



**STUDY ON THE INFLUENCE FACTORS OF COLLEGE
STUDENTS' STUDY MOTIVATION ---A CASE OF NANJING
BUSINESS COLLEGE**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
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This Independent Study has been Approved as a Partial Fulfillment of the Requirement
of International Master of Business Administration in International
Business Management

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---a Case of Nanjing Business College

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ABSTRACT

In recent years, the rapid economic development has led to a continuous increase in the demand for technical talent. China is vigorously promoting the development of vocational education, creating conditions for the growth of vocational schools, and fostering a conducive learning environment for vocational students. However, this study has observed that vocational students commonly exhibit poor learning conditions and low motivation during the educational process. Identifying the reasons for the suboptimal learning conditions of vocational students and exploring the key factors influencing their learning motivation can contribute to improving the overall academic performance of vocational students and ensuring the development of technical talent. Therefore, the objectives of this study were: 1) To analyze students' learning status of Nanjing Business college; 2) To explore the influencing factors of students' learning motivation of Nanjing Business college.

This paper adopted a quantitative research method, first reviewed relevant literature on humanistic theory, ecological systems theory, and research on student learning motivation. Based on the research of humanistic theory, ecological systems theory on student learning motivation, the study formulates four hypothetical factors and designs relevant questionnaires accordingly. Subsequently, a questionnaire survey was conducted on 270 students from the Tourism Management Department of Nanjing Business College. The study found that: 1) The current situation of students' learning is that they have basic cognition and emotion for learning, and their learning behavior is standardized, but their will to learn is not strong. The overall motivation of middle school students in this school is not high; 2) Students' self-factors, social factors, school factors, family factors have an impact on students' learning motivation.

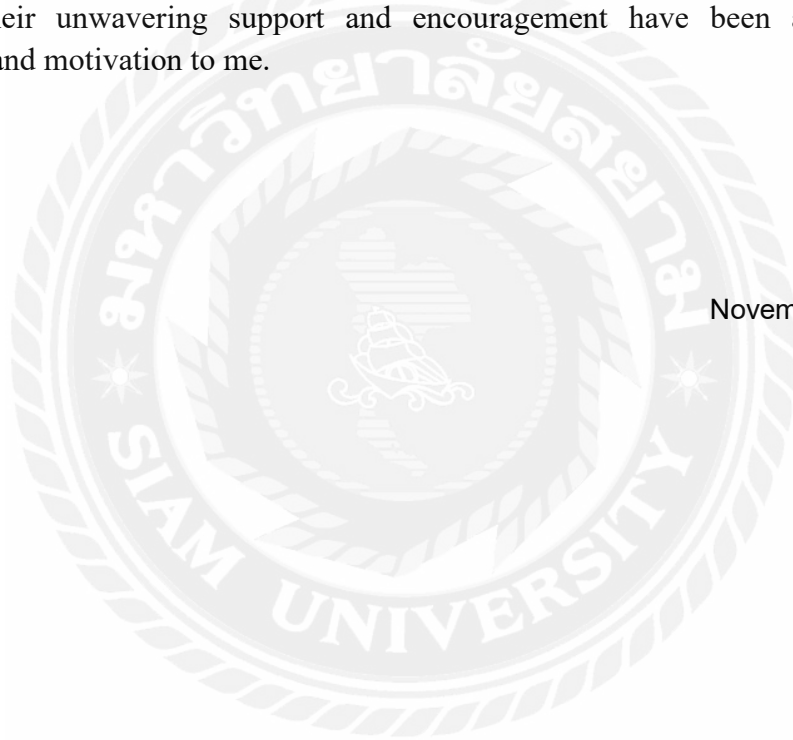
Keywords: Humanistic theory, ecological systems theory, vocational students, learning motivation.

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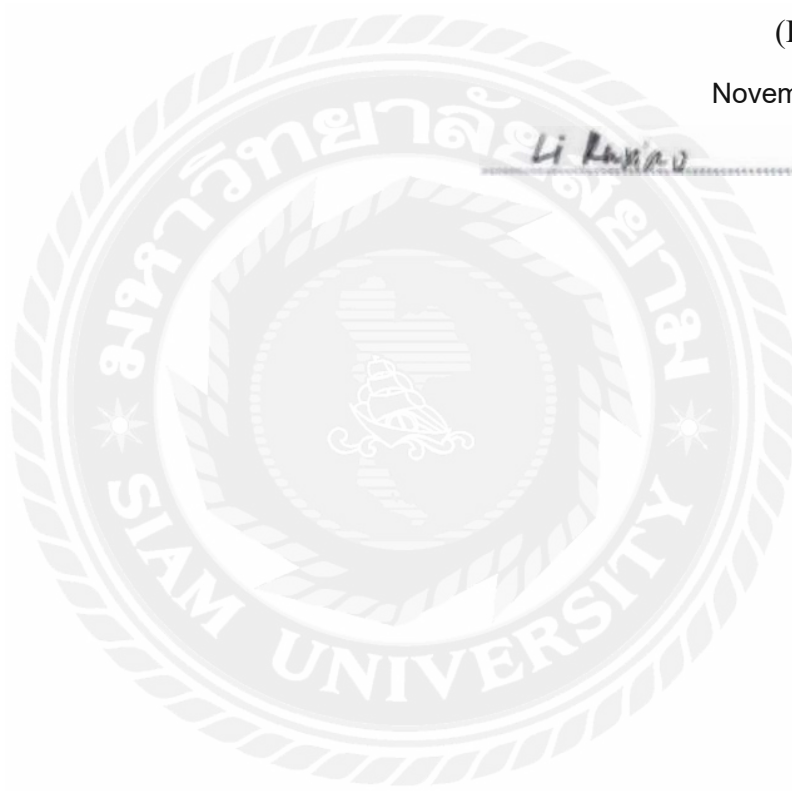
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Declaration

I, LI RUXIAO, hereby certify that the work embodied in this independent study entitled “Study on the influence factors of college students’ study Motivation ---A Case of Nanjing Business college” is result of original research and has not been submitted for a higher degree to any other university or institution.

(LI RUXIAO)

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Chapter 1 Introduction

1.1 Research Background

The history of vocational education is long-standing. Vocational education serves as a direct pathway for nurturing high-quality technical talent and undertakes the crucial task of training millions of workers (Niu,2023). According to the "2022 Report on the Development and Employment of Secondary Vocational School Students" released by the China Vocational and Technical Education Society, graduates of vocational schools have become the primary source of skilled labor force in China and have made significant contributions to the country's socio-economic development. Therefore, emphasizing the development of secondary vocational education students is beneficial for cultivating high-quality technical talent and promoting national economic growth.

This study, in educational practice, has discovered that there are indeed some challenges in the development process of vocational education. Firstly, there is public opinion. Secondary vocational students are often stigmatized in the eyes of society, especially parents, as having weak fundamentals, poor behavior habits, and not being able to get into regular high schools (Wang & Liu,2021). This leads to students developing low self-esteem in their studies. Secondly, there is the issue of student recruitment. The recognition of secondary vocational schools in society is not high, making it increasingly difficult to enroll students. Some schools have lowered their admission standards or even eliminated them, leading to a vicious cycle, especially for some privately-owned secondary vocational schools, some of which face the possibility of closure. As a result, enrolled secondary vocational students often have weak foundations, a lack of interest in learning, poor study habits, and low motivation to learn.

Humanistic educational philosophy emphasizes a "people-centered" approach, which means focusing on the self-development of students. It emphasizes individual intrinsic motivation and needs, as well as the positive support of interpersonal relationships and environments (such as society, school, and family) for individual development (Wan,2020). Concerning the impact of interpersonal relationships and the environment on students' learning motivation, ecological systems theory provides a comprehensive framework. It underscores the significant influence of the environment on individual development and behavior. In the context of education and learning, it emphasizes the importance of considering different environmental factors, including school, family, and society, on learning motivation.

In the field of secondary vocational education, there is a lack of in-depth and systematic research on the factors influencing the learning motivation of vocational students. Moreover, existing literature studies are mainly based on scholars' own teaching experience, lacking data support and rigorous scientific validation (Guan, 2004). Therefore, this study, based on the principles of humanistic educational theory and the framework of ecological systems theory, conducted a practical investigation focusing on students from the Tourism Management Department of Nanjing Business College. Through data collection and analysis, the study aims to explore the factors

affecting the learning motivation of vocational students, identify the reasons for the poor learning states of vocational students, and clarify the key factors influencing their learning motivation. This research fills the gap in studying factors affecting students' learning motivation in the field of vocational education, providing robust support for improving the learning status, enhancing the learning motivation, and overall quality of vocational students.

