

Assessment of The Role of Teaching Methods on Students' Learning Motivation at Hanoi Capital University

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ABSTRACT: Learning motivation is one of the key factors influencing students' academic performance and overall development in higher education. In the context of educational innovation toward competency-based learning, the selection and application of appropriate teaching methods play a significant role in enhancing students' learning motivation. This study aims to evaluate the role of teaching methods in influencing the learning motivation of students at Hanoi Metropolitan University. A questionnaire survey was conducted with 365 students. The teaching methods examined included classroom discussions, learner-centered teaching, the provision of learning materials, the use of real-life situations, field trips, documentary films, and scientific articles. The collected data were analyzed using descriptive statistics, including frequencies and percentages. The findings indicate that students generally perceive teaching methods as having a positive impact on their learning motivation. Among the methods investigated, the use of scientific articles, the provision of learning materials, and field trips received higher levels of agreement than the other methods. Based on the research findings, several recommendations are proposed for lecturers, the university, and students to enhance the effectiveness of teaching method implementation, thereby strengthening learning motivation and improving the quality of higher education.

KEYWORDS: Teaching methods, learning motivation, university students, Hanoi Metropolitan University.

I. INTRODUCTION

In the context of higher education reform toward competency-based learning, enhancing students' learning motivation has become an important requirement for improving the quality of education and training. Learning motivation is considered a key factor that encourages students to actively engage in the learning process, sustain their efforts, and strive to achieve their academic goals. Previous studies have demonstrated that learning motivation is closely associated with students' engagement, academic performance, and competency development.

Among the various factors influencing learning motivation, teaching methods are regarded as one of the most important components of the learning environment, directly affecting students' perceptions, attitudes, and levels of participation. The selection and effective implementation of appropriate teaching methods not only facilitate knowledge acquisition but also foster interest in learning, encourage active participation, and promote students' self-directed learning abilities. In line with current educational reforms, student-centered teaching approaches, the use of academic learning resources, and experiential learning activities linked to real-world contexts have received increasing attention and have been widely adopted in higher education institutions.

Although numerous studies have examined students' learning motivation and its influencing factors, research focusing specifically on the role of teaching methods in enhancing the learning motivation of students at Hanoi Metropolitan University remains limited. Addressing this research gap, the present study investigates the role of teaching methods in shaping the learning motivation of students at Hanoi Metropolitan University. The findings are expected to provide additional empirical evidence to support the innovation of teaching practices and contribute to improving the quality of education at the university.

II. LITERATURE REVIEW

2.1. Previous Domestic and International Studies Related to the Research Topic

First, studies on learning motivation

International studies on learning motivation

Numerous studies have confirmed the important role of learning motivation in learners' academic outcomes. According to Self-Determination Theory, learning motivation is enhanced when the basic psychological needs of autonomy, competence, and relatedness are satisfied. At the same time, learning motivation is positively associated with learners' engagement in learning activities, self-directed learning ability, and academic achievement (Hu & Zhang, 2017).

Subsequent studies have also indicated that learning motivation is positively related to the academic achievement of university students. Students with higher levels of learning motivation tend to demonstrate greater initiative, engagement, and persistence in the learning process. In addition, autonomous motivation and perceived competence have been identified as important predictors of students' academic achievement (Wang et al., 2022).

Domestic studies on learning motivation

Domestic studies have identified various factors affecting students' learning motivation. Research findings indicate that school-related factors, such as lecturer quality, training programs, learning conditions, learning environments, and extracurricular activities, all have positive effects on students' learning motivation. Among these factors, lecturer quality and the learning environment have been identified as having a significant influence on the formation and maintenance of learning motivation. These findings contribute to confirming the role of educational environmental factors in promoting learning motivation among university students (Hoang Thi My Nga & Nguyen Tuan Kiet, 2016).

