FACTORS AFFECTING ON ACADEMIC MOTIVATION OF SECONDARY VOCATIONAL STUDENTS IN CHINA

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FACTORS AFFECTING ON ACADEMIC MOTIVATION OF SECONDARY VOCATIONAL STUDENTS IN CHINA

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FACTORS AFFECTING ON ACADEMIC MOTIVATION
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BY

HAN WEI

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UNIVERSITY

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This study aims to investigate the relationship between academic motivation, academic self-efficacy, learning interest, emotions, learning habits, student-teacher relationship and parental social support and to investigate the factors that affect the academic motivation of secondary vocational students in China. They are academic self-efficacy, learning interest, emotions, learning habits, student-teacher relationship, and parental social support. The participants were 266 students of secondary vocational school. The research instruments were questionnaires. The data was analyzed by the Pearson Product Moment Correlation Coefficient and Stepwise Multiple Regression Analysis. The results were as follows: According to the correlation analysis method. It can be concluded that academic motivation of secondary vocational students is significantly positively correlated with academic self-efficacy (X1), learning interest (X2), and student-teacher relationship (X5) at a level of 0.5, and that there is a significant positive correlation between academic motivation and social support from parents (X6) at a level of 0.01. Academic motivation of vocational students is significantly negatively correlated with emotions (X3) and study habits (X4). This means that the dependent variable may increase or decrease when the independent variable changes, and it may be changed by external factors. According to the stepwise regression analysis of the results, there are four factors that affect the academic motivation of vocational students in China: academic self-efficacy (X1), learning interest (X2), learning habits (X4), and student-teacher relationships (X5). The results show that emotions (X3) and social support from parents (X6) have no significant effect on academic motivation. The unstandardized coefficients of the predictor were written as an equation as follows: $\hat{Y}$ = .792+ .592 X1+ .166 X2 + .124 X5+ (-. 093 X4). The standardized coefficients of the forecaster were written as an equation as follows: Z = .573 X1 + .124 X5 + .135 X2+ (- .081 X4).

Keyword : academic motivation, secondary vocational students, academic self-efficacy

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CHAPTER 1
INTRODUCTION

Background

Academic motivation is crucial because it determines how students approach academic projects, how much time and effort they devote to them, and how diligently they work to complete them (Tasgin & Coskun, 2018). Students are more motivated to learn when they are more informed about what, why, and how to study, not just the minutiae of any one subject. Students are more inclined to their favorite subjects and show higher learning motivation (Wilkesmann et al., 2012).

Academic motivation promotes learning by giving students clear learning goals, and academic motivation makes learners proactive and persistent in seeking relevant learning information. Students with high academic motivation can maintain a serious attitude toward their studies over a long period. Academic motivation refers to the entire driving force that students possess and that can produce, ensure, and steer learning activities in order to meet anticipated learning objectives. Students' learning is intense and ongoing when they are motivated to learn (Wardani et al., 2020).

Academic motivation is the driving force behind learning, a positive attitude toward learning, a desire to learn new things, and a willingness to put in effort and time. If a student is enthusiastic and proactive in taking action, they are allegedly driven. However, the student is said to be not motivated if they do not feel up to taking action on a particular task. When a student gets some kind of reward or praise, he will be interested and enthusiastic about learning, encouraging him to study more actively and proactively.

The intrinsic and extrinsic components of academic motivation do not clash with one another. An additional selective incentive does not undermine intrinsic motivation even when pupils are already motivated for that reason (Wilkesmann et al., 2012). Instead than anticipating external prizes or presents under any pressure or compulsion, intrinsic motivation encourages a person to engage in academic pursuits for the pure enjoyment, challenge of doing so (Richard et al., 2001). Students that are

intrinsically motivated significant and activity in their studies. Consideration must be given to intellectual, emotional, and social maturity in order to develop intrinsic motivation for learning (Gunawan et al., 2019)

Extrinsic motivation can be described by factors like getting something in return, rising in society, enjoying others' favor, or avoiding punishment. Additionally external is the motivation for the learning process. This inducement is genuine. It should be based on the prevailing natural tendencies or reactions (Tezci et al., 2015). The effect of extrinsic academic motivation is weak and transient, while the effect of intrinsic academic motivation is continuous and robust, which can promote learning.