1.2 Research Problems

Graduates from vocational schools have become the primary source of skilled labor, and vocational students have made significant contributions to social and economic development. Therefore, paying attention to and valuing the development of vocational students is beneficial for their personal growth and lifelong learning, as well as for cultivating high-quality skilled professionals (Cheng,2010). The current level of learning motivation among students at our school is generally low. They lack interest in their chosen fields of study and enthusiasm for their careers, and they exhibit a passive attitude and lack the motivation to engage deeply in learning. The prevailing attitude that "reading is useless" and public opinion about vocational students having "poor basics, bad behavior habits, and inability to enter regular high schools" have led to students developing feelings of inferiority in their studies (Li,2023). In addition, some school teachers employ overly traditional and dull teaching methods that lack interactivity, resulting in poor communication, a lack of respect and understanding toward students, and unfair treatment, which has generated feelings of dissatisfaction and resistance among students. Furthermore, there are some issues in the current home environment of vocational students, such as a lack of a quiet study environment, tense parent-child relationships, and parental indifference towards their children's education (Wang,2018). As a result, students lack a sense of self-fulfillment and generally lack motivation for learning (Zhang & Liu, 2018).

1.3 Objective of the study

Through an in-depth and systematic study of the factors influencing the learning motivation of secondary vocational students, this research aims to fill the gap in data-supported studies on students' learning motivation in the field of secondary vocational education. It seeks to identify the reasons behind issues such as poor learning states and low learning motivation among secondary vocational students and clarify the key factors affecting learning motivation. This research holds significant importance for improving the learning conditions of secondary vocational students and enhancing their overall quality. Therefore, the objectives of this study are as follows:

- 1.To analyze students' learning status of Nanjing Business College;
- 2.To explore the influencing factors of students' learning motivation of Nanjing Business College.

1.4 Scope of the study

The survey for this research was conducted at Nanjing Business College in Jiangsu Province, China. This institution is a secondary vocational college with a mission to cultivate high-skilled, applied professionals who can meet the needs of production, construction, service, and management. The questionnaire survey targeted 270 students from the School's Tourism Management Department. The Tourism Management program aims to equip students with knowledge and skills in tourism industry management and operations, enabling them to succeed in the field.

From January 2023 to June 2023, more than 50 research papers and over 10 books were reviewed, focusing on humanistic education theory, ecological systems theory, as well as concepts, theories, and influencing factors related to student motivation. Based on the research conducted within the framework of humanistic theory and ecological systems theory on factors affecting student motivation, the study conceptualized its framework, designed relevant questionnaires, and completed a survey involving 270 students from the Tourism Management Department. Starting from the perspectives of humanistic theory and ecological systems theory, the study meticulously investigated the factors influencing the learning motivation of vocational students in terms of the students themselves, society, school, and family. Data were collected, organized, and analyzed to gain an overall understanding of the current learning status of vocational students.

Using regression analysis on the survey results, the study identified the key factors influencing the learning motivation of vocational students. These findings were then scrutinized in conjunction with previous research to speculate on the reasons and refine the results. Finally, practical recommendations were proposed.

Therefore, the scope of this study primarily involves exploring the factors influencing the learning motivation of vocational students from the perspectives of humanistic theory and ecological systems theory. It does so by formulating hypotheses regarding the factors influencing vocational students' learning motivation and then validating these hypotheses.

1.5 Research Significance

1.5.1 Theoretical significance

1.Theoretical Validation: Research can be used to validate hypotheses and theories about student learning motivation in educational psychology and learning theories. Through actual research data, these theories can be tested to determine their applicability to secondary vocational students.

2.Theoretical Expansion: Survey research can also help expand and deepen theories related to learning motivation. Research findings may reveal new influencing factors or relationships, assisting scholars in gaining a better understanding of the nature of student learning motivation.

3.Interdisciplinary Research: The study of learning motivation involves multiple disciplines, including psychology, education, sociology, and more. Conducting related

research contributes to fostering interdisciplinary collaboration and enriching the theoretical framework in these related fields.

4.Theory-Guided Practice: Research results can provide theoretical guidance for practical educational applications. Based on research findings, new educational strategies and interventions can be developed to enhance the learning motivation of secondary vocational students.

1.5.2 Practical significance

1. Improve Teaching Methods: By gaining a deeper understanding of the factors influencing the learning motivation of secondary vocational students, educators and schools can adjust and improve teaching methods to better meet students' needs. This helps enhance the quality of education and students' learning achievements.

2.Personalized Guidance: Research can assist educators in better understanding the individual needs and differences of each student, enabling them to provide personalized guidance and support. This helps address students' academic and emotional needs, reduce learning difficulties, and offer more direct and practical assistance in improving the learning situation of secondary vocational students.

3.Educational Policy Development: Research results can serve as a basis for government and school authorities to develop more effective education policies. Policymakers can use survey findings to formulate policies that support the learning motivation of secondary vocational students, thereby enhancing the efficiency and equity of the education system.

4.Enhance Education Quality: By understanding the factors influencing student learning motivation, schools and educators can make targeted improvements to the school environment and teaching processes, ultimately raising the quality of education and student satisfaction.

5.In summary, this research holds significant importance for understanding the primary factors affecting student learning motivation, improving the learning conditions of secondary vocational students, and cultivating high-quality skilled professionals. It also contributes to the development of vocational education.

Chapter 2 Literatures Review

2.1 Humanistic education theory

Humanistic education theory is a theoretical framework for both educational philosophy and educational practice. It emphasizes placing the development and self-realization of individuals at the core of education. It is a psychological trend that emerged in the 1950s and 1960s in the United States, with its primary proponents being Abraham Maslow and Carl Rogers. Humanistic perspectives on learning and teaching have significantly influenced educational reforms worldwide. They are one of the three major educational movements of the 20th century, alongside the programmed instruction movement and the curriculum reform movement.

Humanistic education theory emphasizes:

1. "Putting the individual at the center," which means focusing on developing students' potential and self-realization. It places a strong emphasis on emotional education, particularly the idea advocated by Carl Rogers of "equality, authenticity, respect, and understanding" between teachers and students. It highlights the individuality of students, their needs, interests, emotions, and values.

2. It values the influence of the environment on students and emphasizes that positive support from an excellent interpersonal relationship and the environment is crucial for individual development. It advocates creating a relaxed, accessible, and trusting learning atmosphere for students and providing them with abundant learning resources.

In the 18th and 19th centuries, against the backdrop of the European Industrial Revolution, figures like Rousseau and Dewey initiated the New Humanism movement. In the field of education, they advocated the 'student-centered' approach, emphasizing the activeness and agency of students in their learning. They also highlighted the role of students' interests in the entire teaching process, with the aim of nurturing well-rounded individuals capable of adapting to real-life situations (Cheng & Xu, 2008).

After Maslow's passing in 1970, Rogers became the representative and spokesperson of the American humanistic psychology movement. At the time, humanistic education emphasized individual dignity and worth (Cheng, 2020). In more recent times, Cai Yuanpei proposed humanistic education, advocating education centered around the individual, aiming to nurture wisdom, promote human nature, and improve individuals (Cai, 2023). During the same period, there were also Tao Xingzhi's ideas on life education and Chen Heqin's concept of 'active education,' both of which criticized traditional Chinese education as a 'dead education' that buried human nature and focused on rote learning. These ideas contained elements of humanistic education (Zhu, 1990).

In recent years, the 'New Education Experiment' initiated by scholar Zhu (2007) has been a typical embodiment of humanistic education. New education emphasizes 'a happy and complete educational life,' reflecting both contemplation and pursuit of the ultimate meaning of education and the desire and plan to remedy the current distorted education.

"The humanistic teaching philosophy focuses not only on cognitive development in teaching but also on the development patterns of students' emotions, interests, and motivations in the teaching process. It emphasizes understanding the inner psychological world of students to align with their interests, needs, experiences, and individual differences. The goal is to tap into students' potential, stimulate the interaction between cognition and emotions, and recognize the role of creativity, cognition, motivation, and emotions in shaping behavior" (Yang, 2023). This underscores the significance of exploring the impact of internal factors on student learning motivation in this study.

Internal factors:

Internal factors refer to factors related to an individual's intrinsic traits, skills, beliefs, and attitudes. This includes an individual's self-concept, self-esteem, motivation, learning style, emotional state, and cognitive abilities, among others. Internal factors can exert a significant influence on an individual's behavior and decisions as they reflect the individual's inner characteristics and psychological state (Guo,2020). Humanism posits that every person has the potential for self-realization, and a student's self-concept, self-efficacy, and self-determination are closely related to realizing this potential. Self-determination theory is a subfield of humanistic psychology that emphasizes an individual's intrinsic motivation for their behaviors and goals, which is crucial for learning motivation.

