FACTORS INFLUENCING THE ROLE OF LECTURERS IN GUIDING LEARNING METHODS AND MOTIVATING STUDENTS AT THE UNIVERSITY OF DANANG - UNIVERSITY OF FOREIGN LANGUAGE STUDIES

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Abstract - This study aims to clarify the roles of lecturers in guiding learning methods and motivating students at The University of Danang - University of Foreign Language Studies (UD-UFLS). The research is grounded in theoretical frameworks and employs both qualitative and quantitative methods. The survey results from 483 students indicate that lecturers play an active role in orienting and motivating students' learning. Five key roles of lecturers are identified: (1) Learning Resources; (2) Learning Objectives; (3) Personal Characteristics of Student; (4) Teaching Methods; and (5) Learning Environment. Based on the research findings, the study proposes several solutions to enhance the role of lecturers in supporting students to orient their learning methods and sustain motivation.

Key words - Role of lecturers; learning orientation; learning motivation; students.

1. Introduction

Higher education plays a pivotal role in training high-quality human resources to serve the economic, cultural, and social development of the country. In the context of globalization and international integration, universities in Vietnam, including The University of Danang - University of Foreign Language Studies (UD-UFLS), are actively promoting comprehensive reforms to meet practical demands. One of the decisive factors influencing educational effectiveness is the role of lecturers, not only in transmitting knowledge but also in guiding students' learning methods and motivating their learning.

Effective learning methods are fundamental to improving academic quality, especially in a university environment where students are expected to develop self-directed learning abilities and independent thinking. According to Ramsden, clear guidance from lecturers enhances students' autonomy and creativity, enabling them to flexibly apply knowledge in practice [1].

In addition, learning motivation is a crucial factor affecting students' concentration, effort, and academic outcomes. According to Deci and Ryan, learning motivation is determined by two main components: intrinsic motivation and extrinsic motivation [2]. As facilitators, lecturers can stimulate learning motivation by designing creative lessons, fostering a positive learning environment, and building effective interactive relationships. Biggs emphasizes that understanding the needs and characteristics of different student groups enables lecturers to adopt appropriate teaching strategies, thereby supporting students' comprehensive development both academically and socially [3].

At UD-UFLS, many students still face difficulties in selecting suitable learning methods, resulting in unsatisfactory academic performance. This situation highlights the necessity of studying the role of lecturers in guiding and motivating students for effective learning.

Given this context, the study entitled "The Role of Lecturers in Guiding Learning Methods and Motivating Students at The University of Danang - University of Foreign Language Studies" is conducted with the aim of clarifying the roles of lecturers in students' learning processes. The research findings are expected to propose practical solutions to enhance teaching quality, thereby improving learning outcomes and fostering students' comprehensive competencies. This study is not only academically significant but also highly practical, contributing to UD-UFLS's efforts to improve training quality and meet the requirements of international integration.

2. Theoretical framework

2.1. Definitions of learning method orientation and learning motivation

In terms of learning method orientation, the concept of "constructive alignment" by Biggs & Tang emphasizes the alignment of three components: learning objectives, learning activities, and assessment, forming a unified system in which students construct knowledge through interaction and feedback [3]. Additionally, the theory distinguishing between surface learning (rote memorization) and deep learning (analysis, connection, and critical thinking) by Marton & Säljö highlights the need for lecturers to identify and redirect students from surface learning approaches to deep learning approaches through techniques such as group discussions, project-based learning, and personal reflection [4]. To achieve this, lecturers apply pedagogical strategies such as organizing project-based learning activities and encouraging metacognition, enabling students to self-monitor and adjust their own learning processes.

Orientation can be understood as the process of providing information, guidance, and support to help individuals make appropriate choices in learning and career development. According to Biggs & Tang, orientation in education refers to how lecturers organize, design, and guide students' learning processes to achieve optimal outcomes [3]. Deep learning methods help students grasp the essence of issues and apply knowledge in practice, while surface learning methods focus only on mechanical memorization of information.

