

DETERMINANTS OF THE LEARNING MOTIVATION OF STUDENTS IN BUSINESS EDUCATION AT UNIVERSITIES IN HO CHI MINH CITY

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the radical transformation into online learning basis influence Students' academic performance. Given the context, learning motivation and its driving factors raise the research concern in higher education (CHIU, LIN & LONKA, 2021).

Following the orientation, universities expect to create an improved learning environment, wherein students are autonomous and proactive learners (DEBNATH, TANDON & POINTER, 2007). Indeed, motivation positively influences students' perception within the learning process (COLE et al., 2004; ROWOLD, 2007). And, motivation is recognized in both intrinsic and extrinsic perspectives, especially learning motivation is affirmed as an influential driver for student educational quality (SLAVIN, 2008; LIN & CHENG, 2017). Accordingly, learning motivation ascribes desire, excitement, responsibility, and enthusiasm to the student learning process (BOMIA et al., 1997; RAFIOLA et al., 2020). Similarly, motivation relates to behavior shift that triggers students' inner desire, resulting in completing an assigned task (DUBRIN, 2008; GOPALAN et al., 2017).

To enhance students' learning process and experience, many studies have been finding students' learning motivation at higher education level and its determinants (MCCOMBS, 1991; JAMES 1998; GENOVESE, 2003; REISS, 2012; CONSTANA & MADELA, 2011; NHAN & THUY, 2014; GIANG & NHAT, 2014). Despite the noticeable efforts, the research scope shows limited focus on the Bachelor of Business (hereinafter referred to B.Bus) students' learning motivation in Ho Chi Minh City. Therefore, this study primarily unearths measure, and evaluate the determinants influencing B.Bus students' learning motivation at universities in Ho Chi Minh City. Thus, suggestions and recommendations are proposed to enhance student motivation in higher education.

INTRODUCTION

Today, the Industrial Revolution 4.0 (hereinafter referred to as IR 4.0) creates radical transformation, leading to the demand for a qualified and highly educated workforce (RAFIOLA et al., 2020). Indeed, human resources quality plays an influential role in a creative economy, resulting in the multi-facets innovation of education (UYEN, 2020).

Accordingly, the government endeavours to elevate higher education institutions' efficiency and effectiveness in optimizing resources (TIEN et al., 2021). Therefore, the role of higher education is a cornerstone to many countries sustainably developing economies by providing a quality workforce (TRUONG, OWAGA & SANFO, 2021). Likewise, in Vietnam, higher business education is required to adapt to the increasing demand for economic development by producing quality workforces (TIEN, TRANG & NGOC, 2021).

Innovative educational approaches are accepted in studies to enhance student learning performance as significant aspects of satisfying societal demands (TAI, HIEN & LAM, 2016). Due to the impactful consequence of covid-19, higher education endeavors to make

LITERATURE REVIEWS

The concept of learning motivation in higher education

As known, motivation is analyzed and depicted in studies by Maslow's theory of hierarchy of needs 1954; Festinger's theory of cognitive differences (1957); Vroom's expectation theory (1964); and Huitt (2011) from the synthesis of many theories of motivation in the field of psychology the attribution theory of Heider (1958) and Weiner (1974), etc. Indeed, learning motivation is attributed to intrinsic and extrinsic perspectives (NGO, 2005; UAN et al., 2003; HEIDER, 1958). And, understanding factor such as the "life perspective" of learners results in students' different goals for life. In agreement with that, Tai et al. (2016) assert that students' goals have crucial effects on student learning actions and activities in learning.

Moreover, Nhan & Thuy (2014) asserts that students' co-curricular activities depend on three criteria: educational and training activities, the compatibility of disciplines, and students' social and spiritual life. Indeed, learning motivation is associated with a desire and satisfaction for achieving specific goals (TOKAN & IMAKULATA, 2019). To this extent, Bakar's (2014) motivation reflects students' choices about learning tasks, time, and self-effort, which is addressed through students' persistence in learning tasks, and challenges in the learning progress. To what extent, students' attitudes toward a behavior is reinforced by learning motivation (TOKAN & IMAKULATA, 2019). Indeed, learning motivation is agreed to be one of the significant factors that drive students' learning activities; thus, students with higher motivation result in better learning outcomes (HIKMAT, 2009).