External factors:

External factors primarily refer to all the elements outside of an individual, including educational institutions, teachers, families, social and cultural influences, and various external factors. These factors can either promote or hinder students' learning interests, motivation, and performance. External factors can significantly impact students' academic performance and learning experiences; therefore, understanding and considering these external factors are crucial in education and learning research (Qin & Gao,2022). For example, the teaching methods and strategies adopted by teachers during the teaching process can influence the development of students' self-directed learning abilities. The learning environment can affect students' interest in self-directed learning. Throughout the learning process, students should be at the center. If a self-directed learning environment is provided, students will adopt an active learning approach and have control over the entire learning process.

2.2 Ecological Systems Theory

Ecological Systems Theory, developed in developmental psychology by Urie Bronfenbrenner, is a model of individual development that emphasizes how individuals are nested within a series of interrelated environmental systems. Within these systems, interactions between the systems and individuals influence personal development.

Microsystem: The immediate environment (e.g., family, school, peer groups).

Mesosystem: The connections between immediate environments (e.g., the interaction between a child's "home" and "school").

Exosystem: Indirectly affecting external environmental conditions (e.g., parents' workplace).

Macrosystem: A larger cultural context (e.g., Eastern culture versus Western culture, national economic and political culture, subcultures).

Ecological Systems Theory provides the theoretical framework for the central idea of this study, which is the second point emphasized in humanistic thinking: "emphasizing positive support from interpersonal relationships and the environment for individual development." According to the ecological systems theory, external influencing factors can be categorized at the societal level, school level, and family level. Wang (1996) primarily focused on students' psychological factors, concluding that factors like a lack of psychological security, setbacks to self-esteem, diminishing learning interest, and disharmonious interpersonal relationships are the main factors affecting college students' learning motivation. Zhu (2010) emphasized the importance of family atmosphere, teacher charisma, and teacher's teaching level as critical factors influencing student learning motivation. Wei (2012) conducted a factor analysis and identified major factors affecting college students' learning motivation as student factors, school factors, social factors, and family factors. Zhang Hepeng and Sun Xiuqin summarized factors affecting learning motivation as follows: (student factors 1. weak cultural foundation, poor study habits; 2. long-term accumulated frustration leading to aversion to learning; 3. lack of understanding of the chosen field of study and unclear learning goals; 4. lack of self-discipline and a lazy lifestyle), and factors related to society, school, and family (1. teaching management, curriculum structure; 2. teaching methods, 3. employment pressure) (Zhang & Sun, 2012). Li (2014) pointed out that factors like career prospects and learning interests are the main factors affecting vocational school students' learning motivation. Wang (2016) discussed the lack of motivation in primary school students learning history, citing factors such as teacher quality and cultivating an interest in learning as ways to improve the current situation. Zhu (2010) suggested optimizing the social environment, improving teacher quality, involving families, and emphasizing campus management to enhance learning motivation. Ma (2014) proposed changing teaching strategies, methods, and teaching concepts to improve the enthusiasm of physical education students in learning mathematics, emphasizing that it requires collaborative efforts from teachers and coaches.

From this, it can be seen that the factors influencing students' learning enthusiasm are complex and diverse. The research reflects that the influencing factors cover various aspects such as students themselves, society, schools, and families.

Social Factors:

Social factors refer to the influence of social environment and social relationships on individuals. This includes factors such as family, friends, peers, culture, social institutions, economic conditions, and more. Social factors can shape an individual's values, behavior patterns, and social skills, affecting their social interactions and adaptability. Ecological Systems Theory emphasizes the importance

of social support, respect, and emotional connections. Regarding students' emotions and learning enthusiasm, positive social relationships, care, and social support can promote their self-realization and emotional well-being.

School Factors:

School factors refer to the impact of the school environment and educational system on students' learning and development. This includes factors such as educational policies, teaching quality, teacher-student relationships, school culture, and resources. School factors can influence students' academic performance, academic motivation, and learning experiences, while also shaping their social skills and values. The school environment should provide opportunities for encouragement, respect, and autonomous choices to support students' self-realization and learning enthusiasm. Schools can practice the principles of humanistic psychology by creating a positive classroom atmosphere, encouraging student participation in decision-making, and providing adaptive educational methods.

Family Factors:

Family factors refer to the influence of the family environment and family members on individuals. This includes factors such as family structure, parenting styles, family values, family support, and family atmosphere. Family factors have a profound impact on individual development and behavior, as the family is an essential place for early socialization and value formation in children. Families also play a crucial role in developing students' learning enthusiasm and self-realization. A supportive, warm, and respectful family environment helps cultivate children's positive attitudes, self-confidence, and self-determination.

In summary, humanistic psychology emphasizes the intrinsic value and potential of individuals, as well as the importance of creating a supportive and respectful environment for individual development and learning enthusiasm. Ecological Systems Theory provides the theoretical framework for the humanistic idea of "emphasizing positive support from interpersonal relationships and the environment for individual development." When studying students' learning enthusiasm, consideration is given to both internal factors within students themselves and external social, school, and family factors that influence the learning enthusiasm of secondary vocational students.

2.3 The concept of learning motivation

The concept of learning motivation encompasses the two aspects mentioned by Joel Michae (2007) , which are students actively engaging in learning and teachers actively facilitating students' learning. Gerald Nelms (2004), in explaining learning motivation, emphasizes the equal importance of the roles of students and teachers. Foreign scholars, when defining the concept of learning motivation, focus on the "learning" state of students and the "teaching" role of teachers.

Many domestic scholars have conducted relevant research on this topic. In "Dictionary of Methods," edited by Chen Yuan and Liu Weihua, learning motivation is defined as a psychological state characterized by seriousness, tension,

proactiveness, and tenacity exhibited during the learning process (Chen & Liu, 1991). Lin Chongde, in the "Dictionary of Psychology," defines learning motivation as a positive psychological state exhibited by the subject during learning activities, typically comprising attention, emotional, and volitional states related to learning (Lin, 2003). Zhu Xinrong defines learning motivation as a state exhibited by college students while acquiring scientific and cultural knowledge, involving cognitive, emotional, volitional, and behavioral aspects that drive personal development and improvement (Zhu, 2010). Duan Qinqin suggests that learning motivation is an active, serious, tense, and tenacious state displayed by learners in the process of acquiring theoretical and practical skills (Duan, 2015).

From a psychological perspective, it can be seen that learning motivation refers to a psychological state manifested during the learning process, essentially representing a psychological need. The level of learning motivation can be distinguished through observable external behaviors. Chinese scholars have primarily relied on psychological definitions while incorporating their own research directions to refine the concept of learning motivation further. Currently, there is still some disagreement among scholars regarding the precise meaning of learning motivation.

2.4 Factors Affecting Learning Motivation

American education researchers Wang, Haertel, and Walberg (1993) conducted a quantitative synthesis of existing knowledge on school learning using three methods: literature analysis, expert assessment, and meta-analysis. They summarized factors influencing college students' learning motivation, including national and local policy factors, extracurricular environmental factors, school factors, student factors, curriculum design, class size, teaching, and classroom atmosphere. Their research focused not on individual factors affecting school learning but instead on a wide range of significant elements and determined their relative importance. Fitri and Amir Syamsudin pointed out that motivating students through fun games and motivational language significantly affects student learning. Rian Yulika, Ulfiani Rahman, and Ahmad M. Sewang indicated that students' emotional intelligence, learning motivation, and academic performance have a significant impact on their learning motivation. It can be seen that foreign research on factors influencing learning motivation is relatively early, comprehensive, and encompasses both student and external environmental factors.

In summary, research on strategies to improve student's learning motivation primarily originates from teachers' perspective, focusing on improving teachers' teaching skills and methods.

2.5 Strategies for Enhancing Learning Enthusiasm

Foreign scholars' research on enhancing students' learning enthusiasm tends to be practical and emphasizes stimulating students' intrinsic interest in learning. Viadero Debra (1999) proposed that it is adequate to start from aspects that interest students and provide timely rewards and punishments to enhance learning enthusiasm. Sun

(2016) suggested that only by creating a democratic atmosphere, fostering harmonious teacher-student relationships, providing a relaxed environment, offering open spaces, and igniting creativity can students excel in learning English within a positive atmosphere. Astija (2017) studied the application of process skill methods and cooperative learning models in improving student learning outcomes. The results indicated that applying process skill methods and collaborative learning models can enhance students' motivation and performance in the curriculum. Tika Hartini, Mr. Rusijono, and Mr. Nasution (2018) pointed out that using Classroom Action Research (CAR) as a cooperative learning model can motivate students to actively listen, and understand discussions, and thus enhance their learning enthusiasm.

