Weak
<b>2</b>	<b>Preparing daily, weekly, and semester study plans to help students avoid feeling overloaded</b>				
2.1	Daily planning: Prioritizing two or three most important tasks each day; arranging alternating study, rest, and recreational time according to the 50/10 principle.	Implementation level	2.57	0.68	Rarely implemented
		Achievement level	2.63	0.60	Average
2.2	Weekly planning: Distributing subjects and assignments evenly during the week; identifying fixed study sessions, group time, club time, and part-time work time, if any.	Implementation level	2.37	0.64	Rarely implemented
		Achievement level	2.77	0.90	Average
2.3	Semester planning: Setting general goals, such as certificates and soft skills; listing subjects, exam schedules, and major assignments to allocate time reasonably from the beginning of the semester.	Implementation level	3.07	0.92	Occasionally
		Achievement level	2.63	0.70	Average
<b>3</b>	<b>Developing social behaviors</b>				
3.1	Creating pressure for oneself: Positive pressure can motivate students to complete tasks and achieve goals.	Implementation level	2.40	0.49	Rarely implemented
		Achievement level	3.09	0.98	Average
3.2	Learning from successful people, such as idols, lecturers, or peers, can inspire and create learning motivation.	Implementation level	2.45	0.71	Rarely implemented
		Achievement level	3.06	0.91	Average
3.3	When learning goals are achieved, rewarding oneself helps maintain motivation and encourages subsequent effort.	Implementation level	2.43	0.71	Rarely implemented
		Achievement level	3.17	0.56	Average
3.4	Approaching learning positively, participating in lectures, and asking questions help students maintain motivation and interest in learning.	Implementation level	2.37	0.66	Rarely implemented
		Achievement level	3.04	0.95	Average
3.5	Self-assessing and reflecting on what has been learned helps students recognize progress and adjust learning methods appropriately.	Implementation level	2.55	0.76	Rarely implemented
		Achievement level	2.95	1.01	Average
<b>Overall mean</b>		<b>Implementation level</b>	<b>2.52</b>		<b>Rarely implemented</b>
		<b>Achievement level</b>	<b>2.78</b>		<b>Average</b>



Regarding the implementation level, the contents reached an overall mean score of 2.52/5, corresponding to the “Rarely implemented” level. The standard deviations of the observed variables ranged from 0.49 to 0.92, showing that students’ assessments were fairly concentrated and consistent at a low level. The highest-scoring content was “Semester planning: Setting general goals, exam schedules, and major assignments,” with 3.07/5, corresponding to the “Occasionally” level. Meanwhile, “Approaching learning positively, participating in lectures, and asking questions” reached only 2.37/5, the lowest score in the table.

Regarding the achievement level, the contents reached an overall mean score of 2.78/5, corresponding to the “Average” level. The standard deviations ranged from 0.52 to 1.01. Notably, the content “When learning goals are achieved, rewarding oneself helps maintain motivation” achieved the highest level of response, with 3.17/5, corresponding to the “Average” level. The lowest achievement level was found in “Long-term goals: until graduation or post-graduation orientation,” with only 2.35/5, corresponding to the “Weak” level.

The survey results reflect a concerning situation: there is a gap between students’ expectations and lecturers’ actual actions in creating motivation. Although students assessed the achievement level at 2.78/5, higher than the actual implementation level of 2.52/5, both indicators failed to reach the “Fair” or “Regularly” levels. In general, students considered the current implementation of learning-motivation contents to be low, while the achievement level was only average. Some contents, such as guidance on study planning, received more attention, but encouraging active learning and orienting students toward long-term goals remained limited.

**2.4.4. Current Situation of Students’ Assessment of Lecturers’ Use of Methods for Creating Learning Motivation for Students of the Faculty of Pedagogy**

The survey results on students’ assessment of lecturers’ use of methods for creating learning motivation for students of the Faculty of Pedagogy are presented in the following table:

**Table 5. Students’ assessment of lecturers’ use of methods for creating learning motivation for students of the Faculty of Pedagogy**

(Implementation level: 1. Not implemented; 2. Rarely implemented; 3. Occasionally; 4. Regularly; 5. Very regularly)

(Implementation result: 1. Poor; 2. Weak; 3. Average; 4. Fair; 5. Good)