In education, extrinsic motivation is attached to the attainment of an award or an avoidable loss (i.e., high, or low GPA), other people's expectation, or final achievement (i.e., degree, qualification) (ANDRES, 2019). In this perspective, extrinsic motivation is perceived as learners' motive, which is accepted as one of the success factors of students when studying at higher education level (DAN & DIEU, 2013). Hence, the learning motive accepts the influence of subjective factors, including self-belief, career prospect, self-responsibility, and self-control. Additionally, objective factors such as social and learning environment (i.e., friends and family influence) influence educational quality (OANH, 2008). Due to cultural differences between Eastern and Western countries, those components need to be selected and adjusted accordingly. In other words, learning motive plays a crucial role in determining and stimulating learners' learning activities (GIANG & NHAT, 2014). According to Gopalan et al. (2017), the motive is driven by human motivation, leading to the endeavor to fulfill individual needs. Whilst motivation is attached to the explanation of individual achievement based on intelligence tests (MURAYAMA et al., 2013).

The significance of learning motivation in higher education

As known, motivation is accepted to be an influential factor that creates impactful effects on student learning process and achievement. Self-efficacy relates to individual belief to perform a specific task, and achievement-driven behaviors, including mental processing, motivation, self-worthiness, and solutions (SEIFER, 2004). And learning motivation has impactful effects on students' academic performance (NGUYEN & NGUYEN, 2010). Hence, motivation is interconnected to students' learning environment; thus, highly motivated students are dedicated to self-development by increasing autonomy in studying, self-responsibility, and high achievement in educational aspects. Indeed, a business student is required to have comprehension for a daily task at the organization; thus, universities are expected to educate a student for applying knowledge into practical context (THO, 2017).

Following this circumstance, in the business education program, Business Simulation System Context (hereinafter referred to as BSSC) is applied in teaching, which innovatively encourages student interactive learning resulting in positively influencing learning behaviour and motivation (LIN, YEN & WANG, 2018). The application of BSSC allows proceeding the intimation of practical business context integrating into student learning, the extent to which creates enjoyment and attractiveness for the student learning experience. Following this perspective, student learning motivation is reinforced, leading to students' better performance (LIU & CHIANG, 2019). Furthermore, the results show that pedagogical approaches and the educational environment have an influence on students' learning outcomes (TOOTOONCHI, LYONS & HAGEN, 2002).

In conformity, extrinsically learning motivation is applied in business education by connecting student assessment with a practical extent. For instance, in the entrepreneurial course, students/groups of students are required to develop a business idea for the assessment, to what extent students learning motivation is driven by an actual objective (HASANAH et al., 2019). To what extent, learning motivation relates to student learning strategy (HARIRI et al., 2020), and students are motivated to complete the course at better performance and to gain entrepreneurial aspiration. In this perspective, universities motivate students to engage in the transformation of explicit knowledge into tacit knowledge, which is applied to actual circumstances (THO, 2017). There is a significant influence between the motivation study to the students' academic results (KURNIAWAN, EFFENDI & DWITA, 2018).

Factor affecting learning motivation

As aforementioned discourse, student learning motivation receives both intrinsic and extrinsic influences (DUNG & ANH, 2012; KHAN, JOHNSTON & OPHOFF, 2019). For extrinsic factors, students' learning motivation is attached to (1) social factor (i.e., the university, family, and personal characteristic); (2) learning environment; (3) lecturers' behaviour; (4) family and friend influence. Furthermore, intrinsic motivation is an impactful factor for the learning process, the extent to which students self-realize the value of knowledge and make initial efforts for educational development (TUNG & DOAN, 2021). As such, the intrinsic factors are recognized, including (5) Students' self-awareness; (6) Students' self-determination; and (7) Students' viewpoint.

Social factors

Today, human life advancement requires individuals to engage in a highly educational context in which student learning motivation is driven by social influence. For business students at universities in Ho Chi Minh City, the ongoing development of the working environment and societal demand influence student learning motivation for the competitive advantage in the employment market. Besides, the societal standard is increasing parallelly with the civilization, resulting in the continuing update of knowledge. Hence, students are inspired and motivated by society's appropriate admiration (TAI, HIEN & LAM, 2016). Whereas Li et al. (2012) point out social relationships negatively impact students' learning motivation when those relationships occur in an unhealthy context. Therefore, societal factors' influence on student motivation is accepted.

