



**THE FACTORS INFLUENCING COLLEGE STUDENTS'
LEARNING MOTIVATION - A CASE STUDY OF YUNNAN
UNIVERSITY OF FINANCE AND ECONOMICS**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
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This Independent Study Has Been Approved as a Partial Fulfillment of the
Requirements for the Degree of Master of Business Administration

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Title: The Factors Influencing College Students' Learning Motivation - A Case Study of Yunnan University of Finance and Economics

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ABSTRACT

The learning motivation of college students plays a crucial role in their academic success. In recent years, understanding what influences this motivation has become increasingly important, especially in the context of higher education institutions like Yunnan University of Finance and Economics. This research aimed to explore the factors that affect students' learning motivation, helping educators to create better learning environments.

The main objectives of this study were: 1) To identify the factors that influence the learning motivation of students at Yunnan University of Finance and Economics; 2) To explore the effect of these factors on learning motivation; and 3) To provide practical recommendations for improving student motivation based on the findings.

This study used a quantitative method centered on a questionnaire survey featuring closed-ended questions and rating scales. The target population included third-year students at Yunnan University of Finance and Economics, and cluster sampling was employed. All 265 distributed questionnaires were returned, achieving a 100% validity rate.

Conclusion: 1) The factors that affect the learning motivation of students at Yunnan University of Finance and Economics include the pursuit of excellence, the desire to learn, and personal motivation; 2) Students who actively pursue academic excellence and have a strong desire to learn show higher learning motivation, while the higher the level of personal motivation, the stronger the learning motivation; 3) For improving student motivation based on the research results: Motivating students at Yunnan University of Finance and Economics requires fostering a culture of excellence,

designing engaging and relevant curricula, and focusing on understanding each student's individual motivation. Recommendation: To motivate students at Yunnan University of Finance and Economics, it is essential to 1) promote a culture of excellence, 2) create engaging and relevant curricula, and 3) prioritize understanding of individual student motivation. By understanding the dynamics of student motivation, the research provides insights that can help improve academic engagement and success at the university.

Keywords: pursuit of excellence, desire to learn, personal motivation, learning motivation, college student



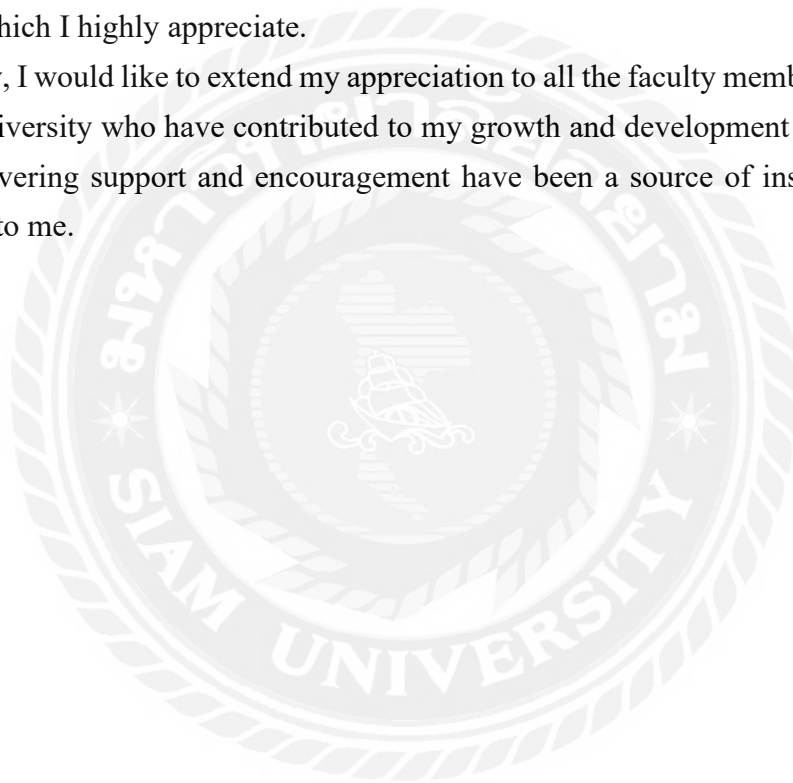
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Mao YaXin



DECLARATION

I, Mao YaXin, hereby declare that this Independent Study entitled “The Factors Influencing College Students' Learning Motivation - A Case Study of Yunnan University of Finance and Economics” is an original work and has never been submitted to any academic institution for a degree.

Mao YaXin

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Oct 30, 2024



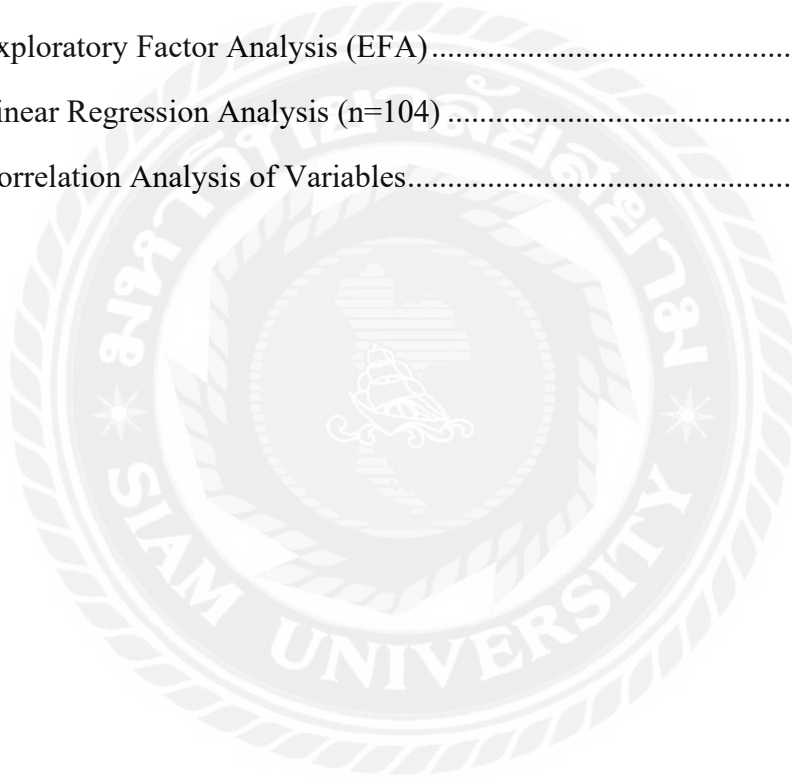
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Chapter 1 Introduction

1.1 Background of the Study

Motivation is a key psychological concept in education. Many researchers have shown that motivation relates to various educational outcomes, such as curiosity, persistence, learning, and performance (Song et al., 2015). It energized and directs behavior toward goals (Eggen & Kauchak, 1994), making it essential for successful performance. A complete definition of motivation should include its connection to behavior, attitudes, learning, and choices, even though many simple definitions exist. For example, Reeve (1996) defined motivation as "the internal processes that give behavior its energy and direction." This aligns with Beck's (1990) definition that motivation concerns the factors influencing choice, persistence, and the energy of goal-oriented behavior.

