

Determinants of Perception of Learning History Subject among High School Students: A Study in Vietnam

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ABSTRACT The main objective of this study is to determine the determinants of perception of learning history subject among high school students in Thanh Hoa province, Vietnam. Quantitative research was conducted in which a questionnaire survey was used with students at a high school in Thanh Hoa province of Vietnam. The questionnaire was distributed to 450 students. The study's usable response rate was 89.1 percent. Collected data were analysed using SPSS software, and determinants of perception of learning history subject among high school students: A Study in Vietnam determined through the binary logistic regression model to analyse the correlation. The analysis results have shown that 5 factors have a strong influence on high school students, including gender, motivation for learning, academic ranking, teaching methods of teachers, and conditions of school facilities. These findings of the study are very useful for policymakers of Vietnam's education sector to improve the efficiency of history as a subject for high school students more and more in the coming time.

INTRODUCTION

History is a subject of special significance in the formation and development of students' scientific qualities and competencies with specific manifestations being historical competence, and creating a premise for students to participate in working life, become useful citizens. In the long history of the Vietnamese nation, which has undergone thousands of years, with many glorious feats to be proud of, a country with a long-standing culture and scientific disciplines, including historical science, appeared. Early on learning and understanding history has long become an indispensable issue in Vietnamese education. Today, history plays a very important role in the education of the younger generation, especially high school students. However, the student's awareness of history subjects today tends to decrease. This is evident in the grades of the subjects and the choice of subjects for the final exam. For history as a subject, if teachers do not have innovative and appropriate

teaching methods and integrate necessary skills, it will make students feel bored and they will find it difficult to absorb knowledge. On the other hand, the psychology of children's choice and career orientation in families also makes many students not like to study history, and will instead choose subjects belonging to the natural sciences, which have a good chance to learn about society and the ability to find employment that matches social needs or meets family expectations. Stemming from theoretical and practical issues, scholars realize that the assessment, analysis, and understanding of historical cognitive objects of high school students is very necessary and useful information for students to understand. Educational institutions in Vietnam offer specific methods and policies to encourage, motivate and inspire students to study well in all subjects, especially history.

History is a subject that requires a process of thinking and linking facts, students need to hone skills, and find garlic in science. Moreover, teachers need to be able to teach the curriculum, and apply technologies in practice to make the subject more practical. Recent observations and studies in Vietnam show that most students have no passion for the subject, and their learning results in history are low. This raises many questions for researchers and the Government of Vietnam.

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Most recently, in 2022, the National Assembly's Committee on Culture and Education proposed that the Ministry of Education and Training acquire and make high school history subjects a compulsory subject in the General Education Program. In this, history is a particularly important subject, playing a leading role in political and ideological education for the young generation; educating patriotism, national self-respect, cultural and historical traditions; foster the ability to think, act and behave properly in social life. From there, forming the qualities of Vietnamese citizens, global citizens in the development trend of the times.

Literature Review and Hypothesis Development

Gender: Fukumura et al. (2013) have shown that the gender factor directly affects the learning ability and behavior of learners. Women are more likely to study humanities and social sciences than men. Male and female students think differently about how to learn and approach problems and topics, so learning behavior is also significantly different (Wehrwein et al. 2007). The economic condition of the student's family is also an important factor affecting the student's living environment and learning ability. Students who live in a family environment with stable economic conditions, high income, will have better learning opportunities and achievements than students with difficult family economic conditions. In academic contexts (Pajares 2002) it is confirmed that female students spend more time on studying and investing than male students, and women often develop specific roadmaps and plans to achieve their goals. Pajares (2002) also said that male students often have active initiative in learning in some subjects that require more thinking and calculation than female students (Hania et al. 2016). Tung and Ly (2020) pointed out that the difference in gender is also a factor that greatly affects the results of participating in learning subjects at school, the tendency of women to have the ability to think about subjects that are of high importance academics than men.