Learning environment

As known, lecturers play an influential role in encouraging a collaborative classroom environment through discussing and working in a group, in turn, nurturing learning motivation (ULLAH et al., 2013). In agreement with the assertion, Trang (2010) confirms the impact of teaching and learning environments on student motivation. The crucial influence of the learning environment on the motivation that determines students' academic performance (KURNIAWAN, EFFENDI & DWITA, 2018) and the positive environment enhance student performance. Also, the learning environment creates consequential impacts on student learning motivation, including assignments pressure, outdated teaching approaches, overcrowded classes, peer pressure, and teacher bias, which reduce student motivation (ULLAH ET al., 2013). There is a considerable impact of the educational environment upon the learning motivation of students.

Lecturer behaviour

In addition, student learning motivation is driven by lecturer experience, teaching approaches (YILMAZ, SAHIN & TURGUT, 2017). Also, Nga and Kiet (2016) point out additional factors that relate to the educational program and extra-curriculum activities. Besides, the study of Redono (2015) points out that teacher skills, interests, and habits influence student learning. To confirm this concept, Rahman et al. (2017) stated the influence of teachers on learning motivation (RAHMAN et al., 2017). And students' learning motivation is significantly related to teacher-student interaction (LIU & CHIANG, 2019). In this perspective, lecturers should deliberately pay attention to learning strategies and learners' self-regulation.

Family and friends influence

Students' learning motivation accepts family and friends as one of the driving factors (HIEN & LAM, 2016; NGA & KIET, 2016; DUNG & ANH, 2012). To this extent, sociological and demographic determinants influence learning motivation, including age, student aptitude, and attitudes, whereby the attitude is accepted as the most significant (SPOLKY, 2000). More of that, the relationship between family impact on the student learning motivation is accepted (KURNIAWAN, EFFENDI & DWITA, 2018).

Students' self-awareness

From the intrinsic perspective, psychological factors are accepted to have a crucial influence on students' learning motivation. Hence, higher education raises students' awareness of educational goals, educational meanings, academic performance standards, self-responsibility, and students' life viewpoints (TAI, HIEN & LAM, 2016; CHAU, 2018). When Student raise self-awareness on maximizing the knowledge in education, resulting in the increasing learning motivation (TUNG & DOAN, 2021). Therefore, students' self-awareness is accepted as a driving factor of learning motivation.

Students' willpower

Students are self-determining the achievement and self-efficacy, which relates to student motivation (SUHAILY & SOELASIH, 2015; SEIFERT, 2004). Determining personal growth is a proven crucial factor in learning motivation and academic success (MARIĆ, 2014). Toward this perspective, students gain and remain the learning motivation to achieve a specific academic achievement (TUNG & DOAN, 2021). As such, the relationship between students' willpower learning motivation is detected.

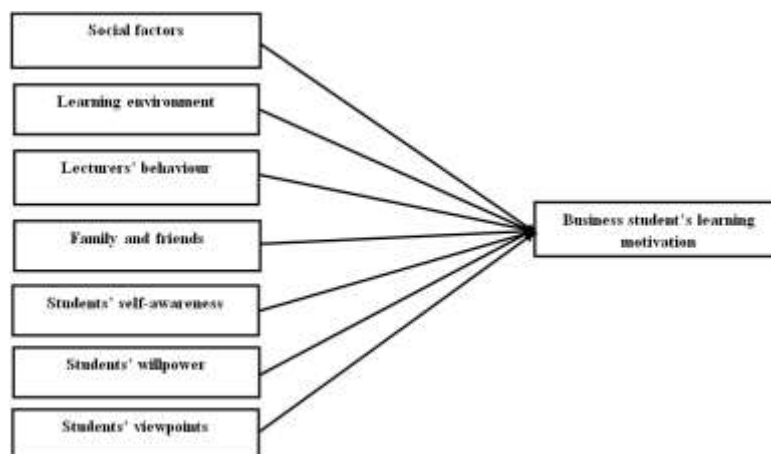
Students' viewpoint

When students have a clear viewpoint, learning motivation is triggered. For this reason, student viewpoints help to determine the goals and value of educational activities, resulting in the creating of motivation. And personality characteristics of the students are perceived as influential factors (DUNG & ANH, 2012). When students' learning is attached to life devotion, the learning motivation is recognized at a high level. From a psychological perspective, student viewpoints are associated with a primary motivation that defines individual expectancy or belief (SCHUNK & DIBENEDETTO, 2020). Also, the reinforced value, such as an individual desire for potential outcomes that drive student learning motivation. In this perspective, learning motivation relates to the perception of 'work hard for life achievement' (TAI, HIEN & LAM, 2016).