Understanding why some students are motivated to achieve educational goals while others are not is crucial for fostering academic success. It is essential for educators and parents to identify the factors that lead to high levels of motivation. By doing so, they can better support students in their educational journeys and help them overcome barriers to learning. Conversely, recognizing the factors that contribute to low motivation is equally important. This awareness allows educators to create interventions that can prevent disengagement and enhance student performance. Despite the importance of this topic, little is scientifically known about what directly influences students' motivation. Research suggested that students may feel unmotivated when they do not perceive a clear connection between their actions and the outcomes they achieve (Waugh, 2002). When students feel that their efforts do not lead to meaningful results, they may start to doubt the effectiveness of their work. This feeling can lead them to question the purpose of their education altogether. If they believe that their success is controlled by external factors, such as luck or the difficulty of the subject, they may feel helpless and eventually withdraw from academic activities. In real educational settings, it seems unlikely that students encounter uncontrollable events similar to those seen in animal studies of learned helplessness. While there are certainly challenges in education, students often have some degree of control over their efforts and outcomes. However, it remains unclear how various types of stress—whether

academic, social, or personal—affect students who have different levels of motivation. It has been suggested that individuals interact with their environment to feel competent and achieve personal accomplishments (Marler et al., 2024). Therefore, motivation for achievement was seen as the psychological activity that brings pleasure and satisfaction from accomplishing something (Waugh, 2002). Students who go beyond what is required tend to have higher motivation to achieve, seeking pleasure and a sense of competence. In contrast, students who do not meet requirements may show lower motivation for accomplishment. We hypothesize that the ease or difficulty of tasks influences motivation among college students with different levels of academic drive. Understanding students' learning motivation is vital for their academic success, especially at institutions like Yunnan University of Finance and Economics. This research aims to explore the factors affecting students' learning motivation, helping educators create better learning environments. By examining these factors, this study hope to gain insights into how motivation operates in a college setting. This understanding can inform the development of strategies to enhance motivation, ensuring that all students have the opportunity to succeed academically. In doing so, this study can contribute valuable knowledge to the field of educational psychology and help educators create more effective and supportive learning environments.

1.2 Questions of the Study

1. What are the factors that influence the learning motivation of students at Yunnan University of Finance and Economics?
2. Do these factors affect the learning motivation?
3. What practical recommendations can be made to improve student motivation based on the findings?

1.3 Objectives of the Study

The main objectives of this study are:

1. To identify the factors that influence the learning motivation of students at Yunnan University of Finance and Economics.

2. To explore the effect of these factors on learning motivation.

3. To provide practical recommendations for improving student motivation based on the findings.

1.4 Scope of the Study

This study focused on the learning motivation of students at Yunnan University of Finance and Economics. The primary aim was to identify the key factors influencing their motivation levels and to analyze the interactions among these factors. The research employed a quantitative approach through a questionnaire survey, utilizing closed-ended questions and rating scales to gather data. This study primarily used the achievement goal theory to examine the factors influencing learning motivation of college students. A thorough literature review was conducted, incorporating approximately 30 relevant sources published between 2010 and 2023.

The survey was conducted during the academic year 2024. The target population for this research consisted of third-year students enrolled in finance programs at Yunnan University of Finance and Economics. To facilitate the organization and execution of the survey, a cluster sampling method was employed, focusing on groups of students rather than individuals. A total of 265 questionnaires were distributed, and 265 responses were collected, achieving a 100% response rate. The findings were contextualized within the academic environment of Yunnan University of Finance and Economics, aiming to provide relevant recommendations for improving student motivation in this specific setting.

1.5 Significance of the Study

1.5.1 Theoretical Significance

The theoretical significance of this study lies in its contribution to the understanding of learning motivation within the context of higher education, particularly in China. By identifying and analyzing the specific factors that influence college students' motivation, this research enhances existing theories in educational psychology. It will provide empirical evidence that supports or challenges current models of motivation, such as Achievement Goal Theory. Furthermore, the study helps

to fill a notable gap in the literature regarding the unique cultural, social, and educational factors that affect motivation in Chinese universities. This understanding can inform future research and lead to the development of more culturally relevant frameworks for studying motivation in diverse educational settings.

1.5.2 Practical Significance

The practical significance of this study is multifaceted. Firstly, the findings offer actionable recommendations for educators and administrators at Yunnan University of Finance and Economics and similar institutions. By understanding the factors that influence student motivation, educators can implement targeted strategies to enhance learning environments, thereby increasing student engagement and academic performance. Secondly, this research can serve as a guide for policy-making in higher education, helping institutions to develop programs and initiatives that support student motivation and retention. Finally, by promoting a better understanding of motivation among students themselves, this study can empower them to take charge of their learning processes, ultimately leading to improved educational outcomes. This study is significant because it addresses the gap in research regarding college students' learning motivation in China. By focusing on Yunnan University of Finance and Economics, the findings could provide insights that can be applied to other universities in similar contexts. Improving understanding of learning motivation can lead to enhanced teaching methods, better student engagement, and ultimately, higher academic achievement.

1.6 Definition of Key Terms

Motivation: Motivation is the internal process that energizes, directs, and maintains individual behavior. In a school setting, students need motivation to achieve academic success. The main purpose of motivation in education is to create interest in learning, shape academic behavior, adopt a proactive approach to achieve goals, and learn from others. In this study, motivation to achieve is defined as a response to academic tasks that is influenced by three main factors: (a) Pursuit of Excellence, which includes standards, goals, tasks, effort, values, and abilities; (b) Desire to Learn, which involves interest, learning from others, and taking responsibility for one's own learning; and (c) Personal Incentives, which refer to external, internal, and social rewards.

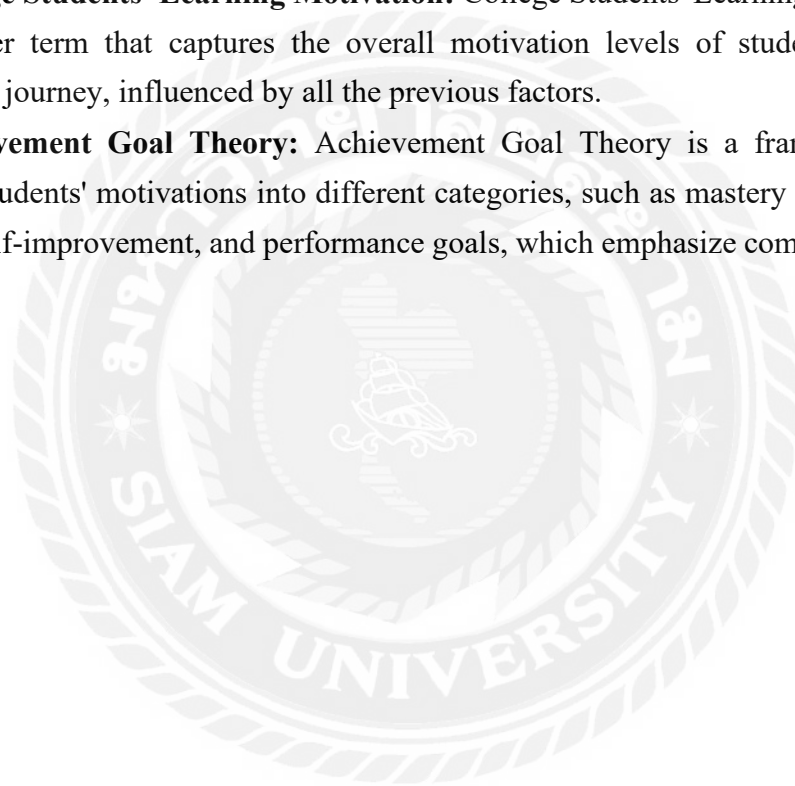
Pursuit of Excellence: Pursuit of Excellence refers to the drive students have to achieve high standards and reach their academic goals. This pursuit often leads them to set ambitious targets and strive for continuous improvement.

The Desire to Learn: Desire to Learn is the intrinsic motivation that fuels students' interest in gaining knowledge and skills. It includes their curiosity and willingness to engage with the material, which can significantly impact their academic performance.

Personal Motivation: Personal Motivation encompasses the various incentives that encourage students to learn, including external rewards like grades and praise, internal rewards such as personal satisfaction, and social rewards from peers and teachers.

