

Factors Impacting the Learning Motivation of Students Majoring in Translation and Interpretation at Nguyen Tat Thanh University: A Case Study

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Abstract: Learning motivation is a crucial factor that impacts learning outcomes, especially when active learning strategies are prevalent and dominant in higher education settings. This article aims to understand the factors that influence the learning motivation of students in the Translation and Interpretation major, Faculty of Foreign Languages at Nguyen Tat Thanh University in the 21st and 22nd cohorts. Questionnaires were used to survey 87 students, while individual interviews were conducted with 15 students. Through this procedure, researchers have identified and studied the influences on students' motivation to learn through qualitative and quantitative research methods. The analysis findings indicate that students' learning motivation is primarily impacted by four key factors: the learning environment, academic pressure, psychological aspects, and ambiguity regarding future career paths. Based on these findings, recommendations are provided to teachers, educational institutions, families, and students to boost students' learning motivation. This study will serve as a foundation for upcoming research that will provide recommendations to help teachers, schools, and students enhance student motivation for learning.

Keywords: learning motivation, translation and interpretation, psychology.

1. Introduction

One of the questions that lecturers and academic advisors of the translation and interpretation major often encounter when working with their students is "I don't know what's going on, I don't understand why I have no motivation left to study and don't know what to do next". Loss of motivation to study has become a problem that more and more students encounter, leading to an increasing rate of students dropping out of school, affecting the training performance of the system as a whole. Learning motivation is not a new topic, but it is an urgent obstacle every educational institution faces. It is an important obstacle that teachers and school administrators are eager to address.

Within the framework of this article, 87 translation and interpretation students from the Faculty of Foreign Languages at Nguyen Tat Thanh University took part in a study exploring factors that hinder student motivation. The study used

hypotheses based on previous research models, focusing on academic performance, learning environment, curriculum pressure, psychological stress, and career path uncertainty. The study also suggested ways to engage and motivate students, affirming the importance of learning motivation education in promoting positivity and maintaining career orientation for students, contributing to improving the quality of education and training for the translation and interpretation major in particular, and for the Faculty of Foreign Languages, Nguyen Tat Thanh University in general.

It should be noted learning motivation is a key contributor that is often mentioned and is always of concern to students. Learning motivation brings a positive and healthy energy source to help students increase their interest and attraction to learning. In other words, learning motivation is one of the leading factors that determine the quality and effectiveness of a learner's learning. In recent years, determining learning motivation and the relationship between learning motivation and learning outcomes of learners has been appealing to special attention from many researchers in Vietnam because it is considered a "golden key" to help educators access and discover learners' potential abilities. Psychological analysis experts believe that learning motivation determines the results and effectiveness of educational activities. Learning to take a test is different from learning to understand problems, and even more distinct from learning to be a human being. Different learning motivations will cause learners to have different approaches to learning activities and their ability to access knowledge will also be different; that is, there is a significant difference in the learning ability of people with clear learning motivation and people whose learning motivation is unclear. If learners have the appropriate learning motivation, they will be more proactive in learning; be more honest in doing tests, and pay more attention to improving study skills and self-study and cultivating necessary skills for their future. In other words, learning motivation is indispensable for orienting and stimulating learners' learning activities. Strengthening and developing learning motivation for undergraduates is an

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extremely fundamental task to promote positivity, and self-discipline, maintain career orientation for learners, and contribute to improving the quality of teaching and training. Therefore, the active learning motivation of students is of great significance for forming a class of highly specialized employees now and in the future.

2. Literature Review

A. Definition of Motivation and Learning Motivation

Theoretically, motivation is the force that stimulates, directs, and maintains behavior (Glynn and Koballa, 2006; Palmer, 2005). Therefore, learning motivation can be defined as the tendency of students to seek meaningful and useful learning activities and try to gain academic benefits from them (Brophy, 1998). Ryan & Deci stated, "Motivation refers to the reasons individuals engage in a particular behavior or pursue a particular goal" (2000). Bomia *et al.* (1997) believe that learning motivation is the desire, excitement, feeling of responsibility, and enthusiasm in the learning process, which is the cause that helps guide an individual's actions (Merriam-Webster, 1997), and is the effort to complete a certain task successfully (DuBrin, 2008). Learning motivation helps learners become enthusiastic, interested, active, and comfortable in learning activities (Spratt *et al.*, 2002). Motivation to learn is connected to academic success, positive attitudes, and discipline. The motivation for learning is impacted by both internal and external factors, highlighting the significance of cultivating curiosity and passion to acquire useful knowledge. (Danica *et al.*, 2023).