No.	Content	Assessment	Mean	SD	Level
1	Determining clear learning goals: To have learning motivation, students should set clear and specific learning goals. These goals serve as a basis for students to maintain enthusiasm and perseverance in the learning process.	Implementation level	2.61	0.59	Occasionally
		Achievement level	2.84	0.42	Average
2	Active learning method: Encouraging students to participate directly in the learning process instead of merely receiving information passively.	Implementation level	2.67	0.78	Occasionally
		Achievement level	2.55	0.54	Weak
3	Rewarding and recognizing achievements: Individual and collective rewards for students who achieve good academic performance.	Implementation level	2.42	0.57	Rarely implemented
		Achievement level	2.35	0.59	Weak
4	Building positive learning habits: A good learning habit can maintain long-term motivation.	Implementation level	2.28	0.68	Rarely implemented
		Achievement level	2.39	0.55	Weak
5	Creating a positive learning environment: A positive learning environment and comfortable space help students concentrate more easily and maintain learning motivation.	Implementation level	2.54	0.57	Rarely implemented
		Achievement level	2.86	0.49	Average
6	Using technology and learning-support tools, such as note-taking applications, planning	Implementation level	2.29	0.60	Rarely implemented

	tools, or online learning software, can help students learn effectively and save time.	Achievement level	2.61	0.61	Average
7	Encouraging and developing self-study: Self-study ability is the most important factor helping students maintain long-term motivation and become lifelong learners.	Implementation level	3.05	0.85	Occasionally
		Achievement level	2.43	0.69	Weak
8	Providing psychological support and encouragement: Introducing students to psychological-support services and spiritual encouragement to cope with learning difficulties.	Implementation level	2.36	0.55	Rarely implemented
		Achievement level	3.09	0.93	Average
<b>Overall mean</b>		<b>Implementation level</b>	<b>2.53</b>		<b>Rarely implemented</b>
		<b>Achievement level</b>	<b>2.64</b>		<b>Average</b>

Regarding the implementation level, the contents reached an overall mean score of 2.53/5, corresponding to the “Occasionally” level. The standard deviations ranged from 0.42 to 0.93, showing fairly high consistency in students’ assessments. The content “Encouraging and developing self-study” received the highest score, 3.05/5, at the “Occasionally” level. Conversely, “Building positive learning habits” reached only 2.29/5, corresponding to the “Rarely implemented” level.

Regarding the achievement level, the contents reached an overall mean score of 2.64/5, corresponding to the “Average” level. The content with the highest response level was “Providing psychological support and encouragement,” with 3.09/5. However, “Rewarding and recognizing achievements” had the lowest response level, with only 2.35/5, corresponding to the “Weak” level.

This result shows the objective reality that although lecturers have made efforts to implement active teaching methods, the implementation level remains only “rarely implemented” and has not become a regular pedagogical habit. The fact that the achievement index of 2.64 is higher than the implementation index of 2.53 indicates that students recognize lecturers’ efforts, but what they receive has not yet created a strong transformation in their intrinsic motivation. Overall, students assessed the current use of methods for creating learning motivation as only occasional, with average effectiveness. Some methods, such as encouraging self-study, providing psychological support, group discussions, practical experiences, and applying technology, were recognized as having positive effects. However, building positive learning habits, rewarding, and recognizing achievements remained limited. Therefore, lecturers need to implement active teaching methods more frequently and diversely to improve students’ learning motivation.

#### 2.4.5. Current Situation of Students’ Assessment of Lecturers’ Use of Forms for Creating Learning Motivation for Students of the Faculty of Pedagogy

The survey results on students’ assessment of lecturers’ use of forms for creating learning motivation for students of the Faculty of Pedagogy are presented in the following table:

**Table 6. Students’ assessment of lecturers’ use of forms for creating learning motivation for students of the Faculty of Pedagogy**

(Implementation level: 1. Not implemented; 2. Rarely implemented; 3. Occasionally; 4. Regularly; 5. Very regularly)

(Implementation result: 1. Poor; 2. Weak; 3. Average; 4. Fair; 5. Good)

No.	Content	Assessment	Mean	SD	Level
<b>1</b>	<b>Setting specific learning goals and plans</b>				
1.1	Clear learning goals: When students have specific goals, they feel more motivated to achieve them.	Implementation level	2.41	0.49	Rarely implemented
		Achievement level	2.39	0.55	Weak