College Students' Learning Motivation: College Students' Learning Motivation is a broader term that captures the overall motivation levels of students in their educational journey, influenced by all the previous factors.

Achievement Goal Theory: Achievement Goal Theory is a framework that classifies students' motivations into different categories, such as mastery goals, which focus on self-improvement, and performance goals, which emphasize comparison with others.



Chapter 2 Literature Review

This chapter provides an overview of key factors influencing learning motivation of college students, particularly at Yunnan University of Finance and Economics. It begins with the pursuit of excellence, which examines students' drive for high standards and achievement. Next, desire to learn focuses on intrinsic interests and responsibilities in education. The concept of personal motivation explores external, internal, and social rewards that influence engagement. Additionally, the achievement goal theory is introduced to contextualize these factors within established psychological frameworks. Finally, an overview of Yunnan University of Finance and Economics highlights the institution's unique environment and challenges affecting student motivation. By exploring these factors, this study aimed to offer insights into enhancing learning motivation, ultimately contributing to better academic outcomes for students.

2.1 Motivation

Motivation is an internal process that energizes, guides, and sustains a person's behavior. In a school environment, students need motivation to succeed academically (Phillips et al., 2015). The primary goal of motivation in education is to foster interest in learning, influence academic behavior, encourage a proactive attitude toward achieving goals, and facilitate learning from peers.

A pivotal study by Alt (2016) investigated the connections between academic motivation, fear of missing out (FoMO), and social media engagement, revealing that students who are more engaged with social media tend to experience varying levels of academic motivation. This highlights the dual role of social media as both a distraction and a potential source of motivation. Further exploring the importance of academic motivation, Dogan (2015) examined how student engagement and academic self-efficacy serve as predictors of academic performance. The findings indicate that higher levels of motivation lead to increased engagement and better academic outcomes, suggesting that fostering motivation can have a direct impact on student success. Guay et al. (2015) contributed to the understanding of academic motivation through the application of exploratory structural equation modeling. Their study evaluates the Academic Motivation Scale among thousands of students, offering insights into the underlying factors that influence motivation levels and suggesting that tailored

assessments can provide more accurate measures of student motivation. Moschetti and Hudley (2015) focused specifically on first-generation community college students, exploring the role of social capital in their academic motivation. Their results indicate that social support significantly impacts motivation, highlighting the importance of community and familial encouragement in fostering academic success among disadvantaged groups. Gnamb and Hanfstingl (2016) investigated the decline of academic motivation during adolescence, linking it to the satisfaction of basic psychological needs. Their longitudinal study illustrates how unmet needs can lead to decreased intrinsic motivation, emphasizing the importance of addressing psychological well-being in educational settings. Understanding students' motivation is essential for enhancing academic achievement, and recent research has explored various dimensions of this critical factor. Gillet et al. (2017) contributed to the discourse by examining the stability and change of students' motivation profiles through latent transition analysis. Their research identifies various academic motivation profiles among university students, providing insights into how intrinsic motivation, as posited by Self-Determination Theory (SDT), influences students' engagement and persistence in their studies.

Building on this foundation, Jones et al. (2019) validated the MUSIC Model of Academic Motivation Inventory, demonstrating its effectiveness with veterinary medicine students. This model provides a framework for understanding motivation in academic settings, reinforcing the idea that tailored motivational strategies can enhance student engagement and learning outcomes. Steinmayr et al. (2019) emphasized the significant link between motivation and academic success from a social cognitive perspective. Their study replicates and extends previous findings, highlighting that students' motivation is not only crucial for their individual performance but also plays a role in shaping their overall educational experiences.

In a different approach, Alt (2016) investigated the relationship between college students' pre-entry factors, self-efficacy, and motivation for learning within contemporary constructivist practices. This study underscores the importance of pre-existing conditions, such as students' beliefs in their abilities, which can significantly impact their motivation and engagement in learning environments that emphasize active participation and collaboration. Jiang et al. (2018) used an expectancy-value-cost framework to analyze how different variables affect adolescent students' academic motivation and achievement. Their findings reveal that as students' progress through

their education, motivational levels often decline, underscoring the need for targeted interventions during critical transitional periods. Koenka et al. (2021) conducted a meta-analysis on the effects of grades and feedback on academic motivation, finding that written feedback can enhance motivation more effectively than grades alone. This suggests that educators should prioritize constructive feedback to foster a motivating learning environment. The impact of external circumstances on academic motivation has also been studied in the context of the COVID-19 pandemic. Marler et al. (2024) found that students who maintain their academic motivation during challenging times are better able to navigate social connections and psychological challenges. Their research emphasizes the need for institutions to implement supportive measures that can help sustain motivation in the face of adversity.

Together, these studies provide a comprehensive overview of the factors influencing academic motivation among college students. They highlight the complex interplay between internal desires, external influences, and situational contexts, offering valuable insights for educators aiming to enhance student motivation and academic performance. The findings underscore the need for continued research and the implementation of targeted strategies to support students in their academic journeys. By understanding these three factors: pursuit of excellence, desire to learn, and personal motivation, and this study aims to explore how they interact to shape students' motivation and ultimately affect their academic success. This insight can help educators create better learning environments that foster motivation and encourage students to achieve their academic goals. This study define motivation to achieve as a response to academic tasks influenced by three main factors.

2.2 Pursuit of Excellence

Pursuit of excellence includes various elements such as standards, goals, tasks, effort, values, and abilities. This factor emphasizes the importance of aiming for high standards and setting clear goals, which can drive students to put in more effort and strive for success (Karaman et al., 2018). Recent studies have increasingly examined the role of perfectionism and the pursuit of excellence in academic settings, providing nuanced insights into how these traits influence learning outcomes (Watt et al., 2019). Osenk et al. (2020) conducted a meta-analytic review that distinguishes between pursuing excellence and pursuing perfection. Their findings indicate that while a

healthy pursuit of excellence can positively correlate with academic achievement, perfectionism often leads to negative outcomes such as anxiety and burnout. This suggests that fostering a mindset focused on excellence rather than perfection can enhance successful learning experiences.

In the realm of teaching, Matheson (2020) explored the motivations and practices of educators recognized as inspirational by their students. The study reveals that these teachers embody a commitment to excellence that not only reflects their personal values but also significantly enhances student engagement and motivation. The insights gathered from this research highlight the impact of teaching quality on students' academic success and reinforce the idea that pursuit of excellence in teaching is vital for creating effective learning environments.

Further examining the motivations within the educational framework, Orazbayeva et al. (2020) focused on university-business cooperation, providing a motivation-based perspective, and underscores the importance of understanding the different motivations driving academics in education, suggesting that these motivations can significantly impact collaboration and ultimately contribute to better educational outcomes. Sakineh and Ali (2020) investigated the interplay between classroom climate, teacher-student interaction, and academic motivation in predicting students' academic achievement, this study finds a significant positive relationship between a supportive classroom environment and enhanced academic motivation, suggesting that nurturing positive interactions between teachers and students is essential for fostering a conducive learning atmosphere.

Together, these studies highlight the complexity of motivation and excellence in educational settings. They illustrate that while striving for excellence can lead to successful learning, it is crucial to differentiate this from perfectionism, which can be detrimental. The research also emphasizes the importance of quality teaching and supportive classroom environments in enhancing academic motivation and achievement.