THE RESEARCH MODEL

Due to the above analysis, this study proposed 7 independent variables, including (1) social factors; (2) learning environment; (3) lecturers' behaviour; (4) family and friend influence; (5) student self-awareness; (6) student willpower and (7) student viewpoint. And (8) business students' learning motivation is the dependent variable. The proposed model is indicated as follow:

Figure 1. The proposed research model



Source: Authors (2021)

HYPOTHESIS

- H1: Social factors influence business student learning motivation
 H2: Learning environment impacts on business student learning motivation
 H3: Lecturers' behaviour exert influence on business student learning motivation
 H4: Family and friend influence on business student learning motivation
 H5: Students' self-awareness impacts business student learning motivation
 H6: Students' willpower influences business student learning motivation
 H7: Students' viewpoint impacts business student learning motivation

METHODOLOGY

For primary data collection, the study employs both qualitative and quantitative research methods. The authors conduct interviews with 12 experts, who are researchers, university administrators, and heads of economics and business departments/ faculty/ schools in 9 universities at Ho Chi Minh City to explore the general knowledge, hidden potential problem upon students' learning motivation from which the measurement scale is discovered. Additionally, three (3) online group discussions and three (3) semi-structured in-depth interviews are randomly conducted with 32 students from 9 different universities in Ho Chi Minh City. As such, this qualitative research helps authors better understand observed variables and cross-check for a better result. Following the survey, the authors compose a questionnaire by adapting previous research, including Trang (2010); Tung & Doan (2012); Nhan & Thuy (2014); Giang & Nhat (2014) Tai, Hien & Lam (2016).

Besides, the questionnaire is adjusted regarding expert's suggestion, students' perception from the qualitative research, and the collected insight from a meta-analysis. Also, the pilot test is conducted with 27 students to examine the readability and understandability of the questionnaire and strive feedbacks, whereupon the minor adjustment is made to ensure the clearance of the final questionnaire. To the formal research, the questionnaires have been administered to 295 respondents. After filtering, 257 responses fulfill the requirements and proceed to further analysis. Finally, the authors use SPSS software to analyse the collected data.

FINDINGS

Table 1. Demographic & Geographic analysis

Items		Amount	Ratio	Accumulated percentage
Studying year	First-year	64	24.9	24.9
	Second-year	91	35.4	60.3
	Third year	40	15.6	75.9
	Fourth year	62	24.1	100.0
	Total	257	100.0	
Educational major	Economics - Management	62	24.1	24.1
	Technology - Engineer	182	70.8	94.9
	Health	13	5.1	100.0
	Total	257	100.0	
Location	In Ho Chi Minh City	133	51.8	51.8
	Outside Ho Chi Minh City	124	48.2	100.0
	Total	257	100.0	

Source: Authors (2021)