From this, it can be observed that foreign scholars advocate joint efforts from students and teachers to enhance learning enthusiasm. They emphasize both the process of "learning" by students and the process of "teaching" by teachers, providing innovative and constructive suggestions supported by experimental observations.

Gao (1995) summarized that the key to improving learning enthusiasm in high school biology students lies in understanding students' psychological needs and using appropriate teaching methods. These methods include engaging introductions, integrating real-life examples, skillful questioning by teachers, implementing "exploratory activities," and using multimedia resources to enhance students' learning enthusiasm. Xu (2015) recommended improving first-year high school students' enthusiasm for learning mathematics through enhanced school management, improved teaching attitudes and methods by teachers, and offering various exploratory activities. Wang (2008) mainly discussed the significance of high school students learning history and the reasons for their low enthusiasm for learning history, such as outdated historical viewpoints, the current examination system, teacher factors, and students' subjective factors. He proposed improving history teacher quality, cultivating learning interest, and improving the current status of history learning. Zhu (2010) suggested optimizing the social environment at the macro level, enhancing teacher competence, harnessing the role of families, and focusing on campus management to boost learning enthusiasm. At the macro-level, he proposed that society, schools, and families should coordinate with each other to assist students in enhancing their learning enthusiasm. Ma (2014) proposed changing teaching strategies, teaching methods, and teaching concepts to improve the excitement of sports students for learning mathematics. However, this is not a one-time effort; it requires the collaborative efforts of teachers and coaches.

It can be seen that in the related studies on strategies for enhancing students' learning enthusiasm, the focus is primarily on teachers' perspective. Suggestions include improving teachers' teaching competence and enhancing teaching methods to boost students' learning enthusiasm. Scholars have made relevant discussions on this topic. Chen and Liu (2007) proposed an evaluation system for students' learning motivation based on three aspects: their attention to learning, emotional tendencies, and perseverance, as mentioned in the "Psychology Dictionary." Zhu (2010) used the concept operationalization method from sociology research to construct an evaluation system for college students learning motivation. Zhu Xinrong's evaluation system

focuses on converting the concept of learning motivation into measurable behavioral elements and validates its scientific nature.

Thus, research on evaluation indicators of learning motivation has evolved from general conceptual analysis to the study of specific measurable behavioral elements, becoming more scientific and objective.

2.6 Evaluation of Learning Motivation

Scholars have provided relevant discussions on this topic. Chen and Liu (2007), based on the definition of learning motivation in "The Dictionary of Psychology" by Lin Chongde and others, proposed that teachers can evaluate and judge students' learning motivation based on their performance in three aspects: attention to learning, emotional tendencies, and perseverance. In 2010, Zhu Xinrong used the conceptual operationalization method from sociology to construct an evaluation system for learning motivation among college students. Zhu Xinrong's evaluation system focuses on operationalizing the concept of learning motivation into measurable behavioral elements, and it was validated for its scientific validity in his research.

From this, it can be observed that research related to the evaluation indicators of learning motivation has evolved from broad conceptual studies to more specific and measurable behavioral elements, demonstrating a growing emphasis on scientific objectivity

2.7 Relevant Research on Vocational School Students' Learning Motivation

Regarding the research on the current learning status of vocational school students, Liu Renrui pointed out that the current situation of vocational school students' mathematics learning includes weak mathematical foundations, poor psychological qualities, and lack of confidence. Mu (2013) indicated that vocational school students have weak academic foundations, low willpower, and poor study habits.

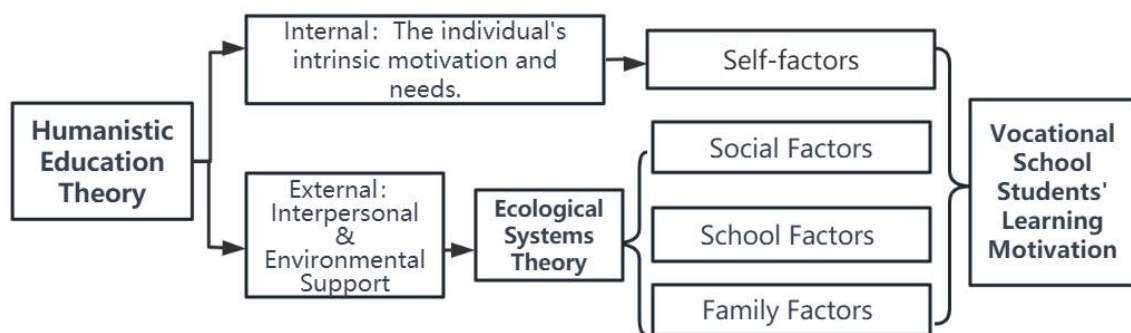
In terms of the reasons for the low learning motivation of vocational school students, research by Yang (2010) identified factors such as students' lack of interest in learning, motivation, improper family education, inadequate school facilities, and a hostile social environment. Liu Renrui pointed out that the reasons for vocational school students' lack of learning motivation include a decline in student quality, insufficient attention to students' self-esteem, and a lack of awareness of practical applications. Zhou (2016) identified students' low self-esteem, poor study habits, and weak learning abilities leading to their lack of interest and motivation to learn. Xu (2018) mentioned that attending vocational schools can dampen students' learning motivation to some extent, as these students usually have weaker academic foundations and struggle with acquiring new knowledge. Social and employment pressures further contribute to the low learning motivation of vocational school students. These studies primarily rely on theoretical research and rely on their own practical experience and observations to deduce the current learning conditions of

vocational school students. Based on attribution theory, it can be concluded that the low learning motivation of vocational school students results from a combination of internal and external factors, such as a lack of interest and motivation, outdated teaching methods, and improper family education.

As for research on strategies to improve vocational school students' learning motivation, there have been more studies in recent years. Lu Xueqin suggested enhancing learning motivation by organizing appropriate competitions, providing study guidance, and promoting individualized teaching concepts. Mu Hongxiu recommended reducing stress in the classroom, focusing more on practice than lectures, and structuring knowledge to enhance student learning motivation. Zhou Hongfeng proposed increasing students' motivation by helping them set goals. Huang Caizhen suggested creating language-rich environments and utilizing multimedia to stimulate students' interest in learning English. Zhang Jixiang emphasized the importance of tailoring teaching to individual students, enriching classroom teaching, and organizing activities to arouse students' interest in learning art. Zuo Lijun highlighted the crucial role of teachers in enhancing student motivation, with teacher ethics being the key among them. In recent years, research on strategies to improve vocational school students' learning motivation has covered various subjects, including English, art, mathematics, medicine, and more. The strategies proposed mainly focus on the teacher's perspective, suggesting that teachers can attract students' attention and stimulate their interest in learning by enriching teaching content, using multimedia tools, and organizing activities.

In conclusion, the research on factors influencing vocational school students' learning motivation has been relatively limited compared to studies on higher education and high school students. Most of the research in this area relies on practical teaching experience and lacks empirical research, covering a relatively narrow range of factors. Therefore, there is a need for more comprehensive and systematic study in this field.

2.8 Theoretical framework



Chapter 3 Research Methodology

3.1 Introduction

This paper focuses on students from Nanjing Business College and employs a quantitative research methodology. The students from Nanjing Business College are adolescents aged 17 to 22 with relatively low scores in their middle school entrance exams and limited enthusiasm for learning. This study commenced in March 2023 and involved multiple interactions and surveys with the students. To ensure the objectivity of the research results, anonymous questionnaires were used. A total of 270 questionnaires were distributed, out of which 261 were considered valid, resulting in an effective response rate of 96.7%. The questionnaire consisted of 30 items related to four variables: individual factors, social factors, school factors, and family factors. Likert's five-point scale was used as the research instrument for collecting and analyzing the survey data.

In this study, the reliability and validity of the questionnaire were assessed through an analysis of its internal consistency and effectiveness. After confirming the questionnaire's reliability and validity, correlation analysis was conducted to explore the relationships between the five dimensions. Finally, the individual factors, social factors, school factors, and family factors were treated as independent variables, while students' motivation to learn was treated as the dependent variable. Multiple regression analysis was employed to effectively determine the influencing factors on the dependent variable, thus validating the four hypotheses proposed in this paper.