2.3 Desire to Learn

The desire to learn highlights the significance of having genuine interest in the subjects being studied. This includes learning from others, whether they are classmates

or teachers, and taking personal responsibility for one's own education. Students who have a strong desire to learn are more likely to engage actively in their studies and seek out knowledge beyond what is required. The role of motivation in the learning process is a critical area of research, particularly as educational technologies evolve. Khan et al. (2019) explored the impact of an augmented reality application on the learning motivation of undergraduate health science students. Their study highlights that motivation is fundamentally linked to a student's desire to engage actively in their learning environment. By integrating augmented reality, the researchers found that students exhibited increased motivation, suggesting that innovative technologies can create immersive experiences that enhance educational engagement. Puspitarini and Hanif (2019) further supported the idea that engagement is crucial for motivation, particularly in elementary education. Their research emphasizes the use of learning media to boost student motivation. They argue that motivation stemming from within the student, such as the desire to acquire knowledge and achieve learning goals, plays a vital role in their academic success. This aligns with the findings of Khan et al. (2019) which reinforced the notion that effective teaching tools can foster intrinsic motivation by making learning more accessible and enjoyable.

In a different context, Seemiller and Grace (2017) addressed the characteristics of Generation Z students, noting their unique desires for learning that align with modern technological trends. Their findings show that today's students are inclined towards multimedia content, such as videos, which enhances their learning experiences and engagement. This reflects a shift in educational approaches, emphasizing the need for educators to adapt to the preferences of the new generation to maintain motivation. Tekkol and Demirel (2018) examined self-directed learning skills among undergraduate students, finding a strong correlation between high motivation levels and the ability to engage in self-directed learning. Their research suggests that students who take initiative in their learning processes tend to be more motivated. This implies that fostering self-directed learning can be a powerful strategy to boost overall student motivation. Yudha and Mandasari (2021) analyzed game usage among senior high school students and its effect on vocabulary mastery in English. They note that students' motivation to learn is often hindered by factors like shyness and a lack of confidence. Their findings indicate that gamification can mitigate these issues by creating a more inviting and less intimidating learning atmosphere. This suggests that leveraging interactive and engaging methods can significantly enhance students' desire to learn, echoing the sentiments expressed in the previous studies.

Collectively, these studies illustrate the multifaceted nature of student motivation in various educational settings. They highlight the importance of integrating technology and interactive learning methods to foster engagement and motivation. Understanding these dynamics can empower educators to design effective learning environments that cater to the needs and preferences of their students, ultimately leading to improved academic outcomes.

2.4 Personal Motivation

Personal motivation refer to the different types of rewards that motivate students. These can be external rewards, like grades and praise; internal rewards, such as personal satisfaction and enjoyment from learning; and social rewards, which come from recognition and support from peers and teachers. The exploration of motivation among students, particularly in higher education, is a vital area of research that informs teaching practices and student support systems. This review synthesizes findings from several studies, highlighting key aspects of motivation across different educational contexts.

Castelló et al. (2017) investigated why doctoral students consider dropping out of their programs. Their study identifies both institutional and personal factors affecting motivation, suggesting that understanding these motives is crucial for developing effective retention strategies. Saeid and Eslaminejad (2017) addressed the relationship between self-directed learning readiness and academic motivation. Their findings indicate that students who are better prepared for self-directed learning exhibit higher levels of academic self-efficacy and motivation. This suggests that fostering self-directed learning skills can be an effective strategy to enhance overall student motivation. Tokan and Imakulata (2019) examined the interplay between motivation and learning behavior, concluding that various psychological factors drive students to achieve academically. Their study emphasizes the complex nature of motivation, which encompasses encouragement, personal needs, and the pressure to perform. This multifaceted view helps educators understand the diverse motivations behind student engagement. Alioon and Delialioğlu (2019) explored the effects of mobile learning activities on student engagement and motivation. Their research highlights the importance of authentic learning experiences, which can significantly enhance student

motivation by providing relevant and personal inquiry opportunities. This aligns with the idea that practical applications of learning enhance engagement and motivation.

Lynch and Salikhova (2018) investigated the internal motivation of doctoral students, emphasizing the role of personal relationships in fostering scholarly engagement. Their research indicates that strong connections with peers and mentors significantly enhance doctoral students' motivation, suggesting that a supportive environment is crucial for maintaining academic drive at advanced levels. In a study by Khan et al. (2019), the use of augmented reality applications is shown to positively impact students' learning motivation. The researchers found that integrating immersive technologies can effectively engage students, increasing their interest and participation in the learning process. This underscores the potential of innovative tools in creating motivating learning experiences. Alamri et al. (2020) focused on personalized learning in online higher education, demonstrating that allowing students to set personal goals significantly enhances intrinsic motivation. Their findings suggest that when students are given autonomy in their learning journeys, they are more likely to engage actively and meet their objectives, highlighting the importance of self-determination in educational settings.

These studies collectively highlight the intricate relationship between various motivational factors and student engagement in higher education. They underscore the importance of supportive environments, innovative teaching methods, personalized learning, and the development of self-directed learning skills. By understanding these dynamics, educators can create more effective and motivating educational experiences that cater to the diverse needs of students.

2.5 College Students' Learning Motivation

Understanding motivation in learning is crucial for enhancing academic achievement, and recent studies have provided valuable insights into the factors influencing students' motivation. Filgona et al. (2020) emphasized that motivating learners to engage with their studies involves understanding the intrinsic and extrinsic factors that drive their desire to learn. They identify basic elements affecting general academic motivation, suggesting that a comprehensive approach to understanding these factors can lead to more effective teaching strategies that encourage student engagement.

In a related study, Jiang et al. (2018) adopt an expectancy-value-cost framework to predict adolescent students' academic motivation and achievement, particularly in mathematics. Their research highlights how students' beliefs about the value of a task, alongside their expectations of success and perceived costs, significantly influence their motivation levels. By analyzing two separate datasets, the authors demonstrate that this framework can effectively predict students' academic outcomes, reinforcing the importance of fostering positive motivational beliefs in educational settings. Steinmayr et al. (2019) replicated and extend previous findings on the significance of students' motivation for academic success. They explore various motivational constructs and their relative importance in predicting students' achievements. Their results confirm that motivational beliefs play a crucial role in shaping academic performance, indicating that interventions aimed at enhancing motivation can have a substantial impact on student success.

Further contributing to the discourse on motivation, Pranawengtias (2022) examined undergraduate students' motivation in English language learning at Universitas Teknokrat Indonesia. The study finds that motivation is a significant predictor of students' success in language acquisition, with extrinsic motivation factors, such as grades and recognition, playing a pivotal role. This suggests that while intrinsic motivation is essential, external rewards also significantly influence students' learning experiences and outcomes.

Together, these studies underscore the multifaceted nature of academic motivation. They reveal that both intrinsic and extrinsic factors are critical for enhancing students' engagement and performance. Understanding these dynamics can empower educators to design more effective interventions that address the diverse motivational needs of students. Overall, fostering a supportive learning environment that nurtures students' motivations can lead to improved academic achievements across various educational contexts.

2.6 Achievement Goal Theory

The Achievement Goal Theory is a psychological framework that explains how students' goals influence their learning behaviors and academic outcomes. It identifies two main types of goals: mastery goals and performance goals. Mastery goals focus on

learning and self-improvement, where students aim to understand the material and develop their skills. In contrast, performance goals are about demonstrating ability compared to others, with students seeking to achieve high grades or recognition. This theory is significant because it helps educators understand how different goal orientations can affect students' motivation, engagement, and overall academic success. Seaton et al. (2017) provided a nuanced view by juxtaposing academic self-concept and achievement goal orientations in mathematics. Their research indicates that motivated students often hold multiple achievement goals simultaneously, suggesting that a dual focus on mastery and performance can coexist and contribute to enhanced academic outcomes. Similarly, Jenő et al. (2017) explored the effects of mobile applications on student motivation and achievement from a Self-Determination Theory perspective, indicating the potential of technology to support goal-oriented learning. Clements and Kamau (2018) built on this by examining how goal-setting theory and the job demands-resources model can explain students' motivation towards proactive career behaviors. Their cross-sectional study illustrates the multifaceted nature of student motivation, linking personal goals with broader academic and career aspirations.