Motivation for learning, students who are active and creative in learning will contribute to promoting their own learning behavior, spend a lot of time researching, learning, and reading doc-

uments related to subject knowledge will have a positive impact on learning outcomes. On the contrary, if students lack motivation to study, it will lead to depression, discouragement and a very high risk of dropping out (Boström and Bostedt 2020). Most of the time, students' learning motivation is formed during exposure to the learning environment. According to Blomgren (2016), teachers are considered as the most important factor affecting students' learning motivation and through their education and training, they can influence students' internal motivation as has been studied by many studies research previously stated (Hattie 2009; Hugo 2011).

In the academic ranking, many studies have shown that loss of interest in learning is caused by poor academic performance (Sibomana et al. 2021). A student's academic ability or thinking ability in learning has a positive effect on the ability to think and enjoy a certain subject, especially those in the social sciences. Most of the students with good or higher academic results tend to perceive better than students with average and weak results in social studies.

Teaching Methods of Teachers: Blazar David argues that the quality of student learning in approaching topics is strongly influenced by teachers. This is reflected in the behavior and learning attitude of students in understanding and perceiving the content learned in class (David 2016; Miller 2008; Maulana et al. 2013). Teachers' teaching methods also have a great impact and influence on students' attitudes, perceptions and learning behaviors through the transmission of knowledge to students (Michalsky and Schechter 2013; Anh 2013). The method is implemented through conveying information content and knowledge of the subject to students, appropriate teaching strategies will bring positive effects to students (Rahmiyanti et al. 2019).

In addition, factors such as physicality, personality, sense of self-study, sense of affirmation of one's learning capacity, parental care, orientation, family occupation, encouragement, help the support of friends also directly affects the learning behavior of students.

Figure 1 explains 8 independent variables affected by the dependent variable, the Perception of studying history subject of high school students. The variables have a close relationship

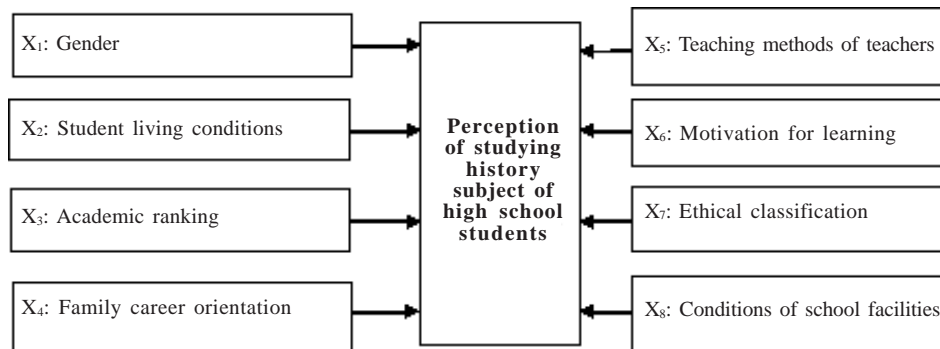


Fig. 1. Theoretical framework
Source: Synthesis of the author

and are influenced by the dependent variable. This hypothesis will be proved in detail in the results section of the paper.

The following hypotheses are developed from the above literature:

Hypothesis 1: A student's gender is one of the important factors affecting high school students' perception of history.

Hypothesis 2: Motivation for learning has a direct impact on high school students' perception of history.

Hypothesis 3: A student's academic ability or thinking ability affects the student's ability to acquire knowledge of history subject.

Hypothesis 4: Students will have more and more positive learning behaviour if the teacher's teaching methods are positive and appropriate.

Hypothesis 5: Teaching equipment, practice rooms, experiments or in other words, facilities are an important factor in promoting students' behavior in learning history.

METHODOLOGY

The questionnaire was developed to collect the data from the respondents. The items of the questionnaire were adapted from past studies. The questionnaire was distributed to 450 students at a high school in Thanh Hoa province, Vietnam. This study received 445 questionnaires from the respondents. 44 of these questionnaires were omitted because they were incomplete. The remaining 401 were used for the analysis showing a usable response rate of 89.1 percent. Moreover, the present

study used the non-probability sampling approach and utilised the purposive sampling method to collect the data.