Regarding motivation, the Self-Determination Theory (SDT) by Ryan & Deci clarifies that to foster intrinsic motivation, lecturers need to satisfy three basic needs: autonomy, competence, and relatedness [5]. Specifically, lecturers can support students' autonomy by allowing them to choose topics or presentation formats that match their personal interests, thereby increasing intrinsic engagement in learning. At the same time, setting appropriately challenging tasks and providing timely feedback help students recognize their progress and strengthen their self-efficacy [5]. Building a cooperative environment, encouraging group discussions, and fostering connections between lecturers and students satisfy the need for social relatedness, creating a sense of belonging and psychological safety [13]. In addition, lecturers can also combine extrinsic motivators such as grades, certificates, and positive feedback to maintain motivation and reinforce learning commitment.

2.2. Proposed research model

The research model is developed based on the findings of previous studies, drawing from works by [1]; [3]; [5]; [14] - [19]. The following are two research models implemented in parallel:
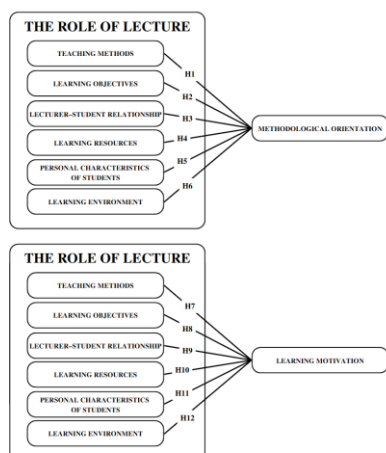

Figure 1. *Proposed Research Model (Source: Author's Proposal)*

The proposed research model includes 12 hypotheses regarding the role of lecturers in orienting learning methods and motivating students at The University of Danang - University of Foreign Language Studies.

Hypothesis H1: The role of lecturers in teaching methods positively influences the orientation of students' learning methods at UD-UFLS.

Hypothesis H2: The role of lecturers in the learning environment positively influences the orientation of students' learning methods at UD-UFLS.

Hypothesis H3: The role of lecturers in lecturer-student relationships positively influences the orientation of students' learning methods at UD-UFLS.

Hypothesis H4: The role of lecturers in learning resources positively influences the orientation of students' learning methods at UD-UFLS.

Hypothesis H5: The role of lecturers in students' personal characteristics positively influences the orientation of students' learning methods at UD-UFLS.

Hypothesis H6: The role of lecturers in students' learning objectives positively influences the orientation of students' learning methods at UD-UFLS.

Hypothesis H7: The role of lecturers in teaching methods positively influences the creation of students' learning motivation at UD-UFLS.

Hypothesis H8: The role of lecturers in the learning environment positively influences the creation of students' learning motivation at UD-UFLS.

Hypothesis H9: The role of lecturers in lecturer-student relationships positively influences the creation of students' learning motivation at UD-UFLS.

Hypothesis H10: The role of lecturers in learning resources positively influences the creation of students' learning motivation at UD-UFLS.

Hypothesis H11: The role of lecturers in students' personal characteristics positively influences the creation of students' learning motivation at UD-UFLS.

Hypothesis H12: The role of lecturers in students' learning objectives positively influences the creation of students' learning motivation at UD-UFLS.

3. Research subjects and methods

3.1. Research subjects

The research subjects are full-time undergraduate students at UD-UFLS.

3.2. Research methods

- **Document Collection Method:** Relevant documents, theories, and previous studies are collected to build the theoretical foundation for the research topic.

- **Qualitative Method:** This method is used to synthesize, compare, and form the theoretical framework and rationale.

- **Sampling Method:** The study employs a random sampling method within a scope of 300–400 full-time students at UD-UFLS. The surveyed participants are classified by gender, academic year, and faculty.