Table 2. Descriptive Statistics

Learning Environment					
	N	Minimum	Maximum	Mean	Std. Deviation
HT1	257	1.0	5.0	3.934	.9680
HT2	257	1.0	5.0	4.062	1.0058
HT3	257	1.0	5.0	4.097	.9774
HT4	257	1.0	5.0	3.732	.9772
HT5	257	1.0	5.0	3.914	.9315
Valid N (listwise)	257				
Family and Friend					
	N	Minimum	Maximum	Mean	Std. Deviation
GB1	257	1.0	5.0	3.564	.8413
GB2	257	1.0	5.0	2.409	.6792
GB3	257	1.0	5.0	2.607	.8999
GB4	257	1.0	5.0	2.591	.7957
Valid N (listwise)	257				
Social Factor					
	N	Minimum	Maximum	Mean	Std. Deviation
XH1	257	1.0	5.0	3.868	1.0486
XH2	257	1.0	5.0	3.529	1.0078
XH3	257	1.0	5.0	3.307	.9817
XH4	257	1.0	5.0	3.374	.8930
Valid N (listwise)	257				
Students' willpower					
	N	Minimum	Maximum	Mean	Std. Deviation
YC1	257	1.0	5.0	3.658	.9140
YC2	257	1.0	5.0	3.370	.9880
YC3	257	1.0	5.0	3.412	1.0722
YC4	257	1.0	5.0	3.724	1.0296
YC5	257	1.0	5.0	3.642	.8774
Valid N (listwise)	257				
Student viewpoint					
	N	Minimum	Maximum	Mean	Std. Deviation
QD1	257	1.0	5.0	3.397	1.0030
QD2	257	1.0	5.0	3.451	.9006
QD3	257	1.0	5.0	3.514	.8799
Valid N (listwise)	257				
Lecturer's behavior					
	N	Minimum	Maximum	Mean	Std. Deviation
HV1	257	1.0	5.0	3.658	1.0114
HV2	257	1.0	5.0	3.514	.9687
HV3	257	1.0	5.0	3.514	1.0610
HV4	257	1.0	5.0	3.545	1.0227
HV5	257	1.0	5.0	3.763	.9971
Valid N (listwise)	257				
Students' self-awareness					
	N	Minimum	Maximum	Mean	Std. Deviation
NT1	257	1.0	5.0	3.864	.9647
NT2	257	1.0	5.0	3.774	.8947
NT3	257	1.0	5.0	3.658	.9880
NT4	257	1.0	5.0	3.650	.9931
Valid N (listwise)	257				
Learning Motivation					
	N	Minimum	Maximum	Mean	Std. Deviation
DL1	257	1.0	5.0	3.786	.8822
DL2	257	1.0	5.0	3.490	.9442
DL3	257	1.0	5.0	3.650	.8626
DL4	257	1.0	5.0	3.366	1.0746
Valid N (listwise)	257				

Source: Authors (2021)

According to the analysis in Table 2, the results indicate that the lowest level is 1 and the highest level is 5, while the mean value falls between 2.4 and 4.1. And the majority of component's standard deviation value is less than 1, which indicates the dispersion is acceptable reliability. However, recognizable components' standard deviation value exceeds 1, which indicates a wide dispersion or less reliability. Due to the results, authors initially conclude that Students are satisfied with the learning environment at universities.

Table 3. Cronbach Alpha coefficients analysis

	Items	Observed variables	Cronbach's Alpha
1	Learning motivation	5	0.803
2	Lecturers	5	0.897
3	Social Factors	4	0.762
4	Student viewpoint	3	0.811
5	Family and Friend	3	0.771
6	Students' self-awareness	4	0.845
7	Student willpower	5	0.819
8	Learning motivation	4	0.772

Source: Authors (2021)

Based on the analyzed result, 29 observed variables are eligible for proceeding with EFA. After the EFA, the analyzed results indicate 26 observed variables, and seven (7) factors are extracted at the Eigenvalue equalizes to 1.000. For the KMO and Barlett's test, the KMO = 0.797 > 0.5 and the sig value = 0.000 < 0.05 show that the substantial correlation in data is confirmed. Additionally, the extracted variance is 71.524% > 50%, whereupon 7 factors explain 71.524% the variation of data. Thus, lecturers' behavior (HV1, HV4, HV5, HV3 and HV2), Students' willpower (YC3, YC2, YC4 and YC5), Students' self-awareness (NT4, NT3, NT2 and NT1), Students' viewpoint (QD2, QD1, QD3), Family and Friends (GB3, GB2 and GB4) converge to the predetermined factors group as addressed in the summary of scale.

Besides, the observed variable HT1 converge to the seventh group of factor (XH2, XH1), as such the research subjects agree that "suitable classroom capacity" correlates and depends on social factors. The EFA results is indicated as follows in Table 4.

Table 4. The results of EFA

Observed Variables	Component						
	1	2	3	4	5	6	7
HV1	0.848						
HV4	0.825						
HV5	0.810						
HV3	0.754						
HV2	0.678						
YC3		0.935					
YC2		0.892					
YC4		0.763					
YC5		0.595					
NT4			0.870				
NT3			0.845				
NT2			0.795				
NT1			0.787				
HT3				0.824			
HT2				0.785			
HT4				0.636			
HT5				0.552			
QD2					0.787		
QD1					0.769		
QD3					0.731		
GB3						0.879	
GB2						0.782	
GB4						0.759	
XH2							0.785
XH1							0.654
HT1							0.624
Average Variance extracted (%)	71.524%						
Eigenvalues	1.000						
KMO = 0.797				Sig = 0.000			

Source: Authors (2021)

According to the EFA results of dependent variables, four (4) observed variables have the KMO = 0.653 and sig value = 0.000 that confirm the substantial correlation in the data. For the EFA result, one factor is extracted from students' learning motivation that fits the predetermined theory and measurement scale. The average variance extracted is 59.687% > 50%, and the Eigenvalue = 2.387 > 1, thus this is satisfied result. The results indicate as follows in Table 5.