Steinmayr et al. (2019) replicated and extend previous findings on the importance of motivation for academic achievement. Their work incorporates traditional personality models into the analysis of achievement goals, reinforcing the relevance of AGT in educational psychology. Urdan and Kaplan (2020) discuss the origins and development of AGT, emphasizing its role in understanding how students frame their achievement goals. They created self-report questionnaires to measure goal orientations, highlighting the need for comprehensive assessments of students' self-perceptions in academic contexts. Bardach et al. (2020) further analyzed AGT through a meta-analysis, exploring the relationship between goal structures and personal achievement goals. Their findings support the theory's core premise that students adopt various goal orientations, which influence their academic performance and motivation. This connection is critical, as it underscores the importance of recognizing how different goal structures can either enhance or hinder student motivation. Anderman (2020) addressed the balance between precision and utility in achievement motivation theory, discussing how certain goal orientations, such as performance goals, may correlate inversely with effort. This insight is vital for educators as it informs strategies for fostering a more effective learning environment.

In conclusion, the literature collectively illustrates that the Achievement Goal Theory remains a crucial framework for understanding student motivation. By examining various factors—from personal goals to external influences—educators can better tailor their approaches to enhance students' academic experiences and outcomes. The ongoing evolution of AGT suggests that future research will continue to refine our understanding of these complex motivational dynamics.

2.7 Overview of Yunnan University of Finance and Economics

Yunnan University of Finance and Economics, which was established in 1951 as the Yunnan Provincial Finance Cadre School, has a rich history. In 1979, it started offering a college program in finance and trade, admitting students for associate degrees. By 1981, it became Yunnan College of Finance and Trade, beginning full-time undergraduate education. In 1998, it merged with Yunnan Economic Management Cadre College, and in 1995, the Yunnan provincial government designated it as a key provincial university. In 2006, it was renamed Yunnan University of Finance and Economics. By 2013, the university had gained the authority to offer doctoral degrees, and in 2014, it established its first postdoctoral research station.

The university is located in Kunming, Yunnan Province, and has two campuses: Longquan Road Campus and Anning Campus. It covers over 2,100 acres and currently has more than 34,000 full-time students, with undergraduates making up 86.7% of the student body. After over 70 years of development, the university has built a multi-level talent cultivation system that connects undergraduate, master's, and doctoral education, while also offering programs for international students and continuing education. The university focuses mainly on economics and management, but it also develops disciplines such as law, literature, science, engineering, and arts.

Currently, the university employs 2,144 staff members, including over 1,400 full-time teachers. Among them, there are 682 with senior titles, including 210 professors and 410 associate professors. The faculty includes three specially appointed Changjiang Scholars from the Ministry of Education, four experts from the National “Hundred Thousand Talents Project,” and three experts recognized for their outstanding contributions. Additionally, five experts enjoy special allowances from the State Council, and there are also cultural figures and other high-level talents involved in various programs, totaling nearly 200 distinguished professionals in Yunnan Province.

2.8 Conceptual Framework

This study aimed to explore the relationship between factors influencing the learning motivation of college students at Yunnan University of Finance and Economics. The conceptual framework of the relationship is shown in Figure 2.1

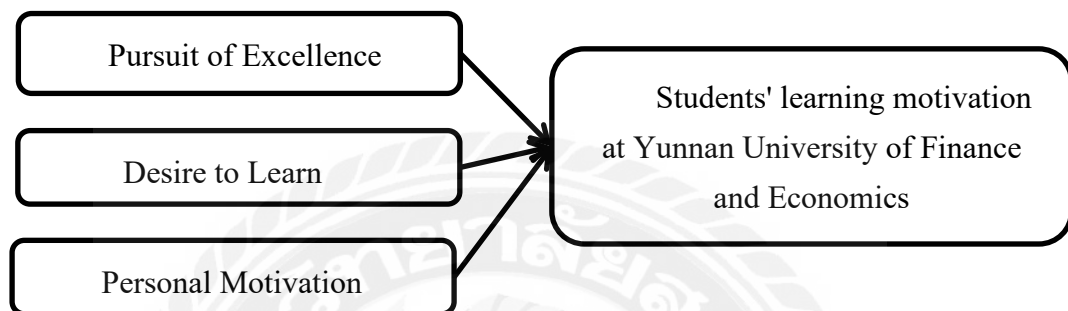


Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Research Design

This study employed the quantitative research approach, specifically focusing on a questionnaire survey with closed questions and rating scales. This method allows for the systematic collection of numerical data to analyze the factors influencing college students' learning motivation.

After data collection, SPSS was used to conduct various statistical analyses, including descriptive statistics, reliability analysis, and correlation assessments. The results obtained from SPSS enabled the researcher to draw meaningful conclusions about the factors affecting learning motivation at Yunnan University of Finance and Economics.

3.2 Population and Sample

The population for this study consisted of students at Yunnan University of Finance and Economics. The survey was conducted in the academic year 2023, targeting approximately 300 students enrolled in finance programs. A total of 265 questionnaires were collected, representing a substantial sample size for this study.

The sampling method used is cluster sampling. This involved selecting groups of students rather than individual students from the overall population. By doing so, the study simplified the organization and execution of the survey, ensuring that the selected units are concentrated and manageable.

3.3 Hypothesis

H1. The pursuit of excellence has a positive effect on learning motivation.

H2. The desire to learn has a positive effect on learning motivation.

H3. The personal motivation has a positive effect on learning motivation.

3.4 Research Instrument

The research instrument used in this study is a structured questionnaire designed to measure various factors influencing learning motivation of students at Yunnan University of Finance and Economics. A five-point Likert scale is used for respondents to rate their agreement with various statements related to learning motivation. The five-point scale ranges from "Strongly Disagree" to "Strongly Agree," allowing for nuanced responses that reflect the participants' attitudes and feelings. This method facilitates the collection of quantitative data, which can be statistically analyzed to identify trends and relationships among the variables.

This questionnaire has two parts. Part 1 of the questionnaire focuses on gathering personal information from respondents with three key questions:

Table 3.1 Questionnaire Design- Part 1: Personal Information

Part 1: Personal Information	
1. Gender:	<input type="checkbox"/> Male
	<input type="checkbox"/> Female
2. GPA (Grade Point Average):	<input type="checkbox"/> Below 2.0
	<input type="checkbox"/> 2.0-3.0
	<input type="checkbox"/> Above 3.0
3. How many hours do you study per week?	<input type="checkbox"/> Less than 5 hours
	<input type="checkbox"/> 5-10 hours
	<input type="checkbox"/> 11-15 hours
	<input type="checkbox"/> More than 15 hours

Part 2 is Survey on Learning Motivation. The questionnaire includes four main variables: Pursuit of Excellence, Desire to Learn, Personal Motivation, and College Students' Learning Motivation. Each variable is assessed through a series of eight statements, allowing respondents to express their level of agreement using a Likert scale (e.g., 1 = Strongly Disagree to 5 = Strongly Agree).