1.2	Guiding students to make reasonable study plans, divide tasks into smaller parts, and set specific completion times so that they do not feel overloaded.	Implementation level	2.46	0.71	Rarely implemented
		Achievement level	2.62	0.56	Average
2	Creating a healthy competitive environment: Competitions, challenges, or competitive learning activities encourage students to try harder to achieve good results.	Implementation level	2.37	0.63	Rarely implemented
		Achievement level	2.88	0.94	Average
3	Applying technology and modern learning methods: Using learning applications and support software such as Anki, Quizlet, or Evernote helps students organize and review effectively.	Implementation level	2.37	0.68	Rarely implemented
		Achievement level	2.69	0.74	Average
4	Participating in extracurricular activities: Participation in academic or non-academic clubs helps students connect with others and develop soft skills, thereby increasing learning motivation.	Implementation level	2.55	0.77	Rarely implemented
		Achievement level	3.13	1.04	Average
5	Flexible learning programs: Small classes or grouped classes provide students with more opportunities to interact with lecturers and peers, thereby promoting learning motivation.	Implementation level	2.30	0.53	Rarely implemented
		Achievement level	3.14	0.98	Average
6	Helping students see learning results: Providing regular feedback helps students know their learning progress, thereby creating motivation to make greater efforts.	Implementation level	2.39	0.55	Rarely implemented
		Achievement level	3.17	0.56	Average
<b>Overall mean</b>		<b>Implementation level</b>	<b>2.41</b>		<b>Rarely implemented</b>
		<b>Achievement level</b>	<b>2.86</b>		<b>Average</b>

Regarding the implementation level, according to students' assessments, the forms of creating learning motivation reached an overall mean score of 2.41/5, corresponding to the "Rarely implemented" level. This result shows that although learning-motivation activities have been implemented, their frequency is not regular and they have not created continuous impact on students' learning process. Among the surveyed contents, the form "Organizing extracurricular activities, seminars, and clubs" was rated the highest by students, with 2.55/5. This shows that activities outside class hours, academic activities, seminars, and clubs are forms capable of attracting students, contributing to learning interest and increasing attachment to the major. However, this score was still not high, indicating that such activities need to be organized more regularly, diversely, and in ways more appropriate to students' needs. Conversely, the form "Flexible learning programs with small classes or grouping" received the lowest rating, 2.30/5. This result shows that students have not had many opportunities to participate in small-size classes, flexible learning groups, or forms of learning organization that strengthen interaction. This limitation needs attention, because a learning environment with appropriate grouping will help students actively exchange ideas, develop thinking, and improve knowledge acquisition.

Regarding the achievement level, students assessed the overall achievement level at 2.86/5, corresponding to the "Average" level. This result shows that the effectiveness of current forms of creating learning motivation is not yet outstanding and only moderately meets students' needs and expectations. The content "Helping students see learning results" received the highest score, 3.17/5. This indicates that feedback on learning outcomes, recognition of progress, and helping students perceive their own achievements have a positive impact on learning motivation. When students see their progress, they tend to become more confident



and have more motivation to continue striving in learning. The content “Clear learning goals” reached only 2.39/5, the lowest score among the assessed contents. This result reflects that students have not been adequately supported in identifying specific and clear learning goals that are appropriate to their competencies and career orientations. A lack of clear learning goals may reduce initiative and make students prone to perfunctory learning or a lack of long-term planning.

In general, the survey results show that current forms of creating learning motivation are implemented infrequently and achieve only average effectiveness. Extracurricular activities, seminars, academic competitions, and feedback on learning outcomes were positively assessed, contributing to increased interest and confidence among students. However, implementation is not consistent across classes, students’ participation remains limited, and the content of clear learning-goal orientation has not achieved high effectiveness. Therefore, it is necessary to diversify forms and strengthen synchronized implementation to improve students’ learning motivation.