Subsequent studies have shown that learning motivation is simultaneously influenced by both individual and environmental factors. Learning environment, personal determination and perseverance, social development, family and friends, life perspectives, and self-perception all positively affect students' learning motivation. Among these factors, the learning environment and personal determination have been identified as the most influential factors (Duong Thi Anh Tien & Pham Thi My Thuan, 2024).

In addition, learning motivation has been identified as an important factor associated with students' academic achievement. Research findings indicate that learning motivation is positively related to academic performance and plays a mediating role in the relationship between psychological capital and academic achievement. Students with higher levels of learning motivation tend to demonstrate greater persistence, initiative, and active participation in the learning process, thereby achieving better academic outcomes (Cao Thanh Phong, 2024).

Second, studies on the role of teaching methods in students' learning motivation in higher education

International studies on the role of teaching methods in students' learning motivation

International studies indicate that teaching methods are among the most important factors influencing learners' learning motivation. Empirical research findings show that the application of teaching methods that support autonomy, encourage choice, enhance interaction between instructors and learners, and provide opportunities for learners to actively participate in the learning process is positively associated with learning motivation. Learners in autonomy-supportive environments generally demonstrate higher levels of learning interest, engagement, and initiative than those in traditional teaching settings (Alrabai, 2021).

In addition, organizing learning activities in ways that encourage autonomy, increase learners' opportunities for choice, and provide support throughout the learning process has also been identified as a factor contributing to the enhancement of autonomous learning motivation. Studies indicate that learners who are guided through autonomy-supportive teaching methods tend to show higher levels of learning interest and engagement. These findings further confirm the important role of teaching methods in promoting and sustaining learners' learning motivation (Hinnermann et al., 2020).

Domestic studies on the role of teaching methods in students' learning motivation in higher education

Domestic studies have also documented a positive relationship between innovative teaching methods and students' learning motivation. Research findings indicate that combining face-to-face learning with online learning contributes to enhancing learners' autonomy, self-confidence, goal-setting abilities, and learning motivation. This suggests that the application of technology in teaching plays an important role in enhancing students' learning motivation (Phan Thi Ngoc Bich, 2025).

In addition, innovation in assessment methods and the organization of teaching and learning activities based on learning outcomes have been identified as factors contributing to the enhancement of students' learning motivation. Research findings show

that learning activities associated with clearly defined educational objectives and specific assessment requirements can promote learners' initiative and active participation in the learning process. This demonstrates that the design of appropriate teaching and assessment activities plays an important role in enhancing students' learning motivation (Nguyen Thuy Lan et al., 2019).

Furthermore, educational environment factors, including lecturer quality, teaching methods, curriculum content, and learning environment, have all been identified as having positive effects on students' learning motivation. Among these factors, teaching methods are considered one of the most influential factors in the formation and maintenance of learning motivation. These findings further confirm the important role of teaching activities in enhancing students' learning motivation and academic effectiveness in higher education (Hoang Thi My Nga & Nguyen Tuan Kiet, 2016).

2.2. Research Gaps and Issues for Further Investigation

A review of both domestic and international studies indicates that students' learning motivation has been examined from various perspectives. Existing studies consistently confirm that learning motivation plays an important role in students' learning engagement, self-directed learning ability, and academic achievement. At the same time, numerous studies have shown that teaching methods are among the factors that significantly influence the formation and maintenance of learners' motivation.

However, existing studies have mainly focused on examining the effects of specific teaching approaches, such as autonomy-supportive teaching, blended learning, or innovations in assessment and evaluation practices, on learning motivation. In contrast, studies that provide a comprehensive evaluation of the role of multiple teaching methods in influencing students' learning motivation within the same educational context remain relatively limited.

In Vietnam, although several studies have explored the relationship between teaching methods and students' learning motivation, most have been conducted at particular higher education institutions or within specific fields of study. To date, no study has been identified that systematically evaluates the role of teaching methods in influencing the learning motivation of students at Hanoi Metropolitan University. In particular, no previous research has simultaneously examined a range of teaching methods, including classroom discussions, learner-centered teaching, the provision of learning materials, the use of real-world situations, field trips, documentary films, and scientific articles, in fostering students' learning motivation.