Table 5. The EFA results of dependent variables

	Observed variables	Component
		1
1	DL4	0.810
2	DL3	0.804
3	DL2	0.778
4	DL1	0.693
KMO		0,653
Bartlett's (Sig.)		0.000
Average variance extracted (%)		59.687%
Eigenvalue		2.387

Source: Authors (2021)

As the above result, the observed variables HT1 converges to the 'social factor' scale; thus, 'learning environment' and 'social factors' scales are adjusted. While the other six scales remain unchanged and are proceeded for EFA, including (1) social factors; (2) learning environment; (3) lecturers behavior; (4) family and friend influence; (5) student self-awareness; (6) student willpower and (7) student viewpoint; and (8) business students' learning motivation.

For the regression model analysis, the correlated coefficient is determined. As such, the correlation analysis result indicated the relationship between independent variables and the dependent variable. In which the QD factor = 0.706 has the most significant relation to DL. Whereas the NT factor has sig value = 0.580 > 0.05 and is omitted. Also, HV factors have a strong correlation with HT; in turn, multicollinearity might have occurred in the regression analysis. The correlation coefficient analysis results are indicated as follows in Table 6.

Table 6. Pearson correlation coefficient analysis

		DL	HT	HV	XH	QD	GB	NT	YC
DL	Pearson Correlation	1	.456**	.536**	.558**	.706**	.302**	.035	.449**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.580	.000
HT	Pearson Correlation	.456**	1	.538**	.485**	.354**	.311**	-.034	.248**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.591	.000
HV	Pearson Correlation	.536**	.538**	1	.371**	.480**	.224**	-.001	.189**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.985	.002
XH	Pearson Correlation	.558**	.485**	.371**	1	.497**	.177**	.022	.326**
	Sig. (2-tailed)	.000	.000	.000		.000	.005	.723	.000
QD	Pearson Correlation	.706**	.354**	.480**	.497**	1	.182**	-.020	.373**
	Sig. (2-tailed)	.000	.000	.000	.000		.003	.754	.000
GB	Pearson Correlation	.302**	.311**	.224**	.177**	.182**	1	.005	.076
	Sig. (2-tailed)	.000	.000	.000	.005	.003		.941	.228
NT	Pearson Correlation	.035	-.034	-.001	.022	-.020	.005	1	-.085
	Sig. (2-tailed)	.580	.591	.985	.723	.754	.941		.175
YC	Pearson Correlation	.449**	.248**	.189**	.326**	.373**	.076	-.085	1
	Sig. (2-tailed)	.000	.000	.002	.000	.000	.228	.175	

Source: Authors (2021)

Table 7. Model Summary

Model	R	R ²	R ² _{adj}	Std. Error of the Estimate	Durbin-Watson
1	.799 ^a	.638	.628	.44409	2.069

Source: Authors (2021)

Table 8. ANOVA

Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	86.462	7	12.352	62.630	.000 ^b
	Residual	49.107	249	.197		
	Total	135.570	256			

Source: Authors (2021)

Table 9. The model's regression result

Variables		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity statistic	
		B	SE	Beta			Tolerance	VIF
1		-.125	.238		-.526	.599		
	HT	.039	.050	.039	.774	.440	.582	1.717
	HV	.155	.042	.182	3.724	.000	.612	1.634
	XH	.138	.038	.176	3.661	.000	.630	1.587
	QD	.393	.045	.428	8.752	.000	.609	1.642
	GB	.139	.044	.126	3.126	.002	.895	1.117
	NT	.051	.035	.056	1.451	.148	.988	1.012
	YC	.163	.037	.184	4.367	.000	.821	1.218

Source: Authors (2021)

According to the result, the satisfying factor for the regression model is determined, including lecturer, students' viewpoint, family and friends, students' willpower that exert the influence on business student learning motivation. The regression model is indicated as follow:

$$DL = 0.182*HV + 0.176*XH + 0.428*GB + 0.184*YC$$

CONCLUSION

The study determines the determinants affecting the learning motivation of business students at universities in Ho Chi Minh City. Due to the research result, social factors demand business students acquire comprehension in multi-facets, including employability and life skills. As such, the social factors influence students' learning motivation aiming to enhance knowledge and skill for adapting to social demand. In addition, family and friends play a crucial role in interfering with the learning motivation of students. Significantly, the role of the family has a crucial effect on student learning motivation from early learning to higher education. Apart from that, the family context embraces student learning motivation when considering the Vietnamese context.