To put it differently, learning motivation stimulates learners to strive to achieve the set learning goals through learning efforts. Without learning motivation, students do not have the desire, excitement, desire, and sense of responsibility for learning. They will avoid learning or learning in a coping, formal way and thus the knowledge and skills acquired will be limited. In other words, learning motivation is a form of psychology that constantly pushes students to improve themselves and pull out all the stops to improve their knowledge. It involves a mixture of a drive for success, the happiness of acquiring knowledge, and one's self-confidence.

The important role of motivation in human activities cannot be denied, because it is an internal process that helps promote, orient, and maintain continuous action. In other words, motivation is the factor that urges people to act to satisfy their needs. People cannot achieve their goals without motivation.

B. Types of Learning Motivation

In psychology, motivation is divided into two main types: intrinsic and extrinsic. Intrinsic motivation comes from internal desires and actions the learners take for their satisfaction. Put another way, intrinsic motivation is the enjoyment, liking, or achievement of a learning task or a personal goal. Dev (1997) has shown that intrinsically motivated students do not need any reward or incentive to complete a task. These students tend to choose and complete challenging tasks and activities. Lepper (1988) has also stated that intrinsic motivation refers to the

enjoyment of learning or the arousal of a desire to complete a task. This is often a more robust and long-lasting form of motivation.

In contrast, extrinsic motivation comes from external desires. It refers to behavior that is motivated by external rewards. Dev (1997) suggested that extrinsically motivated students learn to receive a reward, to comply with a teacher's request, or to avoid punishment. Williams, Kaylene C, & Caroline (2011) indicated that when learners learn to avoid doing some things, to satisfy the expectations of others including parents or teachers, or to compete with others, they are extrinsically motivated to learn. This type of motivation may disappear when rewards or punishments are removed and may lead to more superficial learning.

Psychological researchers also concluded that students with intrinsic motivation are often more enthusiastic, make more efforts, try to overcome more challenges, and feel more interested in their studies, while students with extrinsic motivation try to pull them into the tasks, they feel forced to study and they always put the least effort into the requirements set.

C. Factors Impacting Learning Motivation

Numerous studies conducted by both domestic and international researchers have identified the elements that influence students' learning motivation. Inheriting theoretical foundations, studies on internal and external influences affecting students' learning motivation, the research model on learning motivation of students majoring in translation and interpretation at Nguyen Tat Thanh University focuses on analyzing impacts such as academic performance, learning environment, training curriculum, and personal factors affecting students' learning motivation.

According to Tucker *et al.* (2002), learning motivation is the unique factor that results in student learning outcomes, and all other impacts ultimately affect student academic performance. As determined by Pham Van Khanh (2016), learning motivation is the contributor that stimulates and promotes the learner's positivity and continuous interest in learning to achieve cognitive results, develop personality, and aim toward the proposed learning goals. Sharing this view, Lee (2010) believes that learning motivation is an influence that strongly modifies students' learning achievements. Learning motivation is the learner's participation and commitment to learning and achieving excellent academic scores, creating favorable conditions in their future careers. (Gottfried *et al.*, 2001).

The learning environment plays an essential role for each student, it directly affects the learning process and even the learning and training results of individuals. The learning environment is more simply understood as all internal and external factors that influence learners such as physical facilities, classroom atmosphere, learning materials, attitudes of staff and teachers, or difficulties in registering for courses, etc... The learning environment has a pivotal role and contributes to the decision-making process for the individual's deep focus as focus is one of the determining factors for the effectiveness and productivity of learning. As per the research conducted by Feby