**2.4.6. Current Situation of Students’ Assessment of Conditions Supporting the Creation of Learning Motivation for Students of the Faculty of Pedagogy**

The survey results on students’ assessment of conditions supporting the creation of learning motivation for students of the Faculty of Pedagogy are presented in the following table:

**Table 7. Students’ assessment of support conditions for creating motivation for students of the Faculty of Pedagogy**  
(Implementation level: 1. Not implemented; 2. Rarely implemented; 3. Occasionally; 4. Regularly; 5. Very regularly)  
(Implementation result: 1. Poor; 2. Weak; 3. Average; 4. Fair; 5. Good)

No.	Content	Assessment	Mean	SD	Level
<b>1</b>	<b>Conditions related to a positive learning environment</b>				
1.1	Appropriate learning space: Modern facilities, classrooms with adequate lighting, and learning-support equipment, such as projectors, internet, and digital libraries.	Implementation level	3.05	0.95	Occasionally
		Achievement level	2.89	0.44	Average
1.2	Friendly environment without negative pressure: A learning culture that encourages sharing, creativity, and respect for students’ differences.	Implementation level	2.93	1.00	Occasionally
		Achievement level	2.63	0.57	Average
1.3	Healthy competition: Academic activities and learning competitions help students challenge themselves and develop positive motivation.	Implementation level	2.65	0.64	Occasionally
		Achievement level	2.35	0.58	Weak
2	Conditions related to the lecturer team: Lecturers have pedagogical competence and know how to inspire; teachers are not only professionally proficient but also capable of creating learning interest through lively teaching and thought-provoking questions.	Implementation level	2.59	0.74	Rarely implemented
		Achievement level	2.46	0.64	Weak
<b>3</b>	<b>Developing the content of an educational-inclusion plan for children with autism spectrum disorder</b>				
3.1	Flexible and practical curriculum: Learning content is consistent with social needs and students’ career orientations, allowing students to choose modules and learn according to their abilities.	Implementation level	2.52	0.65	Rarely implemented
		Achievement level	2.83	0.48	Average
3.2	Learning-incentive mechanism: Scholarships, rewards, recognition of academic achievements, and research	Implementation level	2.27	0.66	Rarely implemented
		Achievement level	2.59	0.62	Weak



	activities help students feel that their efforts are acknowledged.				
3.3	Availability of lecturers or specialists to support students in preparing study plans, receiving career-orientation counseling, and overcoming personal difficulties.	Implementation level	2.46	0.50	Rarely implemented
		Achievement level	2.65	0.58	Average
<b>4</b>	<b>Selecting appropriate organizational methods</b>				
4.1	Stable physical and mental health: Students need timely psychological care and support, such as through school psychological support centers, to maintain their learning spirit.	Implementation level	2.33	0.64	Rarely implemented
		Achievement level	2.63	0.61	Average
4.2	A positive family environment and friends with a serious learning spirit help students gain more motivation.	Implementation level	3.06	0.85	Occasionally
		Achievement level	2.41	0.64	Weak
4.3	Students' capacity for self-assessment, time management, emotional management, and appropriate goal setting is a key condition for forming long-term learning motivation.	Implementation level	2.38	0.58	Rarely implemented
		Achievement level	2.85	0.50	Average
<b>Overall mean</b>		<b>Implementation level</b>	<b>2.62</b>		<b>Occasionally</b>
		<b>Achievement level</b>	<b>2.63</b>		<b>Average</b>

Regarding the implementation level, the contents reached an overall mean score of 2.62/5, corresponding to the “Occasionally” level. The standard deviations of the observed variables ranged from 0.50 to 1.00, reflecting a certain differentiation in students’ actual experiences. The content with the highest score was “A positive family environment and friends with a serious learning spirit help students gain more motivation,” with a score of 3.06/5 at the “Occasionally” level. Conversely, the lowest-scoring content was “Learning-incentive mechanism: Scholarships, rewards, and recognition of achievements,” with a score of 2.27/5, corresponding to the “Rarely implemented” level.

Regarding the achievement level, the contents reached an overall mean score of 2.63/5, corresponding to the “Average” level. The standard deviations ranged from 0.44 to 0.64, indicating fairly high consistency in effectiveness assessments. The content with the highest response level was “Appropriate learning space: Modern facilities, classrooms with adequate lighting, and learning-support equipment,” with a score of 2.89/5, corresponding to the “Average” level. Meanwhile, the content with the lowest response level was “Healthy competition: Academic activities and learning competitions help students challenge themselves,” with a score of 2.35/5, corresponding to the “Weak” level.