Based on the research gaps identified above, this study focuses on evaluating the role of teaching methods in influencing the learning motivation of students at Hanoi Metropolitan University. The findings are expected not only to provide additional empirical evidence regarding the relationship between teaching methods and learning motivation in higher education but also to serve as a basis for proposing solutions to improve teaching practices, thereby enhancing students' learning motivation in the context of current educational reforms.

III. RESULTS AND DISCUSSION

3.1. Research Methodology

This study used an online questionnaire survey method with students at Hanoi Metropolitan University. The questionnaire was designed using a 5-point Likert scale from "Strongly disagree" to "Strongly agree". A total of 435 questionnaires were distributed, and 435 valid responses were returned. After data cleaning, 365 responses were used for analysis. The data were processed using SPSS 27 software through descriptive statistics in the form of frequencies and percentages.

3.2. Characteristics of the Research Sample

Table 1. Characteristics of the research sample by gender

Gender	Frequency (n)	Percentage (%)
Male	101	27.7
Female	264	72.3
Total	365	100

This study presents the characteristics of a sample of 365 students from Hanoi Metropolitan University, categorized by gender. Sample analysis reveals a significant number of female students, reflecting a contrasting profile to the university's student body.

Table 2. Characteristics of the research sample by academic year

Characteristics	Frequency (n)	Percentage (%)
Year 1	75	20.5
Year 2	149	40.8
Year 3	101	27.7
Year 4	40	11.0
Total	365	100

This shows that the research sample has a relatively diverse distribution across academic years, ensuring representativeness of the different learning stages of the school's students.

Table 3. Characteristics of the research sample by major

Fields of Study	Frequency (n)	Percentage (%)
Educational Management	4	1.1
Social Work	3	0.8
Political Science	8	2.2
Law	32	8.8
Public Management	72	19.7
Psychology	2	0.5
Economic Management	9	2.5
Hotel Management	24	6.6
Business Administration	23	6.3
Service and Tourism Management	4	1.1
Logistics and Supply Chain Management	96	26.3
Finance - Banking	15	4.1
Vietnamese Studies	3	0.8
Cultural Studies	7	1.9
English Language	11	3.0
Chinese Language	3	0.8
Information Technology	5	1.4
Applied Mathematics	1	0.3
Engineering and Environmental Technology	2	0.5
Informatics Teacher Education	1	0.3
Early Childhood Education	4	1.1
Primary Education	5	1.4
Civic Education	3	0.8
Physical Education	3	0.8
Mathematics Teacher Education	6	1.6
Literature Teacher Education	4	1.1
Physics Teacher Education	1	0.3

History Teacher Education	11	3.0
English Language Teacher Education	3	0.8
Total	365	100

The study sample comprehensively covered all academic disciplines at the university, ensuring high representativeness of the entire student body.

3.3. The current state of the role of teaching methods in student learning motivation.

Table 4. Classroom discussion teaching method

Scale	Frequency (n)	Percentage (%)
Strongly disagree	30	8.2
Disagree	16	4.4
Neutral	71	19.5
Agree	158	43.3
Strongly agree	90	24.7
Total	365	100

The survey results on classroom discussion teaching methods show that 43.3% of students chose "Agree" and 24.7% chose "Strongly agree," indicating that discussion activities help students actively participate, exchange viewpoints, and increase interaction in the classroom, thereby stimulating their learning spirit and interest in the subject. In addition, the 19.5% who expressed a "Neutral" attitude reflect that some students have not yet fully perceived the effectiveness of this method on their own learning motivation. On the other hand, the low rate of disagreement, with 8.2% "Strongly disagree" and 4.4% "Disagree," suggests that some students still feel that the discussion method is unsuitable or does not create sufficient motivation for them.