Table 3.2 Questionnaire Design- Part 2: Survey on Learning Motivation

Variable	Measurement items	NO.
Pursuit of Excellence	I consistently strive to achieve the highest grades in my courses.	Q1
	I set ambitious academic goals for myself each semester.	Q2
	I often challenge myself to exceed the expectations set by my instructors.	Q3
	I seek out opportunities for academic recognition, such as honors or awards.	Q4
	I believe that my efforts to excel academically will benefit my future career.	Q5
	I actively look for ways to improve my skills and knowledge in my field.	Q6
	I take the initiative to participate in projects that require high performance.	Q7
	I am willing to put in extra time to ensure I perform excellently in my studies.	Q8
Desire to Learn	I feel excited about gaining new knowledge in my area of study.	Q9
	I often seek out additional resources to learn more about topics that interest me.	Q10
	I enjoy attending lectures or workshops outside of my required courses.	Q11
	I am curious about how different subjects relate to one another.	Q12
	I actively participate in discussions that deepen my understanding of the material.	Q13
	I find myself exploring topics related to my field even when it is not assigned.	Q14
	I believe that learning is a lifelong journey that I want to pursue.	Q15
	I often engage in self-directed learning activities to satisfy my curiosity.	Q16
Personal Motivation	I am driven by my personal goals to succeed academically.	Q17
	I feel responsible for my own learning and take it seriously.	Q18
	I am motivated to study by my interests in the subjects I choose.	Q19
	I believe that my hard work will lead to success in my future career.	Q20
	I often reflect on my achievements to stay motivated in my studies.	Q21
	I find that my passion for learning enhances my motivation.	Q22
	I set personal benchmarks for success that motivate me to perform better.	Q23

	I am committed to overcoming challenges in my academic journey.	Q24
College Students' Learning Motivation	I am enthusiastic about participating in my academic classes.	Q25
	I feel motivated to complete assignments on time.	Q26
	I often find myself wanting to study more than required.	Q27
	I believe that my motivation influences my academic performance positively.	Q28
	I engage actively with my peers during group study sessions.	Q29
	I feel inspired to learn more when I see my classmates succeed.	Q30
	I use feedback from instructors to motivate myself to improve.	Q31

The use of a quantitative research instrument, specifically a closed-question survey, enables the collection of numerical data that can be statistically analyzed. This approach ensures clarity and consistency in responses, facilitating comparisons and correlations among the variables.

3.5 Data Collection

Data collection tested over a two-week period in September 2024. The questionnaire was distributed online through a university platform to ensure accessibility for all students. Respondents were asked to complete the survey at their convenience. Out of the 265 questionnaires distributed, all were returned. This high return rate indicates strong engagement from the participants.

3.6 Data Analysis

Data analysis involves statistical methods to interpret the responses gathered from the questionnaires. Descriptive statistics provide an overview of the data, while inferential statistics are used to test the hypotheses related to the factors influencing learning motivation. The results help determine the significance of each factor: pursuit of excellence, desire to learn, and personal motivation.

3.7 Reliability and Validity Analysis of the Scale

This study used a structured questionnaire to assess the variables related to learning motivation of college students at Yunnan University of Finance and

Economics. The scale included items measuring the pursuit of excellence, desire to learn, personal motivation, and overall learning motivation. To ensure the credibility of our findings, this study conducted reliability and validity analyses.

To measure the reliability of the scale, this study employed Cronbach's alpha, a commonly used statistic for assessing internal consistency. The following results were obtained for each subscale:

Table 3.3 Reliability Analysis

Variable	Number of Items	Cronbach's Alpha	Interpretation
Pursuit of Excellence	8	0.87	High internal consistency
Desire to Learn	8	0.85	High internal consistency
Personal Motivation	8	0.9	High internal consistency
Learning Motivation	8	0.88	High internal consistency

These values indicate a high level of internal consistency across all scales, as a Cronbach's alpha of 0.70 or above is generally considered acceptable. The results demonstrate that the items within each subscale reliably measure the intended constructs.

The questionnaire developed for this study requires a validity analysis, which is a crucial aspect of empirical research. This analysis primarily employs the KMO and Bartlett tests to assess validity.

Table 3.4 KMO and Bartlett's Test

Kaiser-Meyer-Olkin metric		.877
Approximate chi square		5016.214
The sphericity test of the Bartlett	Bartlett's sphericity test	513
	df	
	Sig.	.000

As shown in Table 3.4, the KMO value is 0.877, falling within the 0.8 range, which suggests that the data is appropriate for information extraction. Thus, we can conclude that the questionnaire demonstrates strong content validity.



Chapter 4 Findings and Discussion

4.1 Findings

4.1.1 Demographic Characteristics of Respondents

Firstly, a descriptive analysis of the sample is needed for the respondents in this study. The overview of descriptive statistical analysis is shown in Table 4.1.

Table 4.1 Descriptive Statistical Analysis

Variable	N	Minimum	Maximum	Mean	Standard Deviation	Variance
ID	265	1	702	276.41	165.855	27507.851
Gender	265	1	2	1.58	0.494	0.244
GPA	265	18	82	37.44	13.202	174.306
Valid Cases	265					

These descriptive statistics provide a snapshot of the demographic and academic characteristics of the participants. The diversity in ID and GPA suggests a varied group of students, while the gender distribution may require further exploration to understand its implications on learning motivation. The wide range of GPA indicates that interventions to enhance motivation could benefit from being tailored to accommodate different academic levels.

Below is Table 4.2 summarizing the personal information based on a sample size of 265 participants, along with the corresponding percentages.

Table 4.2 Descriptive Statistical Analysis of Respondents

Question	Category	Frequency	Percentage (%)
1. Gender	Male	110	41.50%
	Female	155	58.50%

2. GPA (Grade Point Average)	Below 2.0	30	11.30%
	2.0-3.0	95	35.80%
	Above 3.0	140	52.90%
3. Study Hours per Week	Less than 5 hours	40	15.10%
	5-10 hours	100	37.70%
	11-15 hours	60	22.60%
	More than 15 hours	65	24.50%

Table 4.2 shows the descriptive statistics which provide valuable insights into the personal characteristics of the respondents. The predominance of female students and the high GPA averages suggest a motivated cohort. The variability in study hours further emphasizes the diversity in study habits, which could impact overall learning motivation and academic performance. Understanding these factors can inform targeted interventions to enhance student motivation and success.

4.1.2 Exploratory Factor Analysis (EFA)

This study employed exploratory factor analysis (EFA) to assess construct validity. The following results were obtained:

Table 4.3 Exploratory Factor Analysis (EFA)

Variable	Factor Loadings Range	CFI	RMSEA
Pursuit of Excellence	0.72 to 0.86	0.93	0.05
Desire to Learn	0.70 to 0.84		
Personal Motivation	0.75 to 0.91		
Learning Motivation	0.73 to 0.87		

All items demonstrated strong loadings on their respective factors, confirming that each scale effectively measures the intended construct. Additionally, a confirmatory factor analysis (CFA) yielded a good fit for the model (CFI = 0.93, RMSEA = 0.05), further supporting the construct validity of the scale.

4.1.3 Regression Analysis

Table 4.4 Linear Regression Analysis (n=104)

	Non-standardized coefficients		Standardization coefficient	t	p	Collinearity diagnostics	
	B	Standard Error	Beta			VIF	Tolerance
Constant	1.673	0.421	-	3.976	0.000**	-	-
Pursuit of Excellence	0.494	0.112	0.439	4.332	0.000**	2.092	0.48
Desire to Learn	0.203	0.084	0.233	2.435	0.017*	1.863	0.536
Personal Motivation	0.189	0.112	0.166	1.711	0.09	1.951	0.511
Learning Motivation				0.387			
R ²				0.371			
Adjust R ²				0.317			
F				F (11,112)=6.951,p=0.000			
D-W				2.056			
Independent variable: Learning Motivation							
* p<0.05 ** p<0.01							

The regression analysis demonstrates that pursuit of excellence and desire to learn are significant predictors of learning motivation, while personal motivation shows a potential influence that may warrant further investigation. The model's statistical significance and fit suggest that these factors are essential considerations in understanding and enhancing student motivation.

4.1.4 Correlation Analysis

As shown in Table 4.5, this study conducted correlation analysis among various variables and found that there is a correlation between them.