- **Quantitative Method:** The research utilizes a survey questionnaire to collect data from full-time students at UD-UFLS. The survey uses a 5-point Likert scale (1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree). The collected data are analyzed using SPSS 26, including steps such as Cronbach's Alpha reliability test, Exploratory Factor Analysis (EFA), and regression analysis.

In this study, the author applies the Ordinary Least Squares (OLS) regression method within an econometric model to analyze and test the roles of lecturers in guiding learning methods and motivating students at UD-UFLS. The model includes one dependent variable and five independent variables, expressed in the following equations:

$$Y_1 = \beta 0_1 + \beta 1.PP + \beta 2.MT + \beta 3.MQH + \beta 4.HL + \beta 5.DD + \beta 6.HT + U$$
$$Y_2 = \beta 0_2 + \beta 7.PP + \beta 8.MT + \beta 9.MQH + \beta 10.HL + \beta 11.DD + \beta 12.HT + U$$

Where:

- Y_1: The role of lecturers in guiding learning methods of UD-UFLS students.

- Y_2: The role of lecturers in motivating learning among

UD-UFLS students.

- $\beta 0_{(1 \text{ and } 2)}$: Intercepts of the regression models.

- β_n (n= 1 to 12): Regression coefficients corresponding to each lecturer role in order (PP: Teaching Method, MT: Learning Environment, MQH: Lecturer-Student Relationship, HL: Learning Resources, DD: Personal Characteristics, HT: Learning Objectives).

- U: Model error term, representing the effects of lecturer roles in guiding learning methods and motivation beyond the six modeled factors.

4. Research results

4.1. Sample size

Table 1. *Sample Size Classification by Gender*

Observed Variable		Quantity	Percentage (%)
Gender	Male	77	15.9%
	Female	406	84.1%
Academic Year	Freshman	105	21.7%
	Sophomore	175	36.3%
	Junior	84	17.4%
	Senior	119	24.6%
Faculty	Thai Language Division	14	2.9%
	Faculty of English	82	17.0%
	English for Specific Purposes Department	109	22.6%
	Faculty of Russian	29	6.0%
	Faculty of French	16	3.3%
	Faculty of Chinese	35	7.2%
	Faculty of International Studies	111	23.0%
	Faculty of Foreign Language Education	38	7.9%
	Faculty of Japanese Language and Culture	28	5.8%
	Faculty of Korean Language and Culture	21	4.3%
Total		**483**	**100%**

*(**Source:** Collected from 483 student surveys at UD-UFLS)*
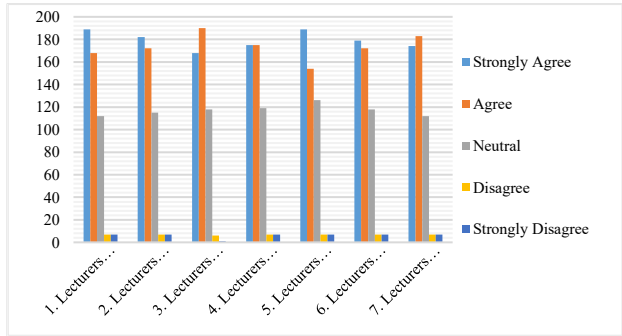
4.2. Survey results

Figure 2. *Descriptive statistics of survey results on the role of instructors in Teaching Methods in shaping Learning Approaches and Motivation*