Table 5. Modern learner-centered teaching methods

Scale	Frequency (n)	Percentage (%)
Strongly disagree	7	1.9
Disagree	25	6.8
Neutral	102	27.9
Agree	149	40.8
Strongly agree	82	22.5
Total	365	100

Survey data reflects a fairly positive attitude among students towards modern, learner-centered teaching methods, with 40.8% expressing "Agree" and 22.5% expressing "Strongly agree." This demonstrates that empowering learners to actively participate in the learning process fosters self-awareness, stimulates curiosity, and cultivates intrinsic motivation. However, a relatively large percentage 27.9% expressed "Neutral," implying that a significant number of students remain hesitant or do not fully perceive the difference this method offers compared to traditional teaching, thus somewhat limiting its impact on motivating learning. Meanwhile, with 6.8% expressing "Disagree" and 1.9% expressing "Strongly disagree," some students felt that the learner-centered approach made them feel a lack of direction or pressure to proactively seek knowledge, which somewhat diminished their motivation to learn.

Table 6. Teaching methods for providing learning materials

Scale	Frequency (n)	Percentage (%)
Strongly disagree	6	1.6
Disagree	20	5.5
Neutral	69	18.9
Agree	142	38.9
Strongly agree	128	35.1
Total	365	100

The teaching method providing learning materials yielded a "Agree" rating of 38.9%, while "Strongly agree" reached 35.1%, indicating that having full access to resources helps students proactively review, consolidate knowledge, and become more confident in their studies, thereby creating a solid foundation to promote long-term learning motivation. Simultaneously, the "Neutral" rating of 18.9% reflects that for some students, learning materials are not a direct factor impacting their learning spirit, possibly stemming from differences in individual needs for materials. On the other hand, with 5.5% "Disagree" and 1.6% "Strongly disagree," some students believe that the provision of materials does not meet their individual learning needs, thus failing to spark significant interest or motivation for the subject.

Table 7. Teaching methods using real-life situations.

Scale	Frequency (n)	Percentage (%)
Strongly disagree	5	1.4
Disagree	18	4.9
Neutral	83	22.7
Agree	141	38.6
Strongly agree	118	32.3
Total	365	100

The survey results also showed that teaching methods linked to real-world scenarios received a "Agree" rating of 38.6% and a "Strongly Agree" rating of 32.3%, reflecting that integrating real-world scenarios into lectures helps students easily connect knowledge to professional practice, thereby stimulating interest and significantly boosting motivation to learn. Meanwhile, a "Neutral" rating of 22.7% suggests that for some students, the real-world scenarios used in teaching have not made a significant enough difference to impact their learning spirit. In contrast to this trend, 4.9% of students "Disagree" and 1.4% "Strongly Disagree" believe that the application of real-world scenarios is not truly suitable for their learning style, thus failing to stimulate learning motivation as expected.

Table 8. Field trip teaching method

Scale	Frequency (n)	Percentage (%)
Strongly disagree	6	1.6
Disagree	12	3.3
Neutral	84	23.0
Agree	150	41.1
Strongly agree	113	31.0
Total	365	100

Data collected on teaching methods through field trips yielded results showing 41.1% "Agree" and 31.0% "Strongly agree," demonstrating that directly observing and experiencing real-world environments helps students visualize theoretical knowledge more clearly, thereby stimulating enthusiasm and reinforcing motivation visually. However, 23.0% expressed "Neutral," implying that not all students felt a positive impact from field trips, possibly due to varying organizational conditions or individual suitability to the learning content. Conversely, 3.3% of students expressed "Disagree" and 1.6% expressed "Strongly disagree," stating that field trips did not significantly improve their learning engagement.