Vocational secondary students are the builders and followers of the new era. They are directly connected with the future and development of a country. At present, the development of vocational secondary education faces many difficulties. First of all, the quality of students in vocational secondary schools is consistently below average and the enrollment rate is low. These students have a limited cultural base and poor learning abilities. They do not have a supportive learning environment or excellent teaching quality, so it is difficult for them to develop proper academic motivation, academic self-efficacy, learning interest and stable emotions, as well as cultivate optimistic learning attitudes and habits. Some students sit in the classroom but hold not a book but a cell phone; they do not learn knowledge but popular TV programs and video games; they do not listen to the teacher's teachings but trendy music. Students at this age are immature; their minds are extremely vulnerable to the influence of others. And in their perception, smoking is a cool behavior. They go to the bathroom together in groups to smoke in secret. They fall in love with each other and then move on to loving relationships, which affects their studies and makes them unmotivated. Although this phenomenon only occurs in some high school students, educators need to pay attention.

From my observation, they do not have good study habit, which leads to a lack of interest in learning; they tend to avoid when they encounter difficulties; and they always think that they are unable to complete a task. Some students have low self-

efficacy because they believe that they are unable to complete a task, such as learning or remembering a task, or because they believe that they can complete the required activity but are unable to achieve the desired result due to the influence of others. Students' emotions may also be influenced by external factors, such as nervousness and anxiety about exams, dejection due to unsatisfactory results, lack of energy or peer influence, etc. Due to the above circumstances, students who lack

motivation and direction in their learning process will drop out of school and integrate into society at an early age. In addition, there are other factors that pose great difficulties to secondary vocational education. As for the relationship between students and teachers, it is important to build a healthy connection between the two main groups of the school. Some teachers have simple and outdated teaching methods, they teach students in a traditional way, they have no sense of individualized teaching, and they also do not set a good example. Some teachers cannot get along with each other, cannot talk and communicate with students equally, so students are afraid of the teacher and think that it is difficult to talk to him and that he is unreachable. Inappropriate teaching behaviors and methods make students rebellious, which leads to a decrease in students' motivation to learn. Most of the students I deal with come from remote rural areas and have been separated from their parents since childhood. Many students never come out of their parents' shadow because their original family has a great influence on them, which leads them to repeat their parents' mistakes in life, dating, or family relationships. Family members, especially parents, play an important role in supporting student learning. Parental behavior directly affects children's growth and learning. Some parents ask too much of their children and put tremendous pressure on them. When students do not meet their parents' expectations, they become frustrated and have low self-esteem. Many parents lack self-confidence and concern for students' learning, which is very detrimental to students' enthusiasm and self-esteem. They cannot get support and recognition from their parents and then gradually give up. Inappropriate student-teacher relationships and parents' social relationships lead to boredom, anxiety, and depression.

Self-efficacy is a central motivational variable in social cognitive theory and can affect the choice of activities, effort, and persistence (Schunk & Pajares, 2010). Students who are confident in their ability to succeed persevere in difficult situations and rapidly bounce back from failure. By persevering through difficult situations, they come out stronger from the situation (Bandura, 1994).

Secondly, learning interest can motivate students. Interest has two kinds of motivational effects: First, interest plays a role in supporting, promoting, and facilitating the activity in which the student is involved. Once the student is interested in something or an activity, he or she wants to touch, explore, and acquire it. Second, interest prepares the student for the learning activity that follows. "Interest is a kind of emotion";

when students have a strong sense of pleasure, superiority, and learning needs during and after learning, learning interest will be formed and maintained. New emotional experiences and cognition will influence the interest in the subsequent study. However, if the students form a stable cognition of the study and experience positive emotions for a long time, they can also form a stable interest in the study.

Scholars at home and abroad put forward different models of interest development, but they all show that interest is developing and changing, from budding to maturity, from instability to stability. Therefore, the strength or weakness of academic motivation also depends on whether students can maintain emotional stability during the learning process.

Developing good study habits is conducive to improving students" learning efficiency, being proactive in completing their learning tasks, listening and note-taking in class, improving concentration, and improving academic motivation when students have a strong desire for knowledge.