et al. (2023), the various elements of the learning environment, such as family, community, school, and friends, play a crucial role in influencing students' motivation to learn by molding their excitement, beliefs, and character, which in turn affect their learning results. This means all interactions involving students can improve their learning motivation by creating a supportive learning atmosphere. Likewise, Williams (2011) mentioned that the learning atmosphere is vital in developing students' desire to learn. The lecturer's activities and attitudes contribute to student success by fostering a conducive learning environment. Teachers are the guiding force in every classroom, instrumental in fostering a vibrant learning atmosphere and encouraging continuous expansion of knowledge through students' educational journey and exploration. Lecturers are responsible for sparking learning and creativity, sharing specialized knowledge, and assisting students in determining career paths to encourage goal-setting and motivation for continuous self-improvement. Williams (2011) also emphasized that lecturers in higher education can increase student learning motivation by utilizing effective teaching techniques, and pedagogical strategies, and maintaining a positive attitude towards students. As a result, lecturers must take the lead in the teaching task, possess ethical standards and professional qualifications, prioritize the students' well-being, and consistently be impartial when assessing their learning. Simultaneously, every lecturer must adapt, enhance themselves, and exemplify ethical behavior, serving as a role model in fulfilling their responsibilities. Furthermore, educators must continuously learn, improve their professional abilities, stay current with advancements in their field, and build practical knowledge within the community to support students in comprehending academic concepts and real-life matters.

Recent research emphasizes the importance of various key components in an educational program that effectively enhances students' motivation to learn. While acquiring knowledge, the educational program is crucial in encouraging students' passion for learning. The training program for a specific field of study is not frequently revised to meet the needs of society, resulting in courses that might not align with the field of study. If theory and practice are not integrated, students will not be engaged, resulting in feelings of boredom, decreased motivation, and failure to reach academic goals. As Ioannis, Vassiloudis., Vaia, Chalda. (2024) emphasized that key components of an effective educational program for enhancing students' learning motivation include collaborative environments, active student participation, project-based learning, and student-centered teaching approaches. Sharing similar ideas, Amy, Schweinle., Patti, J., Berg., Ashley, R., Sorenson. (2013) highlighted that difficult courses negatively impact students' motivation and academic performance, leading to performance-avoidance goal orientations and lower achievement compared to challenging classes that foster mastery goal orientations.

Loss of learning motivation for students can also be caused by themselves which is equally important. One issue that many students are facing nowadays is depression. Depression is

increasing in frequency among those who are constantly under pressure. Pressure from academic results along with expectations from family and society make students feel burdened, especially when their academic performance or exam results are not as expected. This can lead to feelings of discouragement, sadness, and disappointment in themselves, eventually leading to depression. Bad habits such as staying up late at night, inadequate nutrition, smoking, drinking alcohol, excessive use of stimulants, lack of physical exercise, and addiction to computer games... all affect brain health, leading to nervous exhaustion, mental disorders, and depression. Many students are not well prepared for university life and have to face financial debts. The decrease in students' learning motivation to study during this global economic recession is also influenced by the insufficient financial resources available. They also have fewer prospects for employment after graduation compared to previous generations. Apart from academic concerns, other worries can lead to periods of depression in students. Manshi, Poudel., Basanta, Prasad, Adhikari. (2024) stated that the impact of depression on undergraduate students' educational performance is influenced by academic stress, financial pressure, and family relationship problems, affecting learning motivation and academic performance. Financial limitations can lead to decreased motivation among students, particularly those from lower-income families. Studies show that students from middle-income backgrounds exhibit lower motivation levels, potentially due to financial stressors impacting their educational focus (Dayon 2012).

Another essential element that arises from students is the uncertainty about their future direction. Many students become lost and lose learning motivation because they fear not being able to find a suitable career path for themselves. Even though the majority of students understand the significance of future orientation, the fact remains that many neglect to do so, especially in choosing a suitable career. Currently, most young people lead a temporary existence, prioritizing immediate pleasures and accepting random luck, without a clear direction or goals tied to external factors. Having a strong focus on the future is crucial and should be viewed as a key element in determining an individual's success. You need to know your goals clearly and orient your career in that direction. This allows you to save time, boost efficiency, and obtain early success in your career, ultimately leading to a high income with the right long-term perspective. According to Besse and Darmawati (2022), uncertainty about future career prospects can impede the growth of internal motivation in students, possibly causing a shift towards relying on external motivators to improve academic performance. Sara, James., et al. (2021) also believe that the uncertainty of future career prospects can impact university students' intrinsic motivation through their course selection in a culture of authenticity leading to an impact on their learning goals and aspirations.