From a student perspective, willpower is accepted as a decisive factor for individual learning motivation, which is ascribed following the conglomerate of intelligence and emotion. To this extent, high willpower student is attached with self-assigned lifegoals, purposeful efforts, and adversity control. Besides, student viewpoints about life distinguished learning motivation from one to another; hence a clear-minded person is connected with positive learning motivation leading to a better accomplishment. From the lecturer perspective, diversifying teaching approaches is needed to encourage student learning motivation, increasing student engagement, autonomy, and a collaborative learning environment. In terms of higher education, this study provides insightful knowledge to help business faculty/department/schools improve the quality of students' learning experience.

Interestingly, this study has a crucial contribution to academic knowledge for tertiary education institutions in Ho Chi Minh and nearby areas. Despite the contributions, the research context is restricted to business students at Ho Chi Minh City universities. Additionally, the research is conducted online, influencing the research results due to the absence of physical interaction with respondents. Therefore, further students are suggested to broaden the research context for better outlooks, and the physical interaction is essential to increase the collected data.

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Determinants of the learning motivation of students in business education at universities in Ho Chi Minh City

Determinantes da motivação de aprendizagem dos alunos na educação empresarial em universidades da cidade de Ho Chi Minh

Determinantes de la motivación de aprendizaje de los estudiantes en educación empresarial en universidades de Ciudad Ho Chi Minh

Resumo

Este estudo tem por objetivo medir e avaliar os determinantes que influenciam a motivação de aprendizagem dos estudantes de negócios nas universidades da cidade de Ho Chi Minh através dos questionários auto-administrados com 257 alunos. Os resultados mostram todos os sete fatores de (1) fatores sociais; (2) ambiente de aprendizagem; (3) comportamento dos docentes; (4) influência familiar e amiga; (5) autoconsciência dos alunos; (6) a força de vontade do aluno e (7) o ponto de vista estudantil têm impactado na motivação de aprendizagem dos estudantes de negócios. Além disso, sugestões e recomendações são propostas para melhorar a motivação do aluno no ensino superior.

Palavras-chave: Educação empresarial. Aprendendo motivação. Comportamento dos professores. Força de vontade do estudante. Autoconsciência dos alunos.

Abstract

This study primarily unearths measure and evaluate the determinants influencing business students' learning motivation at universities in Ho Chi Minh City through the self-administered questionnaires with 257 students. The results show all seven factors of (1) social factors; (2) learning environment; (3) lecturers' behaviour; (4) family and friend influence; (5) students' self-awareness; (6) student's willpower and (7) student viewpoint have impacted on learning motivation of business students. In addition, suggestions and recommendations are proposed to enhance student motivation in higher education.

Keywords: Business education. Learning motivation. Lecturers' behaviors. Student's willpower. Students' self-awareness.

Resumen

Este estudio tem por objetivo principalmente medir y evaluar los determinantes que influyen en la motivación de aprendizaje de los estudiantes de negocios en las universidades de la ciudad de Ho Chi Minh a través de los cuestionarios autoadministrados con 257 estudiantes. Los resultados muestran los siete factores de (1) factores sociales; (2) ambiente de aprendizaje; (3) el comportamiento de los profesores; (4) influencia familiar y de amigos; (5) la autoconciencia de los estudiantes; (6) la fuerza de voluntad del estudiante y (7) el punto de vista del estudiante ha impactado en la motivación de aprendizaje de los estudiantes de negocios. Además, se proponen sugerencias y recomendaciones para mejorar la motivación de los estudiantes en la educación superior.

Palabras-clave: Educación empresarial. Motivación de aprendizaje. Comportamiento de los profesores. La fuerza de voluntad del estudiante. Autoconciencia de los estudiantes.