3.2 Questionnaire Design

In this study, based on the theories of humanistic psychology, internal and external factors, and ecological systems theory, we established four-dimensional variable factors influencing the research. These dimensions include individual factors, social factors, school factors, and family factors. We referred to relevant literature by scholars such as Zhu Xinrong and Cao Jiaoling, and further divided them into 21 sub-factors as follows:

	Dimension	Influence Factors
Internal Factors	Self-factors	Learning cognition Learning emotions Learning willpower Learning behavior
External Factors	Social factors	Employment prospects Social atmosphere Social recognition
	School factors	School environment Hardware facilities Learning atmosphere Teaching management system Harmony with faculty

		Harmony with teachers and classmates Teacher's teaching proficiency Teacher's professional ethics Teacher's personal charm Examination methods and content
	Family factors	Family economic situation Parental educational level Parental attention to student learning Family atmosphere harmony

Table 3.1 Structure of Factors Influencing Learning Motivation

This study employed a Likert 5-point scale to survey each dimension, comprising 30 items. The indicators were categorized into 1 to 5 levels, representing "completely disagree," "disagree," "somewhat unsure," "agree to some extent," and "completely agree," respectively. Participants were required to choose the degree of agreement with the content of each item, with higher scores meaning a higher level of understanding as perceived by the participants.

Factors	Questions
Self-factors	Q1.I consider learning cultural knowledge to be the most important task at this stage, and I prioritize my studies. Q2.I have specific learning goals and plans, and I can firmly execute them. Q3.I am not willing to waste my study time on other things. Q4.I am very interested in the professional knowledge I am studying. Q5.I derive joy from learning. Q6.I like my school and my substitute teachers. Q7.Without anyone supervising me, I am proactive in my studies. Q8.When faced with difficulties in my studies, I can persevere and overcome them. Q9.When distractions like phones, the internet, games, or romantic relationships arise during my studies, I can resist them and continue studying. Q10.I rarely skip classes or arrive late at school, and I adhere to the school's rules and regulations. Q11.In class, I am fully engaged and attentive. Q12.I approach the homework assigned by teachers with a serious attitude and give it my best effort. Q13.I take exams seriously and strive for good grades.
Social factors	Q14.The employment prospects for my chosen major are good, and there are good opportunities in the job market. Q15.The current societal atmosphere is conducive to learning. Q16.The school is highly regarded in society.

School factors	<p>Q17.The school and its surroundings have a favorable environment, including dormitories and classrooms.</p> <p>Q18.The school provides complete hardware facilities for learning.</p> <p>Q19.The school fosters a strong learning atmosphere.</p> <p>Q20.The school's teaching management system is well-structured.</p> <p>Q21.The teachers at the school are friendly, and the cafeteria and dormitory staff are kind.</p> <p>Q22.I can get along harmoniously with teachers, classmates, and staff around me.</p> <p>Q23.The teachers around me have a high level of teaching proficiency, making the subjects easy to understand and interesting.</p> <p>Q24.The teachers around me possess good professional ethics and care about students.</p> <p>Q25.The teachers around me have a special charisma, and I really like them, which has made me enjoy this course.</p> <p>Q26.The frequency of exams, the difficulty of the exam papers, and the amount of homework assigned by teachers are reasonable, and I can handle my current workload and stress.</p>
Family factors	<p>Q27.My family is financially well-off, and my parents can afford my educational needs.</p> <p>Q28.My parents' level of education allows them to provide guidance and advice for my studies.</p> <p>Q29.My parents pay special attention to, value, and support my education.</p> <p>Q30.I can get along harmoniously with my parents, and the atmosphere at home is relaxed and harmonious.</p>

Table 3.2 Questionnaire for Each Factor

3.3 Questionnaire Reliability and Validity Analysis

To assess the reliability of the questionnaire, the "Influence Factors on Vocational School Students' Learning Motivation Survey" was subjected to reliability and validity analysis using SPSS software.

(1) Reliability Analysis

Reliability indicators are often expressed as correlation coefficients.They can be broadly categorized into three types: stability coefficients (consistency over time), equivalence coefficients (consistency across forms), and internal consistency coefficients (consistency across items). Cronbach's reliability coefficient is the most commonly used reliability coefficient, with a preferred value of above 0.8 for the overall scale reliability, while values between 0.7 and 0.8 are considered acceptable. The reliability analysis conducted using statistical software yielded the following results, as shown in the table below:

	Total Coefficient	Self-factors	Social factors	School factors	Family factors
Cronbach' s Alpha	0.881	.821	.813	.811	.801

Table 3.3 Questionnaire and Four Dimension Factors Reliability Testing

According to the reliability standards, as shown in the table, the homogeneity reliability coefficient of the questionnaire is 0.891. The homogeneity reliability coefficients of the questionnaire's four-dimensional factors are all more significant than 0.70, meaning a high level of trustworthiness. This suggests that the questionnaire is overall stable and reliable.

(2) Validity Analysis

After establishing the reliability of the variables, the next step is to conduct validity testing. Validity analysis refers to the degree to which a scale accurately measures the measurement indicators. There are many methods for validity analysis, with commonly used ones including item analysis, independent criterion validity analysis, and factor analysis.

Item analysis primarily measures the difficulty and discriminability of various items in the scale to select a scale with appropriate problem and high discriminability as a practical scale. The independent criterion validity analysis method mainly uses a certain independent validity as the criterion for validity analysis, and each item in the scale is analyzed about this independent criterion. Items that do not reach significance are deemed ineffective, while those that do are considered effective scales. According to the general test standards of KMO, when the KMO coefficient is above 0.9, it is highly suitable for factor analysis. If the KMO coefficient is between 0.8 and 0.9, it is relatively convenient for factor analysis. A higher validity indicates a higher accuracy of the questionnaire. Through factor analysis using SPSS statistical software, KMO and Bartlett's spherical test were conducted to assess the validity of the questionnaire. The statistical results are shown in the table below:

KMO		0.913
Bartlett's test	χ^2	9628.40
	Degrees of Freedom	435
	Sig.	.000

Table 3.4 Suitability Test for Factor Analysis

The results indicate that the significance level of Bartlett's sphericity test for all questionnaire items is 0.000, which is less than 0.05. This suggests that the relationships between the variables are highly substantial. The KMO coefficients for all questionnaire dimensions are more significant than 0.9, meaning that this questionnaire is highly suitable for factor analysis. The questionnaire data exhibit good validity and stability.

3.4 Research Hypotheses

Based on an extensive review of literature related to vocational school students' learning motivation, humanistic education theory, ecological systems theory, and in conjunction with humanistic theory and ecological systems theory, this paper proposes four hypotheses.

- H1: Self-factors have a significant impact on students' learning motivation.
- H2: Social factors have a significant impact on students' learning motivation.
- H3: School factors have a significant impact on students' learning motivation.
- H4: Family factors have a significant impact on students' learning motivation.



Chapter 4 Finding

4.1 Introduction

This study examines the influencing factors of vocational school students' learning motivation through the lenses of humanistic theory and ecological systems theory. Employing a quantitative research methodology, data reliability, and validity analyses were conducted on the collected questionnaires to confirm the data's validity. To gain further insights into the relationships between variables, correlation analysis and multiple regression analysis were performed on the data. The analysis aims to validate hypotheses and clarify the interrelationships among various variables in the model of autonomous management in vocational school classes.

4.2 Questionnaire Survey Results

An overall analysis of the survey data provides insights into students' current learning situations and their surrounding environments. The figure below presents the mean statistical results of students' responses across 30 sub-factors within the four dimensions of influencing factors, rated on a scale of 1 to 5.

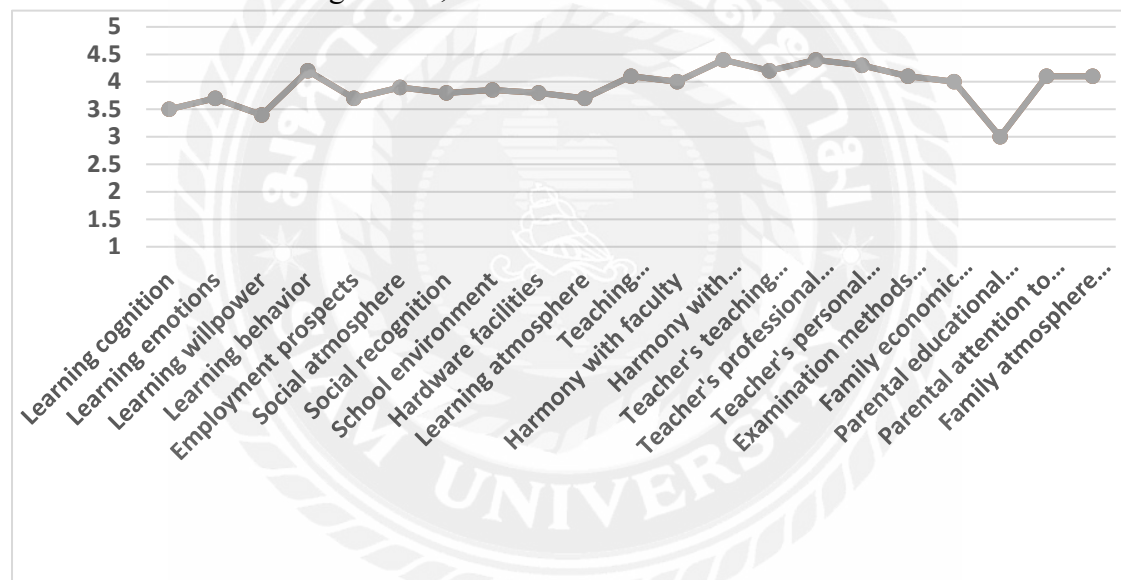


Figure 4.1 Mean Curve of Factors Influencing Vocational School Students' Learning Motivation

The mean values of factors influencing learning motivation represent students' evaluations of themselves or the external environment in terms of those influencing factors (rated from 1 to 5, with one being low and five being high). From the data in Table 4.1, it can be observed that, except for parental education level and willpower, the mean values of the influencing factors are generally stable and range between 3.5 and 4.5. The mean value for parental education level is 3, meaning that, overall, the parents of vocational school students in this school have a relatively low level of education. The mean value for willpower is 3.41, suggesting that students in this school, as a whole, find it challenging to resist temptations such as mobile phones and the internet.