Table 9. Teaching methods using documentary films

Scale	Frequency (n)	Percentage (%)
Strongly disagree	6	1.6
Disagree	20	5.5
Neutral	87	23.8
Agree	128	35.1
Strongly agree	124	34.0
Total	365	100

The teaching method using documentary films received almost equal "Agree" ratings of 35.1% and "Strongly agree" ratings of 34.0%, indicating that support for this method is not only high but also fairly consistent. This implies that visualizing lesson content through images and sound helps students access knowledge more vividly, thereby stimulating focus and fostering sustainable motivation for learning. In addition, the "Neutral" rating of 23.8% suggests that for some students, documentary films are still more of a supplementary illustration than a direct motivational factor. Conversely, with 5.5% "Disagree" and 1.6% "Strongly disagree," some students believe this format is not truly suitable for their learning style, thus failing to create the necessary engagement for learning.

Table 10. Teaching methods using scientific articles.

Scale	Frequency (n)	Percentage (%)
Strongly disagree	6	1.6
Disagree	14	3.8
Neutral	69	18.9
Agree	142	38.9
Strongly agree	134	36.7
Total	365	100

Data collected on teaching methods using scientific articles shows that 38.9% expressed "Agree" and 36.7% expressed "Strongly agree," indicating that accessing in-depth scientific research helps students develop critical thinking, expand their academic knowledge, and foster sustainable self-learning and research motivation. However, 18.9% expressed "Neutral," implying that for some students, reading and analyzing scientific articles may require certain foundations and skills, resulting in less pronounced impact on their learning motivation. On the other hand, 3.8% expressed "Disagree" and 1.6% expressed "Strongly disagree," suggesting that a small percentage of students find this type of material difficult to access, thus feeling that this method does not truly spark their interest in learning.

3.4. Students' assessment of the role of teaching methods in learning motivation.

The survey results show that students at Hanoi Metropolitan University generally have a positive assessment of the role of teaching methods in their learning motivation. In all the methods surveyed, the percentage of students choosing "Agree" and

"Strongly agree" was significantly higher than the percentage choosing "Disagree" and "Strongly disagree." This reflects the students' positive perception of the relationship between teaching methods and learning motivation.

Among the methods surveyed, using scientific articles and providing learning materials were the two methods that received the highest level of agreement from students. This result also shows that methods utilizing academic learning materials were positively evaluated by learners during the learning process.

Teaching methods linked to practice, including the use of case studies and field trips, also recorded a relatively high approval rating. This reflects students' positive appreciation for learning activities that are connected to real-world contexts.

Regarding classroom discussion and learner-centered methods, although the majority of students still gave positive feedback, the level of agreement was lower compared to the other methods. At the same time, these methods also recorded a higher rate of disagreement among the surveyed methods.

Overall, the research results show that students positively rate the role of teaching methods in their learning motivation. However, the level of agreement varies among the methods, indicating that students' perceptions of the role of each teaching method are not entirely uniform.

3.5. Discussion

The research results show that students at Hanoi Metropolitan University generally have a positive assessment of the role of teaching methods in their learning motivation; however, the perceived impact varies among different methods. This demonstrates that selecting and applying appropriate teaching methods not only contributes to knowledge transmission but also plays a crucial role in creating interest, maintaining participation, and promoting student learning motivation.

Firstly, the group of methods using academic learning materials, including providing learning materials and using scientific articles in teaching, received the most positive evaluation from students. This result shows that students positively evaluate methods using academic learning materials. Being provided with sufficient learning materials helps learners proactively research, expand their knowledge, and improve their self-learning ability. In particular, the use of scientific articles in teaching not only helps students access new research results but also contributes to the formation of critical thinking, analytical skills, and scientific research capacity. This research result is consistent with the study by Phan Thi Ngoc Bich (2025), which suggests that increased use of academic learning resources and the application of technology in teaching contributes to enhancing students' autonomy and motivation for learning.