Survey results show that lecturers play a significant role in guiding teaching methods and motivating students. Student-centered approaches such as discussions, the use of documentaries, and real-life case integration received high agreement from students. However, some students did not fully agree with these methods, especially regarding support for self-study and introduction to academic articles. The data indicate slight differences in student agreement across various teaching methods.
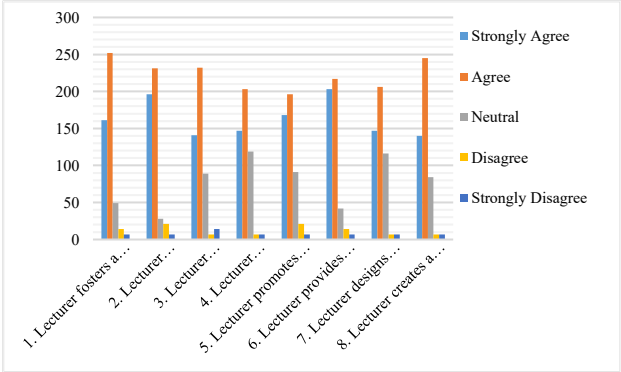
Figure 3. *Descriptive statistics of survey results on the role of instructors in the Learning Environment in shaping Learning Approaches and Motivation.*

Figure 3 indicates that lecturers are vital in creating a positive learning environment and supporting student motivation. Most students agree that lecturers foster a friendly atmosphere, encourage questions, and promote collaboration. Constructive feedback and academic support channels received strong agreement. However, a minority of students did not fully agree with the level of positive interaction or engaging learning activities, suggesting room for improvement in these areas.
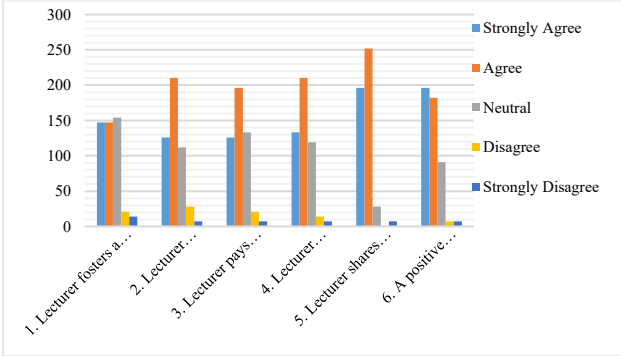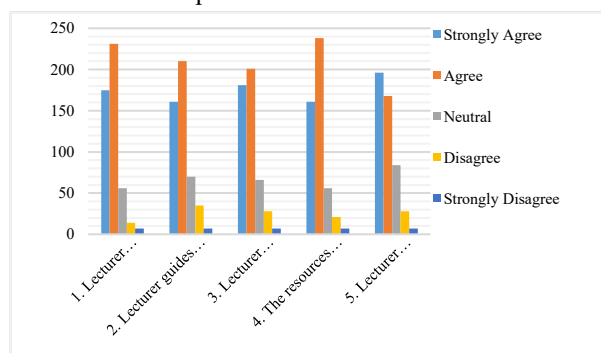
Figure 4. *Descriptive statistics of survey Results on the Role of Lecturers in the Lecturer–Student Relationship Toward Learning Orientation and Motivation*

The lecturer–student relationship positively affects students' learning motivation and orientation. Most students agree that lecturers build rapport, care about academic progress, and provide support when needed. Sharing experiences and offering useful advice also received high agreement. Notably, a strong lecturer–student relationship helps students feel more confident in their studies. However, a small number of students did not fully agree, indicating a need for further improvement in connection and support.

Most students agree that lecturers provide appropriate learning materials and guide systematic resource usage. Lecturer-recommended materials and tools help enhance student motivation and scientific study methods. However, some students did not fully agree, especially regarding the updating of new learning materials, highlighting a need for improvement in meeting students' evolving learning needs.

Survey results show that lecturers play an important role in personalizing teaching methods to suit students' abilities and learning styles. Most students agree that lecturers help them identify strengths, overcome weaknesses, and develop effective learning strategies. Lecturers also support students in building self-study strategies and positive habits, as well as setting clear learning goals. Nonetheless, some students did not fully agree, particularly on personalized content, indicating the need for better adaptation to individual students.