3. Methodology

Data on this subject is gathered by conducting surveys, investigations, interviews, analysis, and assessment utilizing

both qualitative and quantitative approaches. The first questionnaire was created with a 5-point Likert scale (1: Strongly disagree; 2: disagree; 3: Neutral; 4: Agree; 5: Strongly agree) with questions categorized into four investigation categories regarding the factors influencing a decline in learning motivation, including academic performance, learning environment, training programs, and learners' psychological aspects. Next, the survey was utilized to conduct in-depth interviews with 15 students to uncover additional factors related to the decline in learning motivation and refine the survey questions. Every student's interview responses were attentively recorded. After completing the questionnaire, the survey was expanded to over 100 students from courses 21 and 22 specializing in translation and interpretation at Nguyen Tat Thanh University using Google Forms. Nevertheless, despite over two weeks of conducting surveys, only 87 valid survey responses were collected.

4. Research Results

According to the survey results and interviews, all related hypotheses yielded consistent results. However, within the scope of this article, only some notable findings specifically impacting students' learning motivation are discussed.

A. Learning Outcomes

The research results regarding students' views on how learning motivation affects their learning process and results are not depicted in Figure 1.

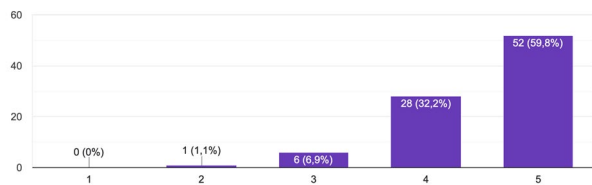


Fig. 1. Students' view on the impact of motivation on their learning process and outcomes

The results of the study on how motivational hypotheses influence students' academic achievement and learning process are presented in Figure 1. The survey findings show that none of the students completely agree with this hypothesis, only one student disagrees, 6 students have neutral opinions, and a combined 91% of students strongly agree or agree with this hypothesis. This demonstrates that learning motivation plays a crucial role in students' learning because whether students graduate on time, or find a good job after graduation, largely depends on their academic performance.

With this hypothesis, student N.11 stated during the interview that he frequently shows passivity by not getting involved in class activities due to a lack of learning motivation. Student N.6 mentioned that he tends to leave assignments unfinished and regularly skips classes due to a lack of learning motivation. All of these students have inferior academic performance.

B. Learning Environment

Results from the second hypothesis show that the learning environment significantly influences students' learning motivation.

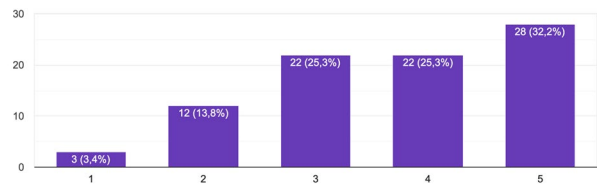


Fig. 2. Students' view on the impact of motivation on their learning environment

Analyzing the data presented in Figure 2 reveals that just 17.7% of students surveyed believe the classroom's stressful and demotivating atmosphere impacts their enthusiasm for learning. 50.6% of surveyed students either agree or fully agree with this hypothesis. Nonetheless, researchers find it troubling that 25.3% of students do not have a stance on the issue, especially since 4 out of 15 students interviewed (specifically N.2, N.5, N.9, and N.13) have shared their opinions. They are disinterested in student activities during class, avoid interaction with teachers and classmates, prefer working alone instead of in groups, and conflicts frequently arise when working in a group setting.

C. Training Curriculum

The next hypothesis also results in an intriguing survey outcome, focusing on the training program's pressure.