Table 4.5 Correlation Analysis of Variables

	Pursuit of Excellence	Desire to Learn	Personal Motivation	Learning Motivation
Pursuit of Excellence	1			
Desire to Learn	0.46**	1		
Personal Motivation	0.63**	0.49**	1	
Learning Motivation	0.64**	0.53**	0.51**	1

Note 2: * $p < 0.05$, ** $p < 0.01$.

The correlation analysis presented in Table 4.5 examines the relationships between the variables of pursuit of excellence, desire to learn, personal motivation, and learning motivation.

Pursuit of Excellence: There is a strong positive correlation between pursuit of excellence and learning motivation ($r = 0.64$, $p < 0.01$), indicating that as students strive for excellence, their motivation to learn increases significantly. Additionally, it correlates positively with personal motivation ($r = 0.63$, $p < 0.01$) and with the desire to learn ($r = 0.46$, $p < 0.01$), suggesting that those who pursue excellence are also likely to exhibit higher personal motivation and a stronger desire to learn.

Desire to Learn: The desire to learn shows a strong positive correlation with learning motivation ($r = 0.53$, $p < 0.01$) and a moderate correlation with personal motivation ($r = 0.49$, $p < 0.01$). This implies that students who have a higher desire to learn tend to be more motivated overall, and their personal motivation also plays a role in this relationship.

Personal Motivation: Personal motivation is positively correlated with learning motivation ($r = 0.51$, $p < 0.01$), indicating that students with higher personal motivation are likely to exhibit increased learning motivation.

Overall, the analysis reveals significant positive correlations among all variables, suggesting that pursuit of excellence, desire to learn, and personal motivation are interconnected factors that collectively enhance learning motivation. This highlights the importance of fostering these attributes to improve student engagement and academic success. The strong correlations (all $p < 0.01$) indicate that the relationships observed are statistically significant, reinforcing the relevance of these motivational factors in educational contexts.

4.2 Discussion

This study explored the relationship between the pursuit of excellence, desire to learn, and personal motivation in enhancing the learning motivation of college students at Yunnan University of Finance and Economics. The findings confirm these hypotheses while offering new insights into the dynamics of learning motivation.

4.2.1 Results of the Study

The characteristics of students at Yunnan University of Finance and Economics, such as their competitive nature, practical focus, and goal-oriented mindset play a crucial role in these findings. Many students in finance programs are motivated by clear career paths and tangible outcomes, which can enhance their engagement with learning materials. Furthermore, the quantitative nature of finance often requires a strong grasp of analytical skills, which can motivate students to seek excellence in their academic pursuits.

For students at Yunnan University of Finance and Economics, the pursuit of excellence often manifests through rigorous academic standards and competitive environments. Students in finance programs typically face high expectations from both their professors and the job market, which can drive them to excel. The findings indicate that students who actively engage in academic competitions, seek additional learning resources, and strive for top grades tend to exhibit higher motivation levels. This aligns with the finance curriculum, where concepts are complex, and mastery can lead to better career opportunities. To further understand the main interview questions, this study asked secondary questions designed to delve deeper into each primary area of

investigation. For the pursuit of excellence, this study inquired about specific strategies students employed to achieve excellence and the support they received from their peers and faculty. This analysis revealed that students who actively sought feedback and participated in academic competitions reported higher motivation levels.

Regarding the desire to learn, this study asked how students connected their learning to personal interests and future aspirations. Students at Yunnan University of Finance and Economics often begin to see the relevance of their studies to real-world applications, particularly as they prepare for internships and future employment. This study's results show that when students connect their coursework to career aspirations or personal interests, such as investment strategies or market analysis, their intrinsic motivation increases significantly. This finding emphasizes the importance of aligning academic content with students' personal and professional goals, making learning more meaningful and motivating. Many respondents expressed that when academic content aligned with their goals, their intrinsic motivation significantly increased. This underscores the importance of relevance in educational content.

For students at Yunnan University of Finance and Economics, personal motivation is often influenced by the desire for financial stability and career advancement. The research suggests that students who set personal goals, like obtaining a specific internship or achieving a certain GPA, by which experience heightened learning motivation. This aligns with existing literature that highlights the importance of self-determined goals in fostering student engagement. In the context of finance, where networking and internships are critical, personal motivation can be a significant driver of academic commitment. Many indicated that supportive relationships with family and mentors played crucial roles in sustaining their motivation. This finding highlights the need for a holistic approach to fostering motivation that considers external factors alongside individual aspirations.

4.2.2 Relationship of Findings to Previous Research

The results of this study align with existing literature on achievement goal theory and motivation. Previous studies have demonstrated that a strong pursuit of excellence correlates positively with enhanced academic performance (Urdan & Kaplan, 2020). This supports our first hypothesis, as students who engage actively in their learning environments often report higher motivation levels.

Similarly, the significant role of personal motivation has been highlighted in various studies, which show that motivated learners tend to have better academic outcomes (Steinmayr et al., 2019). The findings also resonate with research by Anderman (2020), who noted the importance of personal goal-setting in fostering student motivation. The convergence of these findings underscores the complex interplay between individual aspirations and external encouragement.

4.2.3 Explanation of Unexpected Results

Despite the generally positive relationships observed, some unexpected results emerged. For instance, a subset of students reported low motivation levels despite a strong desire to learn and a commitment to excellence. Further investigation into these cases revealed that external pressures, such as family expectations or financial concerns, significantly impacted their motivation. This insight suggests that while internal factors are critical, external pressures can complicate the motivational landscape. Another unexpected result was that some students with high personal motivation still struggled to translate that motivation into academic success. Qualitative feedback indicated that these students often faced challenges related to time management and study skills. This points to a potential area for future research, emphasizing the need for institutions to provide not just motivational support, but also practical tools to help students harness their motivation effectively.

Given these findings, educational institutions should consider integrating more real-world applications into the curriculum for students at Yunnan University of Finance and Economics. Case studies, guest lectures from industry professionals, and opportunities for practical experience through internships could further enhance students' desire to learn and their pursuit of excellence. Additionally, fostering a supportive environment that encourages goal-setting can help students maintain their motivation levels.

In conclusion, the relationships identified in this study reflect the unique characteristics of students at Yunnan University of Finance and Economics, and this study highlights the intricate relationships between pursuit of excellence, desire to learn, personal motivation, and overall learning motivation. The findings not only

support previous research but also introduce new considerations for enhancing student motivation in higher education. By understanding these dynamics, educators and institutions can better support students' learning motivations, ultimately preparing them for successful careers in the financial sector. Future studies should continue to explore these dynamics, particularly in how external factors can influence internal motivation and academic success.



Chapter 5 Conclusion and Recommendation

5.1 Conclusion

The findings revealed several critical factors that significantly influence learning motivation of the surveyed students at Yunnan University of Finance and Economics. The pursuit of excellence emerged as a key motivator, positively correlating with increased levels of overall motivation. Students who expressed a strong desire to learn also exhibited higher motivation levels, suggesting that intrinsic factors play a crucial role in driving academic engagement. Additionally, personal motivation was identified as an essential component, highlighting the importance of individual aspirations and goals. The interactions among these factors indicated a complex relationship where each element contributed to the overall learning motivation experienced by students.

Students who actively pursue academic excellence and have a strong desire to learn show higher learning motivation, and the higher the level of personal motivation, the stronger the learning motivation. The study found a significant positive correlation between higher levels of the pursuit of excellence and learning motivation among college students at Yunnan University of Finance and Economics. Students who actively sought to excel in their academic and extracurricular activities reported higher motivation levels, indicating that fostering a culture of excellence can enhance overall student engagement, and students expressing a genuine interest in acquiring knowledge and skills demonstrated significantly higher motivation levels compared to those who lacked this drive intrinsic. Meanwhile, the analysis revealed that higher levels of personal motivation are strongly linked to increased learning goals among students, maintained a positive attitude, and engaged in self-directed learning exhibited markedly higher motivation levels. The study underscored the necessity of fostering an environment that promotes excellence and encourages a desire to learn, which can lead to improved academic performance and student satisfaction.