The influencing factors with mean values ranging from 3.5 to 4 include learning cognition, emotional aspects, social employment patterns, societal atmosphere, social recognition, school environment, hardware facilities, learning atmosphere, and family economic situation. This indicates that society provides a favorable social atmosphere for the school, and students have a basic understanding of learning.

The influencing factors with mean values above 4 include learning behavior, teaching management system, harmony with faculty and staff, harmony with teachers and classmates, teaching proficiency, teacher professional ethics, teacher charisma, parental attention to student's studies, and family atmosphere harmony. This suggests that the vocational school students in this school, overall, exhibit disciplined learning behavior, and the school has created a conducive learning environment with adequate teaching resources. Parents of vocational school students in this school also pay significant attention to and are concerned about their children's studies.

In summary, Vocational school students in this school exhibit a basic level of awareness and emotions towards learning, with disciplined learning behavior, but their willpower for education is relatively weak. Based on the mean values obtained for learning cognition, emotional aspects, resolve, and learning behavior of vocational school students, it can be inferred that the overall learning motivation of vocational school students in this school is moderate.

4.3 Correlation Analysis

To validate the first four hypotheses of this study, it is necessary to examine the correlations between variables. To investigate these correlations, this paper utilized SPSS for bivariate correlation analysis. Pearson correlation coefficients and significance levels were computed using SPSS to determine the strength of the relationships between variables. When the Pearson coefficient is close to 1, it indicates a strong positive correlation between variables; when it is close to -1, it indicates a strong negative correlation between variables; and when it is close to 0, it suggests no significant correlation between the two variables. The table below displays the correlation coefficients between variables. All correlation coefficients are close to 1, meaning a positive influence, meaning that individual factors, social factors, school factors, and family factors all have significant positive correlations with students' learning motivation.

	Self-factors	Social factors	School factors	Family factors
Self-factors	1			
Social factors	.932**	1		
School factors	.939**	.951**	1	
Family factors	.939**	.944**	.952**	1

Table 4.1 Correlation Analysis Table

4.4 Regression Analysis

In this section, regression analysis is employed to analyze the relationship between internal and external factors and learning motivation. Regression analysis is a statistical method used to determine the quantitative relationship between two or more variables, addressing whether the factors as independent variables are related to and the extent to which they are related to the dependent variable, which is the predictive object.

1. Analysis of the impact of self-factors on vocational school students' learning motivation.

Considering only the influence of self-factors on students' study motivation, learning cognition, emotional attitude toward learning, willpower in education, and learning behavior are taken as independent variables, with learning motivation as the dependent variable. By using SPSS software for regression analysis, we can determine whether the independent variables (self-factors) have a significant impact on the dependent variable (learning motivation) and the extent of this impact. The specific results are shown in Table 4.2.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Significance
	B	Standard Error	Beta		
(Constant)	1.755	.313		5.613	.000
Learning Behavior	.417	.101	.562	4.115	.000
Emotional Attitude Toward Learning	.139	.061	.252	2.265	.027
Learning Cognition	-.048	.067	-.097	-.713	.478
Willpower in Learning	-.025	.069	-.049	-.361	.719
R-Square(R²)				0.373	
Value of F-Statistic				10.576	
Significance Level				.000	

Table 4.2 Regression Analysis of Self-factors and Learning Motivation

From the results of the regression analysis in Table 4.4, we can see that the R-squared value is 37.7%, meaning that 37.3% of the variation in learning positivity can be explained by the independent variables included in this study. The significance level of the F-test is 0.000, which is less than 0.05, meaning that at least one of the independent variables in this study may affect the dependent variable (learning positivity).

The significance level for learning behavior is 0.000, also less than 0.05, meaning that learning behavior significantly influences learning positivity. Furthermore, the coefficient for the impact of learning behavior on learning positivity is 0.417, more significant than 0, meaning a significant positive effect of learning behavior on learning positivity. This means that the more standardized the learning behavior, the higher the learning positivity.

The significance level for learning emotions is 0.027, less than 0.05, meaning that teaching emotions significantly affect teaching positivity. Additionally, the coefficient for the impact of learning emotions on learning positivity is 0.139, more

significant than 0, meaning a significant positive effect of learning emotions on teaching positivity.

On the other hand, the significance level for learning cognition is 0.478, which is more significant than 0.05, meaning that learning awareness does not significantly influence learning positivity. The significance level for learning willpower is 0.719, also more significant than 0.05, meaning that learning willpower does not significantly affect learning positivity. Furthermore, the coefficients for the impact of learning cognition and learning willpower on learning positivity are -0.048 and -0.025, respectively, suggesting a negative correlation between learning awareness, learning willpower, and learning positivity. However, based on previous research and logical reasoning, there should not be a negative correlation.

So, what could be the reasons for the negative correlation? Firstly, observing the correlation coefficients, we know that correlation coefficients range from 1 to -1, with values closer to 1 and -1 meaning a more intimate relationship, values more relative to 0 meaning a weaker relationship, and 0 meaning no relationship. In this internal factor regression analysis, the regression coefficients for learning cognition and learning willpower are all within the range of 0 to -0.05, very close to 0, which means that learning cognition and learning willpower slightly deviate from positive values.

In summary, among the self-factors affecting students, learning emotions and learning behavior have a significant positive impact. Among the self-factors involving students, learning emotions and learning behavior are the main factors influencing students' learning positivity.

2. Analysis of the impact of social factors on students' learning motivation.

Tang Lin pointed out that social factors are critical in influencing students' learning positivity. Yuan Ying also mentioned that the prospects of professional employment directly affect students' learning positivity. Luo Dan suggested that public opinion in society impacts students' learning positivity. Based on studies by Yuan Ying and others, social factors are divided into three specific factors: social atmosphere, social recognition, and the employment situation in society. Considering only the impact of social factors on students' learning positivity, the employment situation, social atmosphere, and social recognition are treated as independent variables, while learning positivity is the dependent variable. By using SPSS software, a regression analysis can be conducted to determine whether the independent variables have a significant impact on the dependent variable and the extent of that impact. The results are shown in Table 4.3.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Significance
	B	Standard Error	Beta		
(Constant)	3.218	.238		13.505	.000
Social Atmosphere	.134	.061	.293	1.933	.049
Society's Recognition of the School	.016	.060	.036	.258	.631
Employment Prospects	-.011	.063	-.024	-.178	.700

in Society					
R-Square(R²)	0.079				
Value of F-Statistic	7.411				
Significance Level	0.008				

Table 4.3 Regression Analysis of Social Factors and Learning Positivity

From the regression analysis results in Table 3-4, it can be seen that the R-squared value is 7.9%, meaning that 7.9% of the variation in learning positivity can be explained by the independent variables included in this study. The significance level of the F-test is 0.008, which is less than 0.05, suggesting that at least one of the independent variables (social factors) in this study may affect the dependent variable (learning positivity).

The significance level for Social Atmosphere is 0.049, less than 0.05, meaning that the social atmosphere significantly influences learning positivity. Furthermore, the coefficient for Social Atmosphere's impact on learning positivity is 0.134, which is more significant than 0, signifying a significant positive effect of social atmosphere on learning positivity. In other words, a better social atmosphere is associated with higher learning positivity.

The significance level for Employment Prospects in Society is 0.7, more significant than 0.05, suggesting that employment prospects in society do not significantly affect learning positivity. The significance level for Society's Recognition of the School is 0.631, also more significant than 0.05, meaning that society's recognition of the school does not significantly impact learning positivity. It's worth noting that the coefficient for Employment Prospects in Society suggests a negative correlation with learning positivity.

In summary, among social factors, social atmosphere has a significant positive impact on learning positivity and is the main influencing factor among social factors.