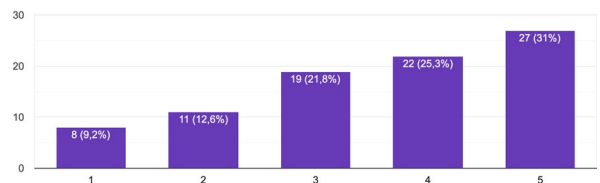


Fig. 3. Students' view on the impact of motivation on their academic pressure

When questioned about the amount of pressure the study program imposes on students, only 9.2% responded that they experience no pressure, 12.6% said they feel no pressure, 21.8% had no opinion, and 56.3% admitted to feeling pressure and very much pressure. Researchers delved deeper into this matter through interviews with students.

Student N.10 honestly expressed "I'm not very good at English, but my parents want me to study abroad so they directed me towards studying English language. However, after failing 3 interviews, I decided to pursue a major in translation and interpretation here. I had to put in a lot of effort to complete some difficult courses. Honestly, there were some courses that I had to retake twice because they were too difficult for me. My low academic performance made me feel very demotivated, and I wanted to drop out and return to my hometown."

As per the disclosure of a student labeled as N.6, "I am a student of course 21, in the next semester my classmates are preparing for an internship, but I do not meet the requirements

for this internship because I have not completed 70% of the study progress. I am still stuck with two specialized subjects because I had difficulty registering for them. Seeing my classmates going for an internship together, I feel like I am losing my motivation too."

Another student with the symbol N.9 confided, "Some lecturers have a very conservative attitude, they do not listen to students, they do not interact with students in class, they teach for the entire duration of the class and then leave. I feel very uncomfortable studying with such lecturers. Every time I enter the class, I feel like I am being tortured."

D. Psychological Aspects

Another hypothesis that is put forward involves psychological factors. Most of the students surveyed think that depression and stress are the main psychological factors influencing their learning motivation.

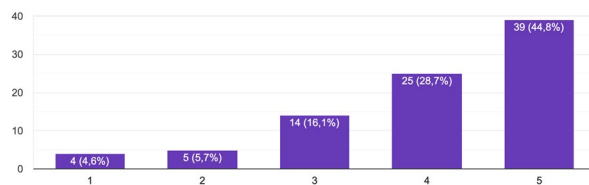


Fig. 4. Students' view on the impact of motivation on their depression

The survey results from asking 87 students about their stress, depression, and how it was impacting their motivation to study revealed a highly unexpected figure. 10,3% of students answered negatively, 16,1% were undecided, and 73,5% replied positively. This rather large percentage suggests that students are dealing with a worrying problem.

Additional research conducted through student interviews also showed that students attributed their experiences of depression and stress to the excessive academic demands placed upon them. Young people nowadays still pursue education and work hard to achieve personal goals. Numerous parents hold high expectations, causing students to strive to surpass their peers. When adolescents do not achieve the desired results, some parents respond with criticism and anger, instead of offering support, which can make them feel inadequate, isolated, and anxious, eventually resulting in depression. Another factor that students bring up is the unreasonable distribution of time. According to the interviews, 90% of interviewed students admitted they work part-time to pay for tuition and support themselves. A lot of young people are faced with financial struggles, particularly after the impact of the COVID-19 pandemic. This plays a crucial role in aiding students in achieving financial independence, supporting their parents in challenging times, and acquiring valuable life and work skills. However, if students cannot balance studying and working, it may lead to stress, exhaustion, fatigue, discouragement, and a desire to give up everything. The third factor is their psychological characteristics. Depression frequently arises in young people with fragile, overly sensitive, and pessimistic personalities who struggle to communicate or open up, but instead prefer to endure alone. Numerous students

have low self-esteem, attend classes alone, struggle to make friends, and do not interact with teachers or classmates. Frequently, these circumstances result in a loss of interest in academics and dropping out of school prematurely.

E. Future Uncertainty

Another crucial hypothesis that holds just as much importance as the previously mentioned factors and strongly influences student motivation is the uncertainty about the students' future.