In conclusion, the study established that enhancing learning motivation among third-year students at Yunnan University of Finance and Economics requires a multi-faceted approach. To achieve this, it is recommended that the university implement mentorship programs that promote a culture of excellence and provide workshops

aimed at cultivating intrinsic motivation. These strategies are expected to create a more engaged and motivated student body, ultimately leading to better academic outcomes.

5.2 Recommendation

1) Promote a Culture of Excellence

Establishing programs that promote a culture of excellence is vital for motivating students at Yunnan University of Finance and Economics. This can include recognition systems and awards for both academic and extracurricular achievements, as well as opportunities for competition. By fostering a culture of excellence, students are likely to feel more motivated to achieve high standards. Recognition of peers encourages a supportive and competitive environment, enhancing engagement in academic and campus life. Furthermore, promoting excellence helps students develop a lifelong commitment to learning, preparing them for future success beyond university. This can be achieved through academic competitions, recognition awards, and scholarships that reward high achievers. Additionally, institutions should offer workshops and seminars focused on setting and achieving personal and academic goals. By creating an environment where striving for excellence is celebrated, students may feel more motivated to engage in their studies. Moreover, mentorship programs pairing students with faculty or industry professionals can guide them in their pursuit of excellence. These relationships can provide students with valuable insights and motivation. Institutions should also encourage collaborative projects that challenge students to work together, fostering a sense of community and shared goals. Creating a supportive network among students can reinforce the importance of striving for excellence, as peers motivate each other to achieve their best. Additionally, universities should focus on providing resources that help students develop skills related to excellence, such as time management, critical thinking, and effective study strategies. By equipping students with these tools, they will be better prepared to pursue their academic goals. Finally, regular assessments and feedback should be integrated into the learning process to help students track their progress and adjust their strategies accordingly. This feedback loop can enhance their motivation to pursue excellence continuously.

2) Create Engaging and Relevant Curricula

Educational institutions should design curricula that connect academic content to real-world applications. Integrating case studies, project-based learning, and collaboration with industry partners makes the learning experience more relevant and engaging for students.

When students recognize the relevance of their studies, their intrinsic motivation to learn increases significantly. Engaging content improves knowledge retention, as students can relate concepts to real-life situations. This approach not only boosts motivation but also equips students with essential skills for their future careers, bridging the gap between academic learning and practical application.

This relevance can ignite students' intrinsic motivation to learn. Moreover, universities should encourage faculty to adopt innovative teaching methods that stimulate students' curiosity, such as problem-based learning, interactive discussions, and hands-on projects, and providing opportunities for students to explore their interests outside the classroom can strengthen their desire to learn. Extracurricular activities, such as clubs, societies, and internships, can help students discover new passions and enhance their academic experiences. Institutions should also facilitate access to resources like workshops, guest lectures, and field trips, allowing students to engage with subjects more deeply. Furthermore, universities should implement a system for personalized learning, where students can set individual learning goals and receive tailored support. This approach can increase students' commitment to their education as they feel more in control of their learning journey. Faculty should regularly check in with students to assess their interests and motivations, ensuring that the educational experience remains aligned with their aspirations. Finally, universities should cultivate a positive learning environment that encourages curiosity and exploration. This can involve creating safe spaces for students to express their ideas and ask questions without fear of judgment. By fostering a culture that values learning for its own sake, institutions can significantly enhance students' desire to learn.

3) Prioritize Understanding Individual Student Motivation

It is crucial for universities to assess and understand what drives each student's motivation. Implementing personalized learning plans, regular feedback sessions, and mentoring programs can help educators tailor their support effectively. This understanding will enable universities to tailor their support services effectively.

Universities should provide training and resources that help students develop self-motivation skills. Workshops on goal-setting, resilience, and self-reflection can empower students to take charge of their learning processes. Faculty should also incorporate motivational strategies into their teaching, such as offering choices in assignments or projects, which can help students feel a greater sense of ownership over their learning. In addition, universities should create mentorship programs where experienced students can guide their peers in developing personal motivation. These mentorships can help students navigate their academic paths while providing encouragement and support. Faculty members can also play a crucial role in this process by providing personalized feedback and recognition of students' efforts and achievements.

Understanding individual motivations allows for personalized support that meets each student's unique needs, leading to a more effective learning experience. When students feel their aspirations are recognized, their personal motivation is likely to increase, resulting in greater academic investment. Additionally, fostering regular interactions between students and educators enhances relationships, creating a supportive environment that boosts overall motivation.

By implementing these recommendations, Yunnan University of Finance and Economics can create an environment that nurtures students' pursuit of excellence, desire to learn, and personal motivation, ultimately leading to greater overall learning motivation among its student body.

5.3 Further Study

Future research may explore the role of external factors, such as family support and peer influence, on students' pursuit of excellence and desire to learn. Studies should consider how different cultural contexts affect personal motivation and learning motivation among diverse student populations. Additionally, researchers might investigate the long-term effects of cultivating a strong desire to learn on students' academic achievements. It is also important to explore whether specific teaching strategies can further enhance students' personal motivation. By examining these areas, future studies may provide a more comprehensive understanding of the dynamics between these variables and learning motivation.

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Appendix

Survey Questionnaire

Part 1: Personal Information

1. Gender:

Male

Female

2. GPA (Grade Point Average):

Below 2.0

2.0-3.0

Above 3.0

3. How many hours do you study per week?

Less than 5 hours

5-10 hours

11-15 hours

More than 15 hours

Part 2: Survey on Learning Motivation

Please indicate your level of agreement with the following statements using the scale provided:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Variable	Measurement items	1	2	3	4	5
Pursuit of Excellence	I consistently strive to achieve the highest grades in my courses.					
	I set ambitious academic goals for myself each semester.					
	I often challenge myself to exceed the expectations set by my instructors.					
	I seek out opportunities for academic recognition, such as honors or awards.					
	I believe that my efforts to excel academically will benefit my future career.					
	I actively look for ways to improve my skills and knowledge in my field.					
	I take the initiative to participate in projects that require high performance.					
	I am willing to put in extra time to ensure I perform excellently in my studies.					
Desire to Learn	I feel excited about gaining new knowledge in my area of study.					
	I often seek out additional resources to learn more about topics that interest me.					
	I enjoy attending lectures or workshops outside of my required courses.					
	I am curious about how different subjects relate to one another.					
	I actively participate in discussions that deepen my understanding of the material.					
	I find myself exploring topics related to my field even when it is not assigned.					
	I believe that learning is a lifelong journey that I want to pursue.					
	I often engage in self-directed learning activities to satisfy my curiosity.					
	I am driven by my personal goals to succeed academically.					

Personal Motivation	I feel responsible for my own learning and take it seriously.					
	I am motivated to study by my interests in the subjects I choose.					
	I believe that my hard work will lead to success in my future career.					
	I often reflect on my achievements to stay motivated in my studies.					
	I find that my passion for learning enhances my motivation.					
	I set personal benchmarks for success that motivate me to perform better.					
	I am committed to overcoming challenges in my academic journey.					
College Students' Learning Motivation	I am enthusiastic about participating in my academic classes.					
	I feel motivated to complete assignments on time.					
	I often find myself wanting to study more than required.					
	I believe that my motivation influences my academic performance positively.					
	I engage actively with my peers during group study sessions.					
	I feel inspired to learn more when I see my classmates succeed.					
	I use feedback from instructors to motivate myself to improve.					

Thank you for your participation! Your responses will contribute greatly to our research.