Figure 5. *Descriptive statistics of survey Results on the Role of Lecturers in Learning Resources Toward Learning Orientation and Motivation*
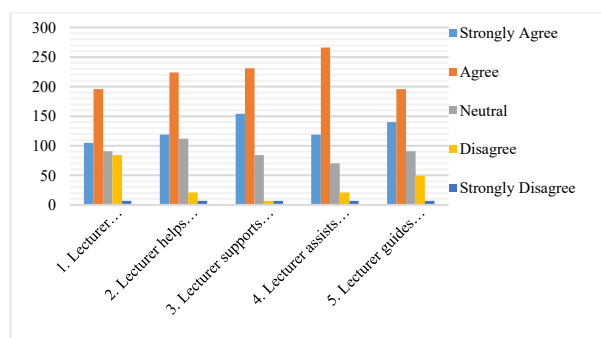
Figure 6. *Descriptive statistics of survey Results on the Role of Lecturers in Students' Personal Characteristics Toward Learning Orientation and Motivation*
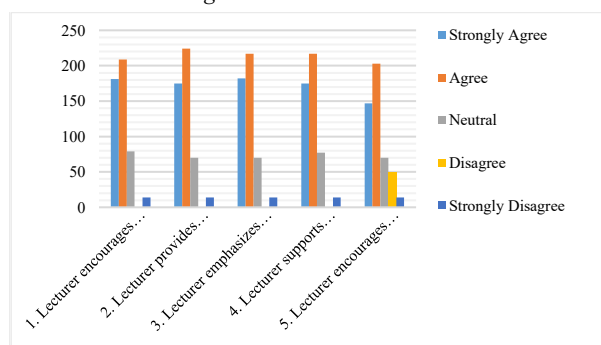
Figure 7. *Descriptive statistics of survey Results on the Role of Lecturers in Learning Objectives Toward Learning Orientation and Motivation*

Figure 7 shows that most students agree that lecturers encourage learning, personal development, and participation in challenging activities to develop new skills. Lecturers also help students set specific learning goals to improve academic performance and emphasize the importance of effort. However, a minority did not fully agree, especially regarding the encouragement to actively

seek feedback, indicating a need for further improvement in creating a more supportive learning environment.

4.3. Results of scale reliability analysis

Table 2. Results of Scale Reliability Testing for Lecturer Roles Using Cronbach's Alpha

Factor	Observed Variable	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
PP	PP1	.917	.961	**,968**
	PP2	.912	.961	
	PP3	.703	.976	
	PP4	.945	.959	
	PP5	.948	.959	
	PP6	.912	.961	
	PP7	.862	.965	
MT	MT1	.812	.910	**,925**
	MT2	.746	.915	
	MT3	.724	.917	
	MT4	.753	.915	
	MT5	.671	.922	
	MT6	.808	.911	
	MT7	.790	.912	
	MT8	.674	.921	
MQH	MQH1	.772	.882	**,903**
	MQH2	.720	.888	
	MQH3	.760	.882	
	MQH4	.766	.882	
	MQH5	.730	.890	
	MQH6	.690	.893	
HL	HL1	.767	.913	**,923**
	HL2	.800	.906	
	HL3	.869	.892	
	HL4	.747	.916	
	HL5	.824	.901	
DD	DD1	.757	.876	**,898**
	DD2	.828	.858	
	DD3	.643	.897	
	DD4	.825	.861	
	DD5	.716	.884	
HT	HT1	.949	.907	**,940**
	HT2	.956	.906	
	HT3	.936	.910	
	HT4	.959	.905	
	HT5	.496	.996	
VTGV	ĐLHT1	.667	.903	**,911**
	ĐLHT2	.757	.896	
	ĐLHT3	.588	.909	
	ĐLHT4	.694	.901	
	ĐHPP1	.708	.900	
	ĐHPP2	.790	.893	
	ĐHPP3	.759	.895	

The results of Cronbach's Alpha reliability analysis for the factors in the research model show that all factors achieved Cronbach's Alpha values greater than 0.6 - the minimum accepted threshold - indicating high reliability of the factors in the model. Specifically, the factors Teaching Method (PP), Learning Environment (MT), Lecturer-Student Relationship (MQH), Learning Resources (HL), Personal Characteristics (DD), Learning Objectives (HT), and the dependent variables Guiding Learning Methods (ĐHPP) and Motivating Students (ĐLHT) all have Cronbach's Alpha values above 0.6, confirming high reliability.