Establishing a positive relationship between teacher and student also determines the strength and continuity of students" academic motivation, and teachers can set specific, achievable goals to help learners stay focused and motivated. It is essential to set both short-term and long-term goals that are realistic and meaningful. Curiosity and a challenging approach to learning can keep learners engaged and

motivated. Teachers can ask challenging questions that are within students" abilities to seek new information and explore new ideas, allowing them to become more competent and creative. Educators can also develop students" brains by engaging them in fantasy and virtual activities. It promotes the student-teacher relationship and enhances students" intrinsic motivation. In this era of looking at academic qualifications, social support subliminally affects students" motivation to learn. Secondary school students are in danger of being eliminated at any time. Society has little tolerance for them, making them think they are eliminated and their study no longer has value. Thus they drop out of school and withdraw from school.

Regarding social support, family members, especially parents, play an essential role in supporting students" learning. Parents" behavior directly impacts their children's growth and learning. Parents must be patient in dealing with their children, who are eager to be understood and desire to be valued and must be patient listeners and guide their children in the right direction. Parental support enables children to

experience more and stronger positive emotions. Parental support enables children to feel encouraged and affirmed. Moreover, according to psychologist Maslow, when people's need for respect is met, they can be confident in themselves, and being enthusiastic about things assures them that their psychological needs are met. They feel a stronger sense of self-worth, which also enhances academic motivation.

In the existing literature, most studies are about college and high school students, but few are on secondary vocational students. Meanwhile, most studies on the academic motivation of secondary vocational students only focus on a particular subject, and the relationship between academic motivation and other factors needs to be targeted more. That is why interested in this topic and desire to focus on this study.

As a guide, a teacher should fully understand the meaning of motivation and apply it to teaching, and it is essential to focus on students" behavior. Why do some students prefer to avoid learning? Why don't they have a solid motivation to learn? Do they need to be more interested in learning? Have they yet to develop good study habits? Does their home environment have a strong influence on them? Why do some

students need help staying in school? Why do they drop out of school and skip school? Is there a problem with the teacher-student relationship? Is it because they do not have a positive attitude toward learning? Motivation affects students" learning and future development.

In addition, these students are in late adolescence and have intense psychological self-consciousness and a desire to be recognized by the outside world. When they fluctuate psychologically, it is not easy to maintain academic motivation. These practices are very detrimental to the cultivation of academic motivation of secondary school students. In addition, negative emotions in society also has an impact on students. The employment situation of graduates is complex, and some employers attach too much importance to the educational background, which leads to the negative psychological state of secondary school students. They believe that they have relatively low educational attainment and weak competitiveness, so there is no value in studying. Nowadays, competition for innovation, technology, and strength is becoming increasingly fierce, and it is also a competition for talent and education. Making students aware of the importance of learning and cultivating academic motivation is the key to achieving academic success.

Research Questions

1. What is the relationship between academic self-efficacy, learning interest, emotion, learning habits, student-teacher relationship, parental social support, and academic motivation?

2. What factors are affected academic motivation?

Research Objective

1.To investigate the relationship between academic self-efficacy, learning interest, emotion, learning habits, student-teacher relationship, parental social support and academic motivation.

2.To investigate the effects of academic self-efficacy, learning interest, emotion, learning habits, student-teacher relationship, parental social support on academic motivation.

Significance of Research

This study focuses on the importance of academic motivation for students and the multiple factors that affect it. For students, this study can help them realize that academic motivation is the fundamental and cornerstone of learning, and lay a good foundation for their subsequent learning life; for teachers, this study can help them establish correct teaching concepts, improve teaching quality, let them reflect on the shortcomings of their own behavior in the teaching process, and provide ideas for building a harmonious student-teacher relationship; for schools, it can better improve the level of secondary vocational education, fully implement the relevant national policies, and cultivate high-quality skilled talents to meet the needs of social development; for the society, it can make people better understand secondary vocational education and reduce the prejudice and employment discrimination against the development of secondary vocational education; for the subsequent research in related fields, the study of the relationship between various factors provides them with new research perspectives and methods.

Scope of Study

Population

The study sample consists 15 classes of students in the grade 11 of secondary vocational students in China, with a total number of 795 students.

Samples

Out of 795 students, I selected five classes totaling 266 music students as the study sample.

Research Variables

Independent variable:

1.Academic self-efficacy

2.Learning interest

3.Emotion

4.Learning habit

5.Student-teacher relationship 6.

6.Parental social support

7.Dependent variable: Academic motivation

Definition of Terms

Academic motivation: is part of the motivation to have students as the goal and subject, present in the teaching and learning activities, with lasting behavior and innate drive. Enables students to achieve their learning goals.