Secondly, teaching methods linked to practical applications, such as field trips and the use of real-world scenarios, also received positive feedback from students. This indicates that learners tend to be more interested when accessing knowledge through experiential activities and situations close to their professional practice. Connecting theory and practice helps students better understand the practical value of knowledge, thereby increasing their motivation to learn and their future career orientation. This result aligns with the perspective of modern higher education, which emphasizes the role of experiential learning and practice-based learning in enhancing student engagement and interest.

Thirdly, active learning methods such as classroom discussion and learner-centered teaching, while receiving relatively high levels of agreement, also recorded higher rates of disagreement compared to other methods. This result shows that the effectiveness of active learning methods depends significantly on students' willingness to participate, self-learning ability, and self-direction skills. For students with a proactive attitude and good learning skills, these methods create opportunities to develop individual abilities, enhance interaction, and increase responsibility in learning. However, for a segment of students still accustomed to passive learning methods, having to actively participate in discussions or self-direct their learning process can create certain difficulties. This result is consistent with the study by Hinnersmann et al. (2020), where the authors argued that teaching methods that support autonomy have the potential to boost learning motivation, but effectiveness depends on the characteristics and level of learner participation.

The research results confirm that teaching methods are one of the important factors contributing to the formation and maintenance of students' learning motivation. In the context of current higher education, a harmonious combination of academic learning materials, active teaching methods, and practical learning activities will create favorable conditions to enhance learning interest, develop self-learning abilities, and increase student participation in the learning process. This also confirms that innovation in teaching methods should be considered one of the important solutions to improve the quality of training and meet the requirements of human resource development in the current period.

3.6. Some Recommendations

Enhancing student motivation depends not only on the students' efforts but also requires coordinated efforts between lecturers, the university, and training units. In particular, innovating teaching methods towards a learner-centered approach, increasing the use of academic learning materials, and promoting practical learning activities are crucial solutions. Effectively implementing these solutions will not only contribute to increased learning interest, fostering student initiative and self-learning abilities, but also improve the quality of education, meeting the demands of higher education reform in the current context. Based on the research results, this study proposes several recommendations to enhance the role of teaching methods in student motivation at Hanoi Metropolitan University as follows:

For lecturers, it is necessary to continue innovating teaching methods to promote student initiative and self-learning abilities. Flexibly combining active teaching methods with the use of diverse learning materials, specialized documents, and scientific articles will contribute to enhancing learning interest and creating conditions for students to develop critical thinking and research skills. In addition, lecturers need to increase interaction, support, and timely feedback to create a positive learning environment for students.

For schools and training institutions, it is necessary to strengthen professional development, pedagogical skills training, and the capacity for innovation in teaching methods for lecturers. At the same time, it is necessary to continue investing in and improving the learning materials system, digital library, and strengthening the organization of learning activities linked to practical applications to create favorable conditions for enhancing student motivation.

For students, it is essential to proactively participate in learning activities, actively utilize learning resources, and cultivate self-study and research skills. Strengthening the connection between theoretical knowledge and practical application will contribute to improving learning effectiveness and sustainably maintaining learning motivation.

IV. CONCLUSION

The research results show that teaching methods play a crucial role in promoting the learning motivation of students at Hanoi Metropolitan University. Methods such as using scientific articles, providing learning materials, field trips, and practical case studies were most positively evaluated by students, contributing to increased interest, proactiveness, and self-learning ability. In addition, active teaching methods such as classroom discussion and learner-centered learning also have a positive impact on learning motivation, although their effectiveness depends on the characteristics and readiness of the learners. The research results affirm the necessity of diversifying and innovating teaching methods to enhance learning motivation and contribute to improving the quality of higher education today. This study was conducted only at Hanoi Metropolitan University and used descriptive statistics based on percentages; therefore, the results do not fully reflect the causal relationship between teaching methods and learning motivation. Further studies could expand the scope of the survey and use more in-depth quantitative analysis methods to test the extent of the impact of each teaching method.

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