The study was processed and analyzed based on SPSS 22.0 software data, the mean, percentage and frequency were used to analyze the necessary information in the whole study. After collecting data, SPSS 22.0 was used to analyse the factors affecting the history of high school students. Before analysing by using SPSS, the collected data were tested through test requirements including the Normality test, Linearity test, Multicollinearity test, and Heteroscedasticity test to ensure reliability.

RESULTS

In the study, the Likert scale was designed and used to evaluate the variables included for explanation in the regression model. The scales are calculated as the average value between the levels. The analysis results show that with the mean value greater than $\frac{1}{2}$ of the initial coefficient, it can be concluded that the dependent variables are all qualified when included in the model (Table 1).

To determine the factors affecting the perception of history in high school students, linear regression analysis was used. The results are shown in Table 2.

Based on the ANOVA table, the calculated F count was 17.313. The calculated F count: 17.319 > the F table: 3.95. This showed that there was a positive significant effect between the independent variable X towards the dependent variable Y.

Table 1: Descriptive statistics of variables in the analytical model

Variable name	Description	Descriptive statistics				Conclude
		Mean	Min	Max	Std. Deviation	
X1	Gender	2.14	1	5	.789	Supported
X2	Student living conditions	1.34	1	5	.652	Supported
X3	Academic ranking	3.39	1	5	.746	Supported
X4	Family career orientation	1.39	1	5	.763	Supported
X5	Teaching methods of teachers	2.74	1	5	.821	Supported
X6	Motivation for learning	3.17	1	5	.755	Supported
X7	Ethical classification	2.11	1	5	.724	Supported
X8	Conditions of school facilities	2.67	1	5	.715	Supported

Source: The survey data of the study

Table 2: ANOVA^a

Model	Sum of squares	Sum of squares	Df	Mean square	F	Sig.
1	Regression	1733.086	1	1733.086	17.313	.000 ^b
	Residual	13589.939	135	90.054		
	Total	17522.573	136			

a. Dependent Variable: Y; b. Predictors: (Constant), X

Source: The survey data of the study

Varimax analysis results of 8 independent observed variables and discovery factors (EFA) showed that EFA was $0.5 < \text{KMO} = 0.593 < 1$. $\text{Sig.} = 0.000 < 0.05$, which concludes all variables are related (Table 3).

Table 3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin		.531
Measure of Sampling Adequacy.		
Bartlett's Test of Sphericity	Approx. Chi-Square	73.522
	Df	40
	Sig.	0.000

Source: The survey data of the study

The results of the EFA model have found that many factors have a great influence on the learning behavior history of high school students such as learning motivation, gender, academic performance rating, school facilities conditions, etc. The results from Table 3 show that all variables have values greater than 0.5, which infers that, the coefficients are guaranteed, suitable for calculating the next step of the study.

With the obtained results, the author uses logistic regression model to analyze the correlation

between 8 variables in the data. The results of the model are presented in Table 4.

With the coefficient $p < 0.05$, $R^2 = 33.0$ percent, the model can explain 33.0 percent of the change in the dependent variable. The significance level $p < 0.05$, proves that the model has high statistical significance. Here are the results of the regression model:

$$\text{Ln} [p(x)/1-p(x)] = 1.357 + 0.317 \times X1 + 0.022 \times X2 + 0.935 \times X3 + 0.113 \times X4 + 1.319 \times X5 + 0.954 \times X6 + 0.113 \times X7 + 0.525 \times X8$$

Variables with Large Values are Explained as Follows

There is a difference between male and female students in their perception of learning history at high schools. Computational models show that women tend to have more positive perceptions than boys. The above difference is statistically significant $p < 0.05$ corresponding to the 99.0 percent confidence interval ($OR = 0.317$). Thus, the perception of history is influenced by gender factors.