The corrected item-total correlation coefficients for all observed variables exceed the threshold of 0.3, with the highest values reaching up to 0.959, demonstrating a strong relationship between the individual items and their respective factors. This confirms that these items are suitable for accurately measuring the constructs and will be retained for further analysis.

After reliability testing, 6 independent factors and 2 dependent factors (Guiding Learning Methods – ĐHPP and Motivating Students – ĐLHT), with a total of 36 observed variables, were retained for subsequent exploratory factor analysis (EFA). The dependent factors will be analyzed separately, while the independent factors will be analyzed simultaneously in one model.

Table 3. *Results of Exploratory Factor Analysis (EFA) on Lecturer Roles in Guiding Students' Learning Methods and Motivation (Final Analysis)*

Rotated Component Matrix					
	Component				
	1	2	3	4	5
PP4	**.933**				
PP5	**.921**				
PP2	**.907**				
PP1	**.905**				
PP6	**.902**				
PP7	**.866**				
PP3	**.793**				
HT4		**.931**			
HT3		**.928**			
HT2		**.928**			
HT1		**.927**			
DD2			**.836**		
DD1			**.822**	.311	
DD5			**.821**		
HT5		.316	**.750**		
DD4			**.715**	.318	.326
MT4				**.830**	
MT7				**.825**	
MT8				**.696**	
MT6	.357			**.664**	.313
HL2			.332		**.788**
HL3				.333	**.757**
HL1		.322			**.753**
HL5				.322	**.722**

According to the results in Table 3, the majority of the items for each factor have factor loadings (loading values) of 0.5 or higher. In the first analysis, the following items were removed: MQH6, MQH4, MQH1, MQH5, MQH2, MQH3, MT1, MT3, MT5, MT2, and HL4. The research continued with subsequent exploratory factor analyses until the final analysis achieved satisfactory factor loadings for further analysis.

The reason for this phenomenon may stem from the content of HT5, which differs in approach. Items HT1 to HT4 focus on the lecturer's role in guiding learning objectives (such as encouraging skill development, setting specific goals, emphasizing learning effort). Meanwhile, HT5 emphasizes the student's initiative in seeking feedback from various sources (including lecturers, peers, academic advisors, etc.). This may lead students to interpret or respond to HT5 as relating to the lecturer's role in Personal Characteristics (DD), resulting in its loading being dispersed and not concentrated in the Learning Objectives (HT) factor.

4.4. Regression analysis of the adjusted research model
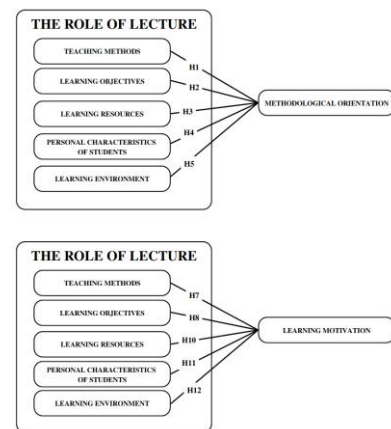
Figure 8. *Revised Research Model*

After adjusting the research model, the system of scales and research hypotheses were modified to fit the new model. The initial hypotheses, originally six, were revised and reduced to five to ensure feasibility and alignment with the research objectives. At the same time, the initial econometric model was also changed and adapted to accommodate new factors in the study, thereby improving the accuracy and effectiveness of variable analysis and evaluation in the model. These adjustments help optimize the research process and ensure that the final results accurately reflect the research reality.