3. Analysis of the impact of school factors on students' learning motivation.

The school's environment, learning atmosphere, teachers' teaching levels, and teachers' professional ethics are essential factors influencing learning positivity. Luo Wenwen emphasized that improving teachers' personal charisma and professional competence is an essential foundation for enhancing students' learning positivity. Guo Weiqin suggested adjusting the content and methods of exams to foster students' learning positivity. Zhu Xinrong indicated that students' interpersonal relationships with friends and teachers, classroom and dormitory environments are important factors affecting students' learning positivity. Referring to the studies by Yang Wenlong and others, in this study, school-level factors were categorized as follows: school classroom and dormitory environment, learning hardware facilities, school learning atmosphere, school teaching management system, harmony with teaching staff, harmony with teachers and classmates, teacher teaching level, teacher professional ethics, teacher personal charisma, and exam content and methods.

To exclusively assess the impact of school-level factors on students' learning positivity, the aforementioned factors were treated as independent variables, and learning positivity was considered the dependent variable. Regression analysis was

conducted using SPSS software to analyze how school-level factors influence learning positivity. The results are presented in Table 4.4.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Significance
	B	Standard Error	Beta		
(Constant)	3.373	.263		12.833	.000
Teacher Professional Ethics	.211	.094	.399	2.242	.027
Exam Content and Methods	.095	.065	.181	1.453	.149
Harmony with School Cafeteria and Dormitory Staff	-.085	.064	-.163	-1.318	.190
School-Provided Learning Hardware Facilities	-.084	.065	-.176	-1.277	.204
Teacher Teaching Level	-.092	.091	-.164	-1.013	.313
Learning Atmosphere Created by the School	.059	.067	.123	.876	.383
Harmony with Surrounding Teachers and Classmates	-.055	.083	-.091	-.669	.505
School's Teaching Management System	.013	.064	.026	.203	.839
Teacher Personal Charisma	.011	.068	.021	.155	.877
School, Dormitory, and Classroom Environment	-.006	.069	-.014	-.094	.925
R-Square(R²)	0.059				
Value of F-Statistic	8.451				
Significance Level	0.004				

Table 4.4 Regression Analysis of School-Level Factors and Learning Positivity

From the regression analysis results in Table 4.6, it can be seen that the R-squared value reaches 5.9%, meaning that 5.9% of the variation in learning motivation can be explained by the independent variables included in this study. The significance level of the F-test is 0.004, which is less than 0.05, suggesting that at least one of the independent variables (school-level factors) in this study may impact the dependent variable (learning motivation). Therefore, to further determine which specific factors affect learning motivation, it is necessary to continue observing the t-values of each factor. The significance level of teacher professional ethics is 0.027, which is less than 0.05, meaning that teacher professional ethics can significantly influence learning motivation. Furthermore, the coefficient of teacher professional ethics on learning motivation is 0.211, which is more significant than 0, meaning a significant positive impact of teacher professional ethics on learning motivation, meaning that higher teacher professional ethics lead to higher learning motivation. The significance level of school class dormitory environment is 0.925, more significant than 0.05, meaning that the school class dormitory environment cannot

significantly affect learning motivation. The significance level of school hardware facilities is 0.204, more significant than 0.05, meaning that school hardware facilities cannot significantly affect learning motivation. The significance level of school learning atmosphere is 0.383, more significant than 0.05, meaning that the school learning atmosphere cannot significantly affect learning motivation. The significance level of school teaching management system is 0.839, more significant than 0.05, meaning that the school teaching management system cannot significantly affect learning motivation. The significance level of harmony with teaching staff is 0.190, more significant than 0.05, meaning that harmony with teaching staff cannot significantly affect learning motivation. The significance level of harmony with teachers and classmates is 0.505, more significant than 0.05, meaning that harmony with teachers and classmates cannot significantly affect learning motivation. The significance level of teacher teaching competence is 0.313, more significant than 0.05, meaning that teacher teaching competence cannot significantly affect learning motivation. The significance level of teacher personality charm is 0.877, more significant than 0.05, meaning that teacher personality charm cannot significantly affect learning motivation. The significance level of exam content and methods is 0.149, more significant than 0.05, meaning that exam content and methods cannot significantly affect learning motivation. Furthermore, by observing Table 3-6, it can be seen that the coefficients of the impact of school cafeteria and dormitory staff harmony, school-provided learning hardware facilities, teacher teaching competence, harmony with teachers and classmates, and school environment on learning motivation are -0.085, -0.084, -0.092, -0.055, -0.006, respectively, which means that these factors have a negative correlation with learning motivation.

In summary, among the school-level influencing factors, teacher professional ethics have a significant positive impact on students' learning motivation. Vocational school students are not as concerned about their academic performance as regular high school students and are more tolerant of teachers' teaching competence and professional ethics. Compared to teachers' professional competence, they pay more attention to teachers' attitudes towards them and their interpersonal relationships. Among the school-level factors, teacher professional ethics are the main factors influencing students' learning motivation.

4. Analysis of the impact of family factors on students' learning motivation.

Rodan pointed out that communication problems with parents are a reason for students lacking learning motivation. Oumei Hua suggested that the family environment can also affect students' learning motivation. Fang Xian et al. proposed that parents' cultural level and family harmony have a significant impact on students' learning motivation. Following the research of Fang Xian et al., in this study, family-level factors are categorized as follows: family economic situation, parents' cultural level, parents' emphasis on students' learning, and family harmony. Considering only the extent to which family-level factors influence students' learning motivation, family economic situation, parents' cultural level, parents' emphasis on students' learning, and family harmony are treated as independent variables, with learning motivation as the dependent variable. Using SPSS software, regression

analysis is conducted to analyze the extent to which family-level factors affect learning motivation, and the results are presented in Table 4.5.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Significance
	B	Standard Error	Beta		
(Constant)	2.374	.304		7.822	.000
Family harmony	.249	.069	.417	3.641	.001
Parents' emphasis on students' learning	.050	.052	.106	.958	.341
Family economic situation	.045	.064	.088	.705	.483
Parents' cultural level	-.007	.046	-.017	-.145	.885
R-Square(R²)	0.205				
Value of F-Statistic	5.900				
Significance Level	.000				

Table 4.5 Regression Analysis of Family-Level Factors and Learning Motivation

From the regression analysis results in Table 4.7, it can be seen that the R-squared value reaches 20.5%, meaning that 20.5% of the variation in learning motivation can be explained by the independent variables included in this study. The significance level of the F-test is 0.000, which is less than 0.05, suggesting that at least one of the independent variables (family-level factors) in this study may impact the dependent variable (learning motivation). Therefore, to further determine which specific factor influences learning motivation, it is necessary to continue observing the t-values of each factor. The significance level of family harmony is 0.001, which is less than 0.05, meaning that family harmony can significantly affect learning motivation. Furthermore, the coefficient of family harmony on learning motivation is 0.249, which is more significant than 0, meaning a significant positive impact of family harmony on learning motivation, meaning that the more harmonious the family, the higher the student's learning motivation. The significance level of parents' emphasis on students' learning is 0.341, more significant than 0.05, meaning that parents' emphasis on students' learning cannot significantly affect learning motivation. The significance level of family economic situation is 0.483, more significant than 0.05, meaning that family economic situation cannot significantly affect learning motivation. The significance level of parents' cultural level is 0.885, more significant than 0.05, meaning that parents' cultural level cannot significantly affect learning motivation. However, when observing Table 3-8, it can be seen that the coefficient of parents' cultural level on learning motivation is -0.007, which means that there is a negative correlation between parents' cultural level and learning motivation. But, considering prior research and logical reasoning, a negative correlation should not occur. So, what could be the reason for this negative correlation?

First, let's observe the correlation coefficient. In this family-level factor regression analysis, the coefficient of parents' cultural level falls between 0 and -0.01,

very close to 0. This means that the correlation coefficient for the employment situation in society slightly deviates from positive values, likely due to data errors.

In summary, family harmony has a significant positive impact on vocational school students' learning motivation. Among family-level factors, family harmony is the main factor influencing students' learning motivation.



Chapter 5 Conclusion and Recommendation

5.1 Introduction

This paper is a survey and research on the factors influencing vocational school students' learning motivation. The research aims to understand the current learning status of vocational school students and the key factors affecting their learning motivation. Through the survey, it was found that the overall learning motivation of vocational school students is generally low. Through regression analysis, it was determined that emotional and behavioral factors in learning, social atmosphere, teacher professional ethics, and family harmony are key factors influencing the learning motivation of vocational school students.