In general, the survey results show that the current factors supporting learning motivation are implemented only occasionally and achieve merely average effectiveness. Facilities, a friendly learning environment, and support from family and friends have positive effects on students’ learning motivation. However, learning-incentive mechanisms, healthy competitive activities, and access to support policies remain limited. Therefore, the university needs to continue investing in learning conditions and strengthening support activities to improve students’ learning motivation.

### 3. CONCLUSION

Learning motivation is an important factor that directly affects the learning, training, and professional development of pedagogy students. For students of the Faculty of Pedagogy, learning motivation not only helps them improve self-discipline, initiative, and perseverance in learning, but also contributes to the formation of self-learning capacity, positive thinking, professional attitudes, and a sense of responsibility toward their chosen profession. In the context of higher education reform toward learner competency development, creating learning motivation for students becomes an even more necessary requirement for improving the quality of training future teachers.



Based on theoretical research and a survey of the current situation at the Faculty of Pedagogy, Thu Dau Mot University, this article has clarified the roles, objectives, contents, methods, forms, and support conditions for creating learning motivation for students. The research results show that students have a fairly positive awareness of the role and meaning of learning motivation. Most students considered learning motivation an important factor that promotes self-discipline and initiative, improves learning effectiveness, limits negative manifestations, and meets the requirements of higher-education reform. This shows that students have initially become aware of the importance of maintaining motivation in the process of learning and professional training. However, the survey results also show that the current creation of learning motivation for students still has certain limitations. Although contents, methods, forms, and support conditions have been implemented, the overall level of implementation is not yet regular or synchronized, and the effectiveness achieved is mainly at an average level. Students recognized some positive impacts from activities such as learning orientation, study planning, encouragement of self-study, extracurricular activities, seminars, clubs, academic competitions, application of technology, and feedback on learning outcomes. These activities help create interest, increase confidence, enable students to see their own progress, and provide additional motivation to continue making efforts in learning. In addition to the achieved results, the study also points out that several important contents in creating learning motivation have not received adequate attention. Support for students in identifying clear learning goals, especially medium-term and long-term goals, remains limited. Students have not been fully oriented to connect learning goals with future career directions. Activities that help students self-reflect, self-assess the learning process, build positive learning habits, develop self-learning capacity, and adjust learning behaviors have also not been implemented regularly. This may cause students to lack long-term study plans, learn according to emotion or immediate interest, lack persistence, and fail to fully develop their personal potential. In addition, although support conditions for creating learning motivation have had certain effects, they still need continued improvement. Facilities, the learning environment, support from family and friends, and academic activities have contributed to creating favorable conditions for students' learning. However, learning-incentive mechanisms such as scholarships, rewards, and recognition of achievements; healthy academic competition; academic counseling; career counseling; and psychological support have not fully met students' needs.

Overall, the current situation of creating learning motivation for students of the Faculty of Pedagogy, Thu Dau Mot University, presents a picture that contains both positive signals and a need for continued innovation. Students have recognized the important role of learning motivation and have a need for support to study more effectively. However, motivational activities still need to be carried out more regularly, practically, and systematically. In particular, it is necessary to move from campaign-style or fragmented support activities to synchronized solutions connected with the training program, teaching methods, the learning environment, and students' career-development orientation. From the research results, it can be affirmed that improving learning motivation for pedagogy students should be regarded as a regular task of the university and the specialized faculty. In the coming period, it is necessary to strengthen the innovation of teaching methods in a way that promotes students' subject role; guide students to develop specific learning goals; and help them plan, manage time, self-assess, and adjust learning methods. At the same time, forms of motivation should be diversified through seminars, academic clubs, professional competitions, career-experience activities, group activities, and regular learning-feedback mechanisms. In addition, the university should pay greater attention to reward policies, scholarships, psychological support, career counseling, and the development of a positive, friendly, and creativity-encouraging learning environment.

In summary, the article has contributed to clarifying the current state of learning motivation and activities for creating learning motivation among students of the Faculty of Pedagogy, Thu Dau Mot University. The research results provide an important practical basis for the university, the Faculty of Pedagogy, and lecturers to adjust training activities and support students in learning more effectively. Strengthening learning motivation not only helps students achieve better academic results but also contributes to forming lifelong self-learning capacity, professional qualities, and readiness to adapt to the requirements of educational reform in the future./.

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