"Most of the female students prefer to study social science subjects than male students, be-

Table 4: Results for a binary logistic regression model

Variables in the equation	B	S.E.	Wald	df	Sig.	Exp(B)
X1	0.317	.689	.001	1	.001	.917
X2	0.022	.517	.318	1	.005	1.524
X3	0.935	.693	.618	1	.000	.589
X4	0.113	.525	2.816	1	.005	.913
X5	1.319	.689	1.134	1	.000	1.190
X6	0.954	.675	.879	1	.000	.517
X7	0.113	.521	.612	1	.005	.975
X8	0.525	.669	3.236	1	.001	.823
Constant	1.357	1.126	.001	1	.000	.569

(Statistical significance level: * $p < 0.1$ ** $p < 0.05$ *** $p < 0.01$)

Number of observations (N) = 401

Prob> Chi²0.001

Loglikelihood = 17.526

Pseudo R² = 33.0%

Source: Survey data of the study

cause this subject requires them to search hard for materials, read books and work hard. The study results of the subject show that girls have higher scores than boys in history subject.” (High school students)

Students with good academic performance and above have 0.935 times better understanding of learning History than students with average learning results. The above difference has a statistical significance $p < 0.05$ corresponding to 99.0 percent confidence interval (OR = 0.935, 99%, CI = 3.17-9.34). Similarly, students with active motivation for learning will do better in literature than students without active learning motivation 0.954 times. The above difference has statistical significance $p < 0.05$, corresponding to the 99.0 percent confidence interval (OR = 0.954).

“Students with a good sense of learning will actively search for materials and try harder in learning than students who lack initiative in learning. Moreover, each individual’s learning ability will greatly determine the learning ability of students in accepting subjects.” (Teacher, high schools)

Teachers’ teaching methods and school facilities have a great impact on historical cognition, with standard deviation values of 1.319 and 0.525, respectively. The above difference has statistical significance $p < 0.05$ corresponding to the 99.0 percent confidence interval (OR = 1.319); (OR = 0.525).

“Teacher’s method plays an important role in students’ knowledge acquisition, positive, active, flexible and good quality teaching meth-

od will determine the acquisition of knowledge by students in school.” (Teacher, high school)

“The school’s facilities greatly affect the learning and teaching conditions of teachers, especially current teaching equipment, which enables students to learn lessons visually through the classroom, with channel equipment projectors, electronics, technology, and students will be more interested in the subject.” (Teacher, high school)

Table 5 shows the exact predicted value of the model compared to the observed reality. In this case, the model correctly predicted 369 cases for the yes statement equal to 1 and incorrectly predicted 4 cases, so the correct prediction result is $369/375 = 96.7$ percent. Similarly, the model correctly predicted 17 cases disagreed with 0 and incorrectly predicted 9 cases, and the correct prediction result was $17/26 = 65.3$ percent. From there, the researchers can

Table 5: Predicting logistic model results on independent factors

<i>Observe</i>	<i>Predict</i>		<i>Correct prediction rate</i>
	<i>Students' perception</i>		
	1.00	0.00	
Students' perception 1.00	1.00	0.00	98.4
Students' perception 0.00	369	6	65.8
The overall percentage of correct predictions	9	17	96.3

Source: Survey data of the study

calculate the correct prediction rate of the whole model as: $(369+17)/(369+17+6+9) = 386/401 = 96.3$ percent. The overall prediction percentage shows the correct prediction rate of the model, in this case, 96.3 percent. Compared with the results of Block 0, the results show that the predictive model is better (from 75.1% to 93.4%).