Table 4. *Results of Testing Lecturer Roles in Guiding Students' Learning Methods and Motivation*

Coefficientsa					
Component	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Standard Error	Beta		
(Constant)	.447	.149		3.006	.003
PP_TB	.093	.031	.101	3.026	.003
HT_TB	.197	.031	.230	6.316	.000
DD_TB	.166	.033	.185	5.034	.000
MT_TB	.020	.041	.020	.494	.622
HL_TB	.407	.039	.451	10.431	.000
a. Dependent Variable: ĐHPP_TB					

Coefficientsa					
Component	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Standard Error	Beta		
(Constant)	.680	.135		5.028	.000
PP_TB	.170	.028	.211	6.072	.000
MT_TB	.230	.028	.307	8.111	.000
HT_TB	.155	.030	.197	5.184	.000
DD_TB	.111	.037	.126	2.972	.003
HL_TB	.164	.035	.207	4.619	.000
a. Dependent Variable: ĐLHT_TB					

Source: Author's analysis using SPSS 26.

The results of hypothesis testing in Table 5 show that 4 out of 5 lecturer roles have a positive effect on Guiding Learning Methods (ĐHPP), and all 5 lecturer roles have a positive effect on Motivating Students (ĐLHT) at the University of Danang – University of Foreign Language Studies. Accordingly, the study establishes two standardized regression equations as follows:

$Y1 = 0,447 + 0,101.PP + 0,185.DD + 0,230.HT + 0,451.HL$

$Y2 = 0,680 + 0,211.PP + 0,307.MT + 0,197.HT + 0,126.DD + 0,207.HL$

Table 5. *Results of Testing the Research Hypotheses*

Research Hypothesis		Sig.	Standardized Coefficients Beta	Conclusion
Hypothesis H1	The role of lecturers in teaching methods has a positive impact on students' methodological orientation at UD-UFLS.	.003	0.101	Accepted
Hypothesis H2	The role of lecturers in students' learning goals has a positive impact on students' methodological orientation at UD-UFLS.	.000	0.230	Accepted
Hypothesis H3	The role of lecturers in students' personal characteristics has a positive impact on students' methodological orientation at UD-UFLS.	.000	0.185	Accepted
Hypothesis H4	The role of lecturers in the learning environment has a positive impact on students' methodological orientation at UD-UFLS.	.622	0.020	Rejected
Hypothesis H5	The role of lecturers in learning resources has a positive impact on students' methodological orientation at UD-UFLS.	.000	0.451	Accepted
R²			,621	
Hypothesis H6	The role of lecturers in teaching methods has a positive impact on students' learning motivation at UD-UFLS	.000	0.211	Accepted
Hypothesis H7	The role of lecturers in students' learning goals has a positive impact on students' learning motivation at UD-UFLS.	.000	0.197	Accepted
Hypothesis H8	The role of lecturers in students' personal characteristics has a positive impact on students' learning motivation at UD-UFLS.	.003	0.126	Accepted
Hypothesis H9	The role of lecturers in the learning environment has a positive impact on	.000	0.307	Accepted
	students' learning motivation at UD-UFLS.			
Hypothesis H10	The role of lecturers in learning resources has a positive impact on students' learning motivation at UD-UFLS.	.000	0.207	Accepted
R²			.592	
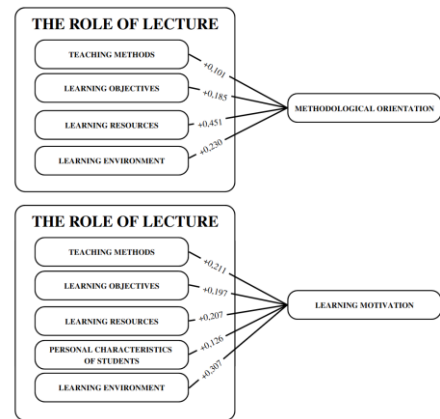
Figure 9. *Final Research Model*