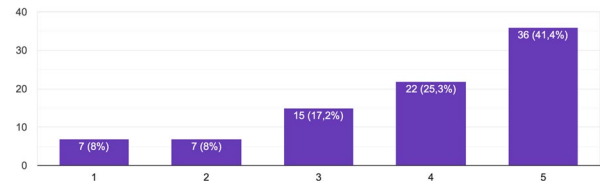


Fig. 5. Students' view on the impact of motivation on their future uncertainty

Being uncertain and vague about the future is not exclusive to one student, it is also the situation for 66,7% of students surveyed. When interviewed, many students approaching graduation are uncertain about their major and future career prospects. After graduation, students often stress about securing employment. Selecting the right direction for the future is a burden for numerous graduating students. According to student N.12, the pressure from work and study is only a part, the most important is the pressure from oneself.

"In my mind, I always think and worry. I'm afraid of the feeling of not being able to find a job after graduation, afraid of disappointing my parents, and afraid that my friends have stable jobs while I'm still unemployed. I'm afraid of many things... Overthinking causes me to lose sleep, lose appetite, and lose weight. Sometimes, because of the pressure, I want to give up everything," he honestly shared.

5. Findings and Discussion

The Translation and Interpretation students at Nguyen Tat Thanh University's Faculty of Foreign Languages have a clear awareness of the significance of motivation in the learning process, as seen in the positive feedback. Consequently, they recognize the importance of establishing their study timetables, adopting a proactive attitude, and being self-aware in overseeing, guiding, and finishing educational tasks. Based on these findings, the Translation and Interpretation Department in particular, and the Faculty of Foreign Languages at Nguyen Tat Thanh University in general will continue to carry out counseling activities to support student learning so that they can maintain correct awareness and turn them into sustainable behaviors in learning.

One aspect of the survey results that is particularly intriguing is the learning environment. The learning environment is more than just a space where students engage in learning activities and research. It is a multidimensional environment where teacher assistance, social interactions, learning resources, facilities, and positive attitudes form a comprehensive learning

environment. The learning environment also has a crucial role in fostering trust, creating motivation, and motivating students. A conducive learning atmosphere encourages and spurs students. Enthusiastic teachers, dedicated study partners, and a relaxed, non-restrictive, stress-free classroom environment are essential for creating a favorable learning atmosphere. Acknowledging the significance of and respecting students demonstrates establishing a positive and beneficial learning environment, which must be evident in the teachers' conduct, not just empty words. This highlights the significant contribution of teachers to the learning environment. This indicates that the learning environment in the Translation and Interpreting Department, Faculty of Foreign Languages at Nguyen Tat Thanh University has issues. The primary factor regarding this matter is simply the lecturers. The ambiance in a classroom, characterized by enjoyment, enthusiasm, and effectiveness, is heavily influenced by the activities of the lecturers. Currently, numerous schools are adopting a student-centered approach to learning, incorporating enhancements like updated facilities, innovative teaching techniques, practical applications in the curriculum, and fostering supportive relationships with students to facilitate academic growth. This aspect requires careful focus from lecturers and administrators in the Translation and Interpreting department, along with the Faculty of Foreign Languages at Nguyen Tat Thanh University.

One of the next notable points based on the survey results is academic pressure. Students frequently experience pressure from family, school, and society to achieve academically, leading to a stressful situation known as academic pressure. While a gentle amount of academic pressure motivates students to study more effectively, excessive pressure can result in negative consequences. This pressure impacts not just mental health but also leads to significant physical and emotional problems. According to the results of the survey conducted through interviews, students mentioned various reasons for their lack of motivation like tough subjects causing low grades, inadequate class time for learning, unengaging teaching methods from some lecturers, lack of feedback and guidance, lecturer-student interaction, indifference towards academic performance, conservative attitudes from lecturers leading to indifference, and lack of creativity in students' studying. Based on the findings, lecturers and managers of the Translation and Interpretation major and Foreign Languages Department at Nguyen Tat Thanh University should take into account when developing training programs and innovating teaching methods, as well as implementing stricter management strategies to enhance training effectiveness. An inappropriate training program and teaching method are the main causes leading to study pressure. Students have to absorb a huge amount of knowledge, covering various subjects, lessons, and types of exercises. Students feel overwhelmed by this, with no time to deeply comprehend, memorize, and apply the knowledge in real-life situations. In addition, teachers need to accompany students, inspire them with enthusiasm, and stimulate their creativity in learning to prevent students from getting lost in theory and boredom. Simply memorizing information without grasping the underlying meaning and

failing to apply it practically will result in tiredness and inefficiency. Furthermore, inadequate time management, document organization, summarization, and memorization make learning more complicated, and time-consuming, and stress levels increase. An unsuitable learning environment greatly impacts the capacity to acquire knowledge and the spirit of learning.