DISCUSSION

The results of this study show that learners' activeness in learning and teachers with active teaching methods will affect learners' cognition. This is a conclusion consistent with previous studies (Doan et al. 2020). If learners are not active in learning, it is difficult for them to access a dynamic and thinking learning environment, which greatly affects their learning results. People with good capacity will acquire good knowledge and skills in application to real life, be proactive and flexible in subject activities and lessons (Donald 1985; Sompong et al. 2014). Consciousness and motivation are decisive in the process of forming and improving students' active learning. Because, if learners do not try to research and learn on their own, they will not succeed, which means failure occurs. Self-directed learning is one of the factors promoting the successful development of the acquisition of knowledge acquired in practice. Encourage and evoke the inherent potential of learners in the learning process, improve learning outcomes, in accordance with the learning process of students and teaching methods of teachers.

The research results of Blazar David confirm that the quality of students' learning about the ability to access the subject is influenced by the teacher. The impact is shown through students' attitudes and learning behaviors in absorbing knowledge learned in class (Ridwan et al. 2013). On the other hand, students' autonomy in the curriculum is also influenced by teachers. Through the guidance of the teacher, students master knowledge, skills, and thinking to connect lessons in a vivid visual way (Furtak and Kunter 2012; De la Fuente Jesús 2011).

One of the most notable findings in the study was that the model was statistically significant $R^2 = 33.0$ percent, showing that the eight factors in the strong effects model explained 33.0 percent of the Significant changes in the percep-

tion and behavior of studying history among high school students today. The findings of the present study confirmed the majority of the predicted correlations among the factors in the proposed model. A total of 8 factors have a great impact on changing the perception of studying history by high school students, wherein five factors with the greatest impact have been identified in the content of the research results. The above studies have shown a fairly clear and complete picture of the factors affecting students' perception of the subject of history. The research results of the work are quite similar to those of the authors Nguyen Van Tung and Le Thi Thuy Ly also showed similar results when analyzing and evaluating Factors affecting literature learning behavior of secondary high school students: Evidence in Vietnam (Tung and Ly 2020). Especially the factor related to gender, teacher's teaching method.

Research by Chi and many other authors has also confirmed the importance of students' attitudes in learning as one of the subjective factors determining the effectiveness of learning activities, it is both the goal and the goal, condition of learning activities. Having the right learning attitude is the basis of the most effective knowledge acquisition process (Chi 2015; Luong Dinh Hai 2020).

The research results of the project have contributed to suggest further in-depth studies, in order to better clarify the level and awareness of students in learning.

CONCLUSION

The estimated results show that factors such as gender, learning motivation, academic ranking, teachers' teaching methods, and physical conditions influence students' perception of the history of their current high school. The present study also has some limitations, as this study is cross-sectional. Future studies may use a longitudinal study design for investigation and analysis. The present study fills in several theoretical gaps. One of the theoretical implications is that this study proposes a process to change the appropriate behaviour of students to be able to perceive learning history in high school today. Furthermore, some benefits of cognitive changes in students are also mentioned in this study. Future studies can use this research to develop and conduct an experimental study, replicating the model in regions and regions of the

country. The findings of this study are very useful to policymakers of Vietnamese high schools in changing curricula in the coming time.

RECOMMENDATIONS

Research results show that there are many factors affecting students' perception of learning history. Therefore, it is necessary to have specific, scientific and reasonable oriented solutions to raise students' awareness flexibly and specifically. Therefore, to help students be well aware of studying history in the future, the researchers propose the following recommendations.

- (i) Units need to invest in modern facilities, equipment and machines for learning.. For students, enhance projector, sound and light systems to listen to discussions, show historical documentaries and national traditions, to help students have a visual image of history ethnic.
- (ii) Ask teachers to innovate teaching methods in a positive way, using modern teaching equipment, vivid visualization.
- (iii) Organise seminars, discussions, forums, exchanges between teachers and students, between cadres, veterans and soldiers to talk about the nation's history.
- (iv) Organising exchanges or integrating with competitions to learn about national history to promote the patriotism of students and at the same time raise awareness about learning history.
- (v) Changing traditional learning methods to applying modern, active teaching methods, renewing thinking and creating learners through vivid visual models

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