5.2 Conclusion

5.2.1 Current situation of students' learning motivation at Nanjing Business College.

The students in this college, overall, exhibit disciplined learning behavior, and have created a conducive learning environment with adequate teaching resources. Parents of Nanjing Business College students also pay significant attention to and are concerned about their children's studies. The society provides a favorable social atmosphere for the college, and students have a basic understanding of learning.

In summary, it can be concluded that the society, school, and family all emphasize and pay attention to the learning of vocational school students. They have tried to provide favorable external conditions and a conducive learning atmosphere. Vocational school students in this school exhibit a basic level of awareness and emotions towards learning, with disciplined learning behavior, but their willpower for education is relatively weak. Based on the mean values obtained for learning cognition, emotional aspects, willpower, and learning behavior of vocational school students, it can be inferred that the overall learning motivation of vocational school students in this school is moderate.

5.2.2 Influence factors of college students' study Motivation of Nanjing Business College.

1. Self-factors have a significant impact on students' learning motivation.

Learning emotions and behaviors have a significantly positive impact on the learning motivation of secondary vocational students. Among students with high learning motivation, 87.5% of them indicate that this situation is quite fitting or very fitting. It is evident that for secondary vocational students, the stronger their learning emotions, the higher their learning motivation.

2. Social factors have a significant impact on students' learning motivation.

Regarding societal factors, social norms significantly positively influence the learning motivation of secondary vocational students. Among students with high learning motivation, 87.5% express that this situation is quite fitting or very fitting, meaning that students with high learning motivation generally believe that the current social norms are favorable, creating a conducive societal environment for learning. Among students with moderate learning motivation, 75.9% of them indicate that this

situation is quite fitting or very fitting. In contrast, among students with low learning motivation, 64.3% of them express that this situation is quite right or very fitting. The better the social norms, the higher the learning motivation of secondary vocational students.

3. School factors have a significant impact on students' learning motivation.

Among school-level factors, teacher professional ethics significantly positively influence the learning motivation of secondary vocational students. Among students with high learning motivation, 100% of them express that this situation is quite fitting or very fitting, meaning that students with high learning motivation generally perceive their teachers as having good professional ethics and caring for their students. Among students with moderate learning motivation, 96.3% of them indicate that this situation is quite fitting or very fitting. In contrast, among students with low learning motivation, 71.4% of them express that this situation is quite right or very fitting. The higher the teacher's professional ethics, the higher the learning motivation of secondary vocational students.

4. Family factors have a significant impact on students' learning motivation.

Among family-level factors, family harmony significantly positively influences the learning motivation of secondary vocational students. Among students with high learning motivation, 100% express that this situation is quite fitting or very fitting, meaning that students with high learning motivation can interact harmoniously with their parents, resulting in a harmonious family environment. Among students with moderate learning motivation, 92.6% of them indicate that this situation is quite fitting or very fitting. In contrast, among students with low learning motivation, 64.3% of them express that this situation is quite right or very fitting. The more harmonious the family atmosphere, the higher the learning motivation of secondary vocational students.

It can be seen that the factors influencing the learning motivation of vocational school students come from various aspects, including society, school, family, and individual. Therefore, to improve the learning motivation of vocational school students, efforts should be made collectively by society, schools, families, and individuals. Moreover, enhancing vocational school students' learning motivation is not a quick and immediate process, but requires long-term, purposeful, and planned efforts and persistence.

In the obtained results, the significance level of some factors is more significant than 0.05, meaning that these influencing factors do not have a significant impact on the learning motivation of vocational school students, meaning they are not statistically significant. Therefore, in this paper, the analysis primarily focuses on factors that have a considerable impact (statistical significance). However, it is worth noting that some factors without significant impact have negative correlation coefficients, meaning a negative relationship with learning motivation. According to previous research and logical reasoning, influencing factors should have a positive correlation with learning motivation. Therefore, when observing all the factors with negative correlations, it is found that their correlation coefficients are all between 0 and -0.1, very close to 0. This strongly suggests that this may be a result of data errors.

It is speculated that the reason for this error may be the limitations in the design of questionnaire questions. Due to the limited time available for writing the paper, the questionnaire design was based on previous studies, and further objective validation of students' responses was not conducted, which could have led to some slight deviations in the data results. This is also a direction that the author should continue to work on in the future and provides a hint to future researchers in related fields.

5.3 Recommendation

1.Cultivate the Learning Interest of Vocational School Students and Promote the Development of Learning Emotions.

Since it was found that internal factors such as learning emotions significantly influence the learning motivation of vocational school students, and quantitative items like "interest in specialized knowledge" and "liking for the school and teachers" have a significant impact on vocational school students' learning motivation, it is essential to focus on developing learning emotions in vocational school students to enhance their learning motivation. Based on previous research.

Create scenarios to cultivate vocational school students' interest in learning tourism-related courses. The classroom is the primary means for vocational school students to acquire tourism knowledge, so instructional design should align with the student's existing knowledge while incorporating appropriate learning objectives and progressive exercises. Allow students to learn tourism-related courses in real-life scenarios to stimulate their interest. Additionally, organize fun tourism knowledge quizzes, which can help students deepen their memory and foster interest in learning tourism-related courses.

Choose appropriate teaching methods and tools to stimulate vocational school students' interest in learning tourism-related courses. Utilize modern teaching tools, such as multimedia with sound, images, and videos, to liven up the classroom. Leveraging multimedia, which appeals to students who enjoy watching videos, can increase their interest in learning tourism-related courses.

2.Strengthen Vocational Education Promotion and Create a Positive Social Environment for Vocational School Students.

Since it was found that external factors like social atmosphere significantly influence the learning motivation of vocational school students, creating a positive social atmosphere for vocational school students is essential to enhance their learning motivation. Conduct promotion and education on professional directions and employment prospects. Both before and after students enroll, schools and teachers can provide vocational school students and their parents with information on professional trends and employment prospects. Early promotion and education can boost students' and parents' confidence, motivating vocational school students to learn.

Establish partnerships with enterprises and other schools to provide vocational students with a solid learning platform. Vocational education is employment-oriented, so schools can involve relevant enterprises in education to improve the learning environment and create job opportunities. By harnessing the power of society,

vocational school students can sense the favorable learning environment and atmosphere provided by the nation. Collaborations with enterprises not only allow schools to improve their teaching facilities through corporate resources but also enable experienced employees to provide knowledge and skills relevant to work, ensuring that students acquire essential skills and boosting their learning motivation.

3.Focus on Vocational School Students' Psychological Well-being, Foster Harmonious Teacher-Student Relationships, and Create a Comfortable Learning Environment.

Since it was found that external factors like teacher professional ethics significantly influence the learning motivation of vocational school students, creating a comfortable school environment is crucial to enhancing their learning motivation.

Tailor teaching methods to individual students, respect differences, and build a democratic and harmonious teacher-student relationship. Vocational school students are in their adolescent years, a period of transition and emotional fluctuations. Teachers should not only respect students' differences in learning but also pay attention to changes in their emotions and psychology. Moreover, since many vocational school students live away from home in dormitories, they may experience various emotions, such as homesickness, difficulties getting along with roommates, or challenges in self-care. In such situations, teachers should play a role similar to that of parents or elders, providing timely comfort and guidance, addressing minor emotional issues, and establishing a democratic and harmonious teacher-student relationship to boost students' learning motivation.

Offer psychological health education courses and strengthen the development of a psychological health education team. Surveys have shown that vocational students are prone to psychological problems such as low self-esteem and depression. Schools should prioritize psychological well-being and systematically provide vocational school students with psychological health education courses. Furthermore, schools should invest in developing a qualified team to alleviate students' feelings of inferiority and anxiety, promote self-confidence, help them set goals, overcome psychological barriers, and shape a correct worldview and values.

4.Cultivate a Harmonious Family Atmosphere to Create a Supportive Learning Environment for Vocational School Students.

Since it was found that external factors like family harmony significantly influence the learning motivation of vocational school students, it is essential to foster a harmonious family atmosphere to enhance their learning motivation. Schools and teachers should continuously promote the current national focus and investment in vocational education. Encouraging parents to participate in vocational education, providing them with information on career development, and addressing their concerns can boost parents' confidence in their children's education. Parents should be encouraged to adopt a positive approach to educating their children, respecting them, and providing opportunities for equal communication. Offering encouragement and praise can boost vocational school students' confidence in learning, thereby stimulating their learning motivation.

Parents of vocational school students should strive to create a harmonious family atmosphere. A pleasant and relaxed family atmosphere can make children feel secure, maintain an optimistic outlook, and avoid sensitivity to tension and anxiety. In contrast, a discordant family atmosphere can make children emotionally sensitive and anxious. Therefore, parents of vocational school students should work toward creating a harmonious and pleasant family environment, adjust their mindset, and understand that education is not solely the school's responsibility; family education has a lifelong impact.



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