5. Recommendations

5.1. For students

In the context of modern higher education, learners are no longer passive recipients of knowledge but must become the center, the main agents in building and developing their personal competencies. Enhancing self-study awareness, proactivity, and a positive learning attitude are prerequisites for achieving academic and career success. First, students need to develop active learning skills, including time management, goal setting, and selecting appropriate learning methods. According to Cottrell, learners with strong self-study skills develop critical thinking, creative thinking, and problem-solving abilities - essential qualities for the 21st century [7]. In addition, proactive communication with lecturers through both direct and online channels (email, LinkedIn, ResearchGate) enhances learning effectiveness and expands academic networks. Chickering and Gamson identified this as one of the seven core principles of effective higher education [8]. Furthermore, according to Deci and Ryan's Self-Determination Theory, building intrinsic motivation - by setting personal goals and participating in practical academic activities - helps maintain interest, autonomy, and a sense of social connectedness in the learning process [5].

5.2. For Lecturers

In the context of digital transformation, innovating teaching methods, fostering positive academic relationships, and providing guidance are essential solutions for improving the quality of higher education.

Firstly, lecturers should adopt modern teaching methods that promote student proactivity, creativity, and self-directed learning. Models such as Blended Learning (combining face-to-face and online learning), Flipped Classroom, and

Project-Based Learning have proven effective in enhancing knowledge retention and application. Research by Means et al. shows that blended learning is superior to traditional methods in maintaining knowledge and learning capacity. Moreover, integrating technology, especially artificial intelligence (AI) - such as learning-support chatbots or personalized learning systems - improves the learning experience and meets the diverse needs of students [9].

Secondly, a positive lecturer-student relationship plays a crucial role in maintaining and developing learning motivation. A friendly learning environment, where students are heard and respected, fosters initiative, cooperation, and engagement. Lecturers should establish two-way feedback channels, organize regular academic advising sessions, and be flexible in assessment - focusing on both the process and outcomes. Chickering and Gamson identified positive interaction between teachers and learners as one of the seven core principles of effective higher education [8].

Finally, lecturers need to guide students in setting clear learning goals that align with their abilities and personal orientation. Supporting students in building study plans, advising on resources, or connecting them with experts and alumni helps lay the foundation for career orientation and enhances learning motivation. According to Locke and Latham, setting specific and challenging goals increases effort and leads to superior results [10].

5.3. For the university

Within the higher education ecosystem, the university plays a central role in coordinating, supporting, and fostering holistic student development. Facing the rapid changes of the digital society, the university should implement strategic solutions to modernize the learning environment and improve training quality. First, redesigning learning spaces toward flexibility and creativity - such as open libraries and multifunctional classrooms - promotes collaboration, innovation, and soft skills development for students. Next, the university should upgrade learning resources by leveraging open educational resources (OER) and collaborating with businesses and international organizations to provide practical, diverse, and personalized materials. According to Wiley et al., open resources enhance educational equity and improve learning outcomes [11]. Additionally, the university should encourage teaching innovation through awards such as "Inspiring Lecturer" and experience-sharing forums. At the same time, mentorship programs, soft skills training, and scholarship policies to support students should be developed.

6. Conclusion

The study affirms the pivotal role of lecturers in guiding learning methods and fostering student motivation. Quantitative survey results show that students highly appreciate lecturers who employ flexible teaching methods, maintain positive interaction, provide timely feedback, and offer clear guidance throughout the learning process. Furthermore, lecturer qualities such as dedication, the ability to inspire, and personalized support are positively associated with students' interest and learning effort.

These findings indicate that lecturers are not merely knowledge transmitters but also mentors who positively influence the development of effective learning strategies and self-directed learning capacities in students. Thus, the study highlights the importance of enhancing teaching quality and building positive, supportive relationships between lecturers and students in the higher education environment.

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