Another significant point highlighted by the survey's concerning results is the issue of depression among students. School-age depression is a psychological disorder in teenagers that may impact thoughts, feelings, and behaviors. Moreover, depression in young people can lead to issues with physical health and cognitive function. Individuals suffering from depression will experience a lack of interest in activities they typically find enjoyable, and feel persistently sad and hopeless, even in the absence of a particular cause. Through the findings provided, education managers and parents should show increased interest in the students' lives and academic performance. The Faculty of Foreign Languages should offer appropriate extracurricular activities that are student-friendly to foster a close connection between teachers and peers, enabling students to adapt to a joyful, peaceful learning atmosphere and progress together. Additionally, academic advisors must pay close attention to comprehending their students' needs and offer support promptly. Parents must prioritize and aid their children in participating in, connecting with the community, expressing emotions, giving assistance, giving motivation, and refraining from criticizing or becoming angry, thereby reducing the pressure on their children.

Most of the individuals being interviewed are students enrolled in Course 21 of the Translation and Interpretation major who are getting ready for the internship program in the upcoming semester. Despite nearing graduation and the need to start job hunting, a lot of students are still struggling with the question, "What career path should I pursue after finishing school?" "What industry is the best fit for me?". Students are consistently prepared and organized by the school with their curriculum and schedule while studying at university. Hence, students will face considerable challenges in acquiring skills to become self-sufficient, self-motivated, capable of making their own choices, and securing a suitable job among many options. Therefore, experiencing anxiety during the post-graduation crisis period is unavoidable. According to the survey data presented, it can be inferred that this issue is the most significant aspect of the study results and is a current concern for students. Students' future success or failure will be determined by the choices and behavior they exhibit in the current moment. Instead of worrying about the future, focus on giving your best effort now to secure a rewarding job, a high salary, and the opportunity to pursue your passion in the future. Finding joy in your work comes from being able to pursue a job you are passionate about while also receiving a reasonable salary. To accomplish this, students must identify the type of job they enjoy. Afterward, they should strive to improve and develop themselves to become an ideal candidate for the job. Students should prioritize their attention on academic performance and skills. If you feel like you are falling behind your friends in

these areas, you must increase your efforts and be fully committed to changing yourself. Life does not discriminate against anyone. Begin by tackling simple tasks before moving on to more difficult ones if you believe you struggle with studying, starting with the easiest and working your way up to the more challenging ones. In addition, students need to collaborate with their best friends to progress collectively. Avoid having negative thoughts, and do not waste time stressing about the future. Rather than being anxious, take action and give your best. During the learning journey, students engage in self-education experiences that involve developing self-confidence, independence, self-directed learning, critical thinking, honest expression of opinions, career decision-making, and job searching.

To accomplish this, families and schools must enable students to make choices and equip them with the necessary skills to follow their interests. Schools must offer more than just academic instruction and guidance on future career paths; they must also give students the chance to gain practical experience. Additionally, families must provide support, as parents must continuously monitor, listen to, motivate, and assist their children as they pursue, cultivate, and enhance their interests.

6. Conclusion

This article uses research findings to highlight key factors that greatly influence the learning motivation of Translation and Interpretation students at Nguyen Tat Thanh University's Faculty of Foreign Languages. It is worth mentioning that students have displayed encouraging behaviors in both academic and extracurricular activities, though only at an average level. Higher education at the university level is a complex and demanding mental pursuit. As a result, students need to take initiative, have self-control, and be accountable for their own learning and academic pursuits. According to the findings of this study, the author suggests some recommendations for the key individuals involved, such as the school, parents, instructors, education administrators, and the students themselves. Understanding students' learning motivation and providing appropriate support throughout their academic journey, especially through various programs and activities, is crucial for fostering strong learning motivation. This promises more in-depth research and wider participation for more accurate results and insightful analysis in the future.

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