Academic self-efficacy: refers to students' speculations and judgments about their ability to perform a particular learning behavior. It is a self-judgment of one's ability to accomplish learning goals and tasks in the learning process.

Learning interest: refers to the psychological tendency of an individual to actively investigate certain things or conduct specific activities and generate positive emotional experiences in them.

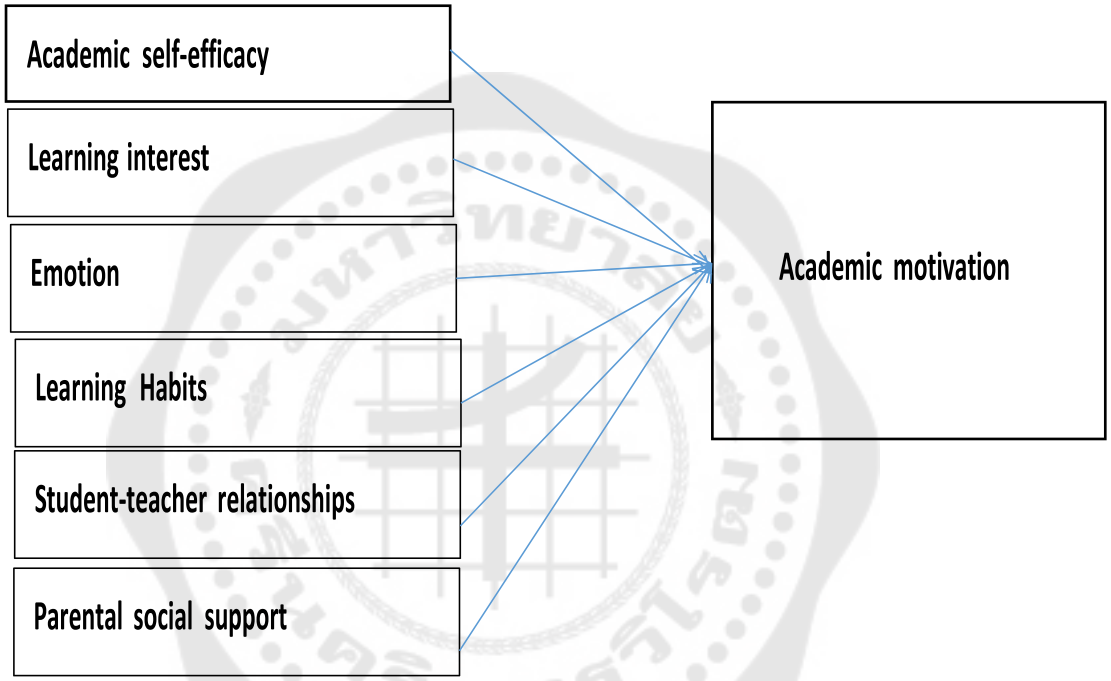
Emotion: It is a physiological and psychological state resulting from thinking, feeling, and behavior performance, a broad phrase that refers to a collection of subjective cognitive experiences, an individual's attitude toward objective things, and the related behavioral reactions.

Learning habits: refer to automated behaviors that students gradually develop over time during their learning practices and do not require willful effort or supervision.

Student-teacher relationship: refers to the shared interpersonal relationship that exists between professors and students throughout educational and teaching activities, including their position, function, and attitude toward one another.

Parental social support: refers to parents giving students moral or material help and support. The availability of resources parents can provide their children to help them cope with problems.

Framework of Study



Research Hypotheses

1. Academic self-efficacy, learning interest, emotion, learning habits, student-teacher relationship, and parental social support were related to the academic motivation of Secondary Vocational School students in China.

2. Academic self-efficacy, learning interest, emotion, learning habits, student-teacher relationship, and parental social support were affected on academic motivation of Secondary Vocational School students in China.

CHAPTER 2
LITERATURE REVIEW

Academic Motivation

Definitions of motivation

The word motivation comes from the Latin word movere (to move). Joint remarks about motivation as something that gets us moving, keep us working and helps us finish tasks reflect the idea of movement. However, the exact nature of motivation is disputed and has many different definitions. For now, it has been assumed that inner forces, persistent traits, rewards, beliefs, and effects motivate people. The process of starting and maintaining goal-directed behaviors is called motivation (Schunk & DiBenedetto, 2020).

Humans have an innate urge or drive called motivation that can cause, direct, and organize their conduct. This has to do with making an effort to fulfill alleged physical and spiritual requirements (Wardani et al., 2020).An internal mechanism is a motive that energizes, guides, and sustains conduct (Reeve, 2018). Aminah and Nugraha (2021) defined motivation as an internal condition that arouses, directs, and maintains behavior. Motivation is the process of making a start, guiding, and maintaining goal-oriented behavior. It leads individuals to take action to achieve a goal or to fulfill a need or expectation. Motivation is an internally energized state that leads to conduct that is goal-directed. Motivation can appear in various settings, including the school, playground. When motivated, one may take an activity seriously or take it lightly. Although there may be differences in motivation, goal-directed behaviors are the fundamental concept (Schunk & Usher, 2012).

Freud saw motivation as psychological energy. He thought that forces withinthem determined a person's behavior. Motivation is very similar to Freud's concept of tribe, which comes from the German term meaning driving power. Although tried was translated as instinct, its connotation seems to be more akin to drive (Schunk & Usher, 2012).

Desires and aspirations to succeed are described as qualities or markers of motivation (Herpratiwi, 2022). In learning, motivation is a mental force that moves and guides attitudes and individual acts (Triarisanti & Purnawarman, 2019). According to

Houssave's definition of motivation, motivation is the driving force and conduct that underlies strength (Gopalan et al., 2017). Being motivated is when a person believes that uncontrollable external forces are directing their behavior (Wilkesmann et al., 2012).

Definitions of academic motivation

The desire to academic motivation is a component of motivation. Because of this, it will become more apparent when viewed in the context of general motivation. Learning motivation refers to the entire driving force that students possess that can produce, ensure, and steer learning activities to meet anticipated learning objectives. Students learning is intense and ongoing when they are motivated to learn. The overall motivating factor in students that raises, maintains continuity, and gives direction for learning activities so that students' learning objectives are expected to be attained is motivation in teaching and learning activities (Wardani et al., 2020).

The notion of human needs states that learning motivation refers to satiating needs. Asvio (2022) discusses how motivation and learning are related. According to him, the desire to academic motivation is the process that imparts the spirit of learning, direction, and persistence in behavior. According to Manurung (2022), motivated behavior is sustained, energetic, and focused action. Winkel (2003) describes learning motivation as the overarching drive that propels students to take charge of activities and give instructions for learning activities. Academically speaking, academic motivation refers to a student's need, desire, obligation, and aspiration to take part in the learning process and succeed. Various academics' interpretations of "motivation" are found in the literature mentioned above.

To sum up, that motivation is an internal condition and process that guides, directs, and sustains behavior. It is an inner force to motivate or inspire a person to perform a specific behavior. Motivation is the need and expectation to achieve a

specific goal, the wish and desire to succeed. It is an inner positive mental activity, a desire for a goal. Motivation as psychical energy, spiritual needs, and mental drive that moves. Among the definitions above, some high-frequency terms appear in these definitions, which we can see as common ground, like guides, directs, behavior, goal, intrinsic, motivated, needs, and desire... A person is said to be motivated if he is enthusiastic and positive to take action. In contrast, a person is deemed unmotivated if

he believes he cannot take action on a specific assignment. In the case of fully understanding the term motivation, applying this concept to learning produces academic motivation. Regarding the definition of motivation in different kinds of literature, academic motivation is an innate drive for students to provide the right direction for learning activities by achieving desired learning goals. Academic motivation is students' desire, need, wish, and obligation to succeed in engaging in learning. It is energetic, focused, persistent behavior with intensity and continuity, and academic motivation meets the needs. Motivation in students can move and direct students toward the goals they want to achieve. Motivation and learning are two very closely related things. Academic motivation is part of having students as the goal and subject, present in the teaching and learning activities, with lasting behavior and overall driving force. Enables students to achieve their learning goals.

Importance of academic motivation

Academic motivation is crucial because it benefits how students approach their coursework, how much time and effort they devote to it, and how much they put into finishing it (Tasgin & Coskun, 2018). Putri et al. (2021) contend that both intrinsic motivation and extrinsic motivation influences and a combination of the two influence learning motivation. Individual capabilities, ideals, and physical and spiritual conditions are internal elements within the person. In contrast, social support is an external aspect from outside the person (Putri et al., 2021). The realization depends on motivation to learn. Students must be capable of motivating themselves in order to reach such goals. Therefore this is why they must (Herpratiwi & Ahmad, 2022). To learn, students need to be inspired. For students to be motivated to learn, it is crucial to direct learning

activities, foster learning enthusiasm, and make them aware that there is a learning journey. This involves making students aware of their position at the beginning, middle, and end of learning as well as the strength of their learning efforts in comparison to their peers (Zimmerman, 2000).

Implementing the learning process in the classroom must consider academic motivation in education. Highly motivated students have lots of enthusiasm for educational pursuits. The way a person performs an activity or task is tied to their level of motivation; the more intense and focused that motivation is, the more successful a student's academic motivation will be (Aditya, 2020). Students are more motivated to study if they have a greater understanding of what they are doing and why they are doing it, rather than just the specifics of a particular discipline. Students are more inclined to their favorite subjects and show higher academic motivation (Wlodkowski & Ginsberg, 2017).

Each person's learning process is successful and continues as long as they are motivated. This suggests that the individual's accomplishment and learning results will be higher the more motivated they are to learn (Aditya et al., 2020).

Motivation is an essential factor affecting learning (Herpratiwi & Ahmad, 2022). Academic motivation is an efficient principle in education. discovered that those with higher academic motivation tended to persevere in completing challenging activities, whereas people with lower motivation levels chose to stick with simple ones. Most behaviors that demonstrate academic motivation include requesting difficult assignments, aiming to learn to mastery, and choosing projects that demand much effort. With high academic motivation, students put forth much effort to finish challenging activities and accomplish their objectives.

Components of academic motivation

The intrinsic and extrinsic components of academic motivation do not clash. An additional selective incentive does not undermine intrinsic motivation even when pupils are already motivated (Wilkesmann et al., 2012).

Extrinsic and intrinsic motivation can be considered two opposite endpoints of a continuum. There is no direct correlation between intrinsic and extrinsic motivation; nonetheless, the higher the intrinsic motivation, the lesser the extrinsic motivation (Lepper & Iyengar, 2005). Extrinsic motivation is the drive to pursue an objective; intrinsic motivation is the drive to engage in an activity for its own sake. Contextual intrinsic motivation refers to how people regard activities and can alter over time and in response to environmental changes. Individuals can have varying levels of intrinsic and extrinsic drive at any time. These reasons are not fundamentally unique and can all be found on different scales, from high to low. According to research, intrinsic motivation can foster learning and success more effectively than extrinsic incentives (Schunk & DiBenedetto, 2016). Intrinsic motivation is the need to act that results from an internal force. In other words, people are driven to act in a certain way without the help of any outside forces. When students diligently work to complete learning assignments out of a

sense of need and a desire to accomplish their actual goals, this is a sign that they are intrinsically driven to learn. Examples of inspiration from within oneself include always wanting to learn more about something, wanting to be known by the teacher, and showcasing one's skills (Permana et al., 2022).

An individual who engages in an activity out of personal pleasure or delight without anticipating an external reward is said to be motivated internally. It does not depend on outside input; (Deci & Ryan, 2000). According to Ryan & Deci (2016), intrinsic motivation results from a person acting on an inherent, natural interest. Innate drive is the desire to do something for its own sake. People with intrinsic motivation complete activities because they love doing them. Its reward is task involvement, not explicit rewards or any extrinsic restraints (Schunk & DiBenedetto, 2016).

Extrinsic motivation is active motivation triggered by outside factors (Wardani et al., 2020). An individual's participation in an activity to get a reward is linked to external motivation (Harackiewicz et al., 2016). Receiving a reward, rising in rank, winning others' favor, or avoiding punishment are a few examples of external motivations. Additionally, external is the motivation for the learning process. This

inducement is genuine. It should be based on the prevailing natural tendencies or reactions (Tezci et al., 2015). Extrinsic motivation is the desire to carry out an action in order to achieve a goal. Extrinsically driven people engage in activities because they think doing so will lead to favorable outcomes, such as a reward, teacher praise, or the avoidance of punishment.

Extrinsic motivation refers to an activity carried out for motives other than one's own. These outside factors may be incentives or penalties: People act in specific ways to achieve specific outcