

## A Case Study of Factors That Affect the Tired of Learning in Secondary School Students in Vietnam

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### **Abstract**

*Students tired of learning is an old phenomenon of education, it has also become a common problem in each family, each school, and society. There are many factors which make students bored of studying. Along with the elements of the students themselves, there are 3 other factors also significantly affecting the phenomenon of bored school students, which come from the family, school, and society. This report uses the specific research method to generalize a case study of the disinterested in learning in secondary school students, this work hopefully generalizes the relationship between the phenomenon of bored students and the factors that cause this phenomenon.*

**Keywords:** Secondary School Students, Tired of Learning, Disinterested in Learning, Case Study.

### **INTRODUCTION**

Learning attitude is a form of attitude in the rich human attitude system. Boring with learning is a common phenomenon in the learning process of students. Attitude has a strong impact on student behavior. If you have a positive attitude, it will be a "fulcrum" for cognitive effort, readiness to perform learning tasks, concentration, patience, and independence. It was established in learning. On the contrary, if you do not have a positive attitude, it will lead to a lack of concentration, drowsiness, lack of effort, and independence in learning. (Aypay 2017; Linh 2024).

In Vietnam, research on boredom in students is often mentioned as one of the negative manifestations of learning attitudes. (Hanh 2019; Phuong 2011; Trinh and Ngan 2023). Currently, studies related to the phenomenon of school boredom are often mentioned in the phenomenon of students being "truant from school". ("truancy", "hooky") (Barthelemy et al. 2022; Baskerville and Loveridge 2023) or "drop out of school" ("dropout") (Krane et al. 2016) or "school refusal behavior" (González et al. 2018, 2019, 2022; Inglés et al. 2015). School boredom is considered a psychological problem and "the characteristic of the phenomenon of students being bored with school is that they lose interest in going to school and participating in learning activities at school, and a psychological state appears. Boredom, cold attitude, indifference to learning, accompanied by some behaviors such as not doing homework, not paying attention to teachers' lectures, falling asleep during class, not actively participating Participate in group learning activities and skipping school" (Cui, Wang, and Zhao 2021; Tuong 2016; Wang et al. 2019). It can be seen that most of the current works are quantitative studies with the purpose of generalization but therefore lack a microscopic view to analyze and evaluate the problem meticulously. Accordingly, conducting case studies on the phenomenon of students being bored with school is necessary, especially in learning about ways to foster the ability to early detect students' psychological difficulties for high school teachers.

### **Objects and Research Methods**

13-year-old H.V is the only daughter in a family with relatively well-off economic conditions. I have an introverted personality, don't like interacting with many people, and don't like sports. My father is the director of a private company, my mother is an accountant in my father's company. V. was chosen by us as the subject for this study based on the following criteria: During 2 months of contact with V, we noticed that V. showed a strong dislike for studying; In addition, V also agreed to participate in this study and V's family also agreed to

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let him participate in this study. Therefore, we have the opportunity to observe V.'s learning activities in two environments: at home and school.

The way to collect information in this case study is mainly through observation, interviews (direct and indirect), and analysis of operational products (learning results, psychological test results). Each meeting lasts from 30-60 minutes, once a week, at V's private home. For relatives, teachers, and friends of the research subjects, interviews are conducted based on according to each person's convenient time. Observation activities took place during some classes, recess, and tutoring sessions at the research subjects' homes. During the research process, the researcher had access to V's academic results during the semesters, along with several tests. Recording of observation and interview content took place in parallel because the research subjects did not agree with the form of audio and video recording. The content of the notes focuses on V's sharing as well as the accompanying non-verbal expressions.

## RESEARCH RESULTS

### Biography of H.V

The researcher first met V. at the School Psychology Department of Secondary School Subject teachers many times. At first, I shared with the researcher: *"I don't know why I have to come down here, I didn't do anything."* After a period of introduction to the reasons and working principles, V. became more open and proactively initiated and maintained conversations with the researcher. I also agree to participate in the study and freely share my thoughts with the researcher. This has enabled the researcher to learn more about V's development and learning process.

**Pre-Primary School Stage:** V. was born into a family with relatively prosperous economic conditions. Because the family only had him, he was loved and pampered by everyone. However, because her parents are busy with business, they often send her to a neighbor near their house, who is responsible for taking her to school at a kindergarten near their house. According to V's mother, from a young age, V. proved to be a difficult child, always liked to do things his way, and did not have many friends. She also shared that: *"...I don't remember much about kindergarten, but I do remember that I didn't have many friends, I also liked going to school because there were many people there because I was at my parent's house."* make it transparent. But there is a teacher who sometimes beats me when I don't let my friends play with the same toys. At home, my parents didn't beat me, but my aunt beat me."

**Primary School Stage:** According to V's parents, he went to school at the right age, his exam results at school were only at a good level because he was smart but he was not focused. According to V's share, *"I don't think there's anything fun about elementary school, the only difference is that there are more teachers, I still play around by myself in class, if I want to copy, I copy, otherwise I leave it blank. One time, the teacher discovered me drawing during class. She took a ruler and hit my hand very painfully. But I don't cry. From the next time, every time that teacher teaches, I have to sit obediently to copy the lesson even though I don't like her at all."* She also shared: *"But I don't understand why, all day my homeroom teacher complains to my parents about me not paying attention to lectures, not writing or doing my work in class. My parents also came home and scolded me. I don't care, pretend I didn't hear it. Then just leave it like that. I think it's okay."* For V, *"going to school every day is not fun, and staying at home is not fun either. There's nothing fun about it. My parents are busy all day, no one cares about me."*

**Middle School Stage:** Under pressure from my family, in the summer of 5th grade, my parents signed me up to take extra classes at a tutoring center to consolidate my knowledge so I could enter middle school. Of the district. When he entered 6th grade, V went through puberty and grew much taller. I became the tallest girl in the class. And that, in my opinion, is the reason why teachers and classmates don't like me: *"I'm tall and pretty, so girls don't like me because they think that many 9th graders like me."* The teachers *"told me to study poorly or oppose them"*. H.V shared, *"I didn't do anything, so why do teachers pay so much attention to me? I don't care how I study. Why do I have to tell my parents?"* *"After I finished, I was bored and didn't argue anymore. When it was time for class, I just put my face down on the desk. If the teacher asked me what I knew, I would answer, otherwise, I would say I didn't know. I don't care."* Although V's parents proactively invited tutors to tutor him, because H.V was lacking in knowledge and bored with studying, his academic performance did not improve much. At the end of 6th grade, I achieved average academic performance.

It can be seen that V. does not have many good impressions of school, teachers, or friends. Not only was he bored with school, but he also expressed boredom and loss of inspiration for everything related to school

### **Psychological Examination Steps and Initial Test Results**

Observe and interview with V., the homeroom teacher, and V.'s parents.

Perform Gille intelligence tests, Vanderbilt hyperactivity scale, freehand drawing, family drawing, and tree drawing.

\* Test results:

V. is very cooperative in tests even though his attention is sometimes distracted concentrate.

Gille intelligence test: 169

Vanderbilt attention deficit hyperactivity disorder scale: 39 of which Attention: 13/27;

### **Hyperactivity: 15/27**

Drawing test:

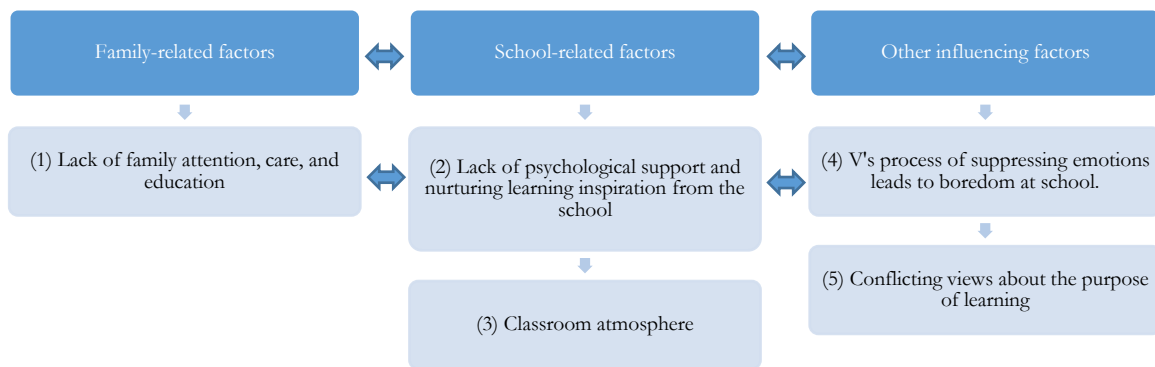
**In A Free-Themed Painting:** V. draws a colorful cloud, with pink and blue colors. V. shared, *"I draw clouds because I like it. Clouds can freely fly everywhere and can turn into many different shapes. When you think too much about something, the cloud becomes what you're thinking about."* My tree painting is described as: *"It's been a long time since I drew a tree, it's a normal tree, it has a spiral shape like a healing wound."* In the last picture, V. drew about his family. V. explained: *"I draw dinner at my house, this is when my whole family gets together."* Overall, the three paintings V. painted show an immaturity of m

Overall, the three pictures V. drew show an immaturity in this student's thinking. V. thinks quite simply for his age. Details located more on the left side emphasize the importance of memories. V.'s family symbol is quite poor, for V. family is dinner because at that time *"all my family members are at home, but sometimes because my parents are very busy, always come home late. Most of the time, I eat alone, sometimes with my mother because my father is busy attending guests."* Feeling lonely and empty in your own home.

### **Factors Affecting V.**

Based on V.'s biographical information, we summarize and analyze the factors affecting V.'s boredom with school as well as the relationships between these factors.

(Note, this analysis diagram is only meaningful in the case of V, not representative of analysis of other cases)



**Diagram 1:** Relationship between factors affecting V.

\* Factors related to family and school

### Family-Related Factors

Lack of family attention, care, and education

V.'s parents focused on developing their careers and increasing the family's income, so V.'s parents only focused on providing V. with the best material and economic conditions but lacked interest in doing so. Psychological preparation and preschool knowledge education for V. V.'s parents' concerns are mainly about him being able to "eat well, dress well, not lack anything" and "try to study so he won't have to worry about anything." announced his parents". As for my feelings, I almost didn't feel close to each other, especially when I reached puberty.

Regarding the way of education of V.'s parents, there are also many inappropriate points when V.'s parents always believe that, "all their efforts are only to ensure that they have a complete material life, equal friends, try to let your children not have to worry about the future. Growing up in a family without economic pressure and protection from his parents led to V. not considering studying hard as a way for him to have a better life later, because "My family doesn't lack anything. In the future, I'll just go back to work at the company with my parents, I'll have a job, and I'll have money. Even if I can't do it, my parents won't let me lack anything."

Lack Of Psychological Support and Nurturing Learning Inspiration from the School And

Classroom Atmosphere

If in the family, V. does not receive much spiritual attention, then when he goes to school, V. does not receive much attention from teachers. Since preschool, elementary school or the first years of middle school, for me, studying or school is "nothing fun". I think: "No one cares to ask how I feel, what I need, but they always only care about wanting me like this, wanting me like that. Everyone knows that studying well is good, but studying well won't do anything. I don't need to do anything in the future, I still have my parents' company. The teachers kept scolding me, and my friends didn't play with me. Even though I'm difficult, I haven't caused any harm to you guys." V. shared further: "In my class, there are students who have low scores like me, don't pay attention to lectures, do their work, and talk, so why don't the teachers scold them but just pay attention to me? ". V.

also said: "Compared to other kids in class, I'm still good, because I never skip school or go to school late. Yet at every activity, my name is mentioned, even though I haven't done anything outrageous."

The general feeling is that school has not created an interest in learning for V. V himself has not felt the excitement and meaning of teaching and education at school. Teachers have also not formed in me the sense of obeying the school's rules and regulations. I also do not feel the love and support of teachers in learning and personal development. On the contrary, for V., studying is simply an obligation to perform, the knowledge at school is very boring, and the teachers do not love him. It can be seen that education at school not only failed to promote V.'s positivity in studying and training, but on the contrary, it also formed in him negative emotions towards learning. By comparing himself with his classmates, V. also believes that teachers have not properly evaluated his learning attitude because many students are worse than him.

\* Other influencing factors

V's process of suppressing emotions leads to boredom at school.

Since kindergarten, V has not had a good impression of school and teachers. When studying in elementary school and early middle school, studying with new teachers, new subjects, and new teaching methods also made V. feel that studying was boring, and his knowledge of subjects increased more and more. And more difficult, so gradually, V. was emptied of knowledge and considered learning just a coping mechanism. In class, I often lose concentration or fall asleep, and *"only when teachers talk about interesting topics do I listen a little."* V. himself also expressed that *"I also want to be a good student in the eyes of my teachers and parents. Everyone wants to get high scores, but if I don't get in, what should I do? V.'s negative experiences surrounding his studies are becoming more frequent and deeper, and with V.'s introverted personality, he doesn't know how to resolve his inner problems. I don't have close friends and don't know how to share with my parents, so for me, "going to school every day is like torture. I look at the clock all day long to see how long it will be before I can go out and go home. Sometimes, I just like being sick so I don't have to go to school."*

Conflicting views about the purpose of learning

What V.'s parents often say to her is, *"If you study, it will warm your body. If you don't study, your parents won't be able to study for you."* Even though my family's economic conditions are good, I still have to study. Parents don't let their children lack anything and then they won't study hard." Teachers at school also often tell V. and his classmates that *"you have to study for your future", "if you refuse to study, it's your fault, and it's your parents' fault.",* teacher". V. himself had a hard time understanding this. He thought that *"if my family's economic conditions are good, then I don't need to study. My parents only have me"; "As for learning, you have to like it to learn. Why is it a fault to yourself, or your parents or teachers, if you don't study? I study for my younger siblings, so why do I have to listen to my teachers when I go to school, and when I come home I have to listen to my parents? That means studying for my parents, studying for my teachers, not studying for my children. I don't feel happy at all."* It can be seen that understanding V.'s learning purpose is not correct and somewhat limited. I do not understand the nature of learning activities and also do not understand the purpose of learning correctly. V.'s lack of awareness of the purpose of learning is formed from his dislike of going to school and learning in class. Studying with V. is now understood as *"studying for yourself"*, studying to please parents and teachers.

## **CONCLUSION**

V. is not necessarily a typical case of the phenomenon of boredom in students, however, studying the factors that affect students' learning attitudes can also give us suggestions about possible solutions. Factors affecting the learning difficulties of current high school students.

It can be seen that these factors are concentrated in four main groups of factors: family - school - society and the student himself. These factors are interconnected and resonate with each other to form and develop V's dislike of learning.

Every factor has a certain level of influence, so to overcome this attitude in V., it is necessary to have a synchronous and comprehensive impact from family, school, friends, and especially from the students themselves. The family needs to recognize shortcomings in the care, care, and educational orientation of V.,

avoiding V.'s dependence and lack of effort in learning. For schools, teachers need to pay attention. Pay attention to the mental and emotional lives of students, especially students with introverted personalities and first-grade students. Teachers and schools should not place too much emphasis on academic achievement but should focus on nurturing interest in learning, and passion for discovering and conquering knowledge. Schools also need to pay attention to building a healthy, equal, and safe classroom atmosphere, enhancing experiential activities, connecting, and building beautiful friendships. It is also necessary to receive early detection of psychological difficulties from teachers in the school, to promptly receive school psychological support along with appropriate attention from family, teachers, and friends. From there, you can change your attitude towards the school environment and gradually change your attitude towards teachers, friends, and learning.

Through V.'s case study, the research team also realized the significance of using scales and psychological tests to screen school difficulties that students are facing promptly. Early detection and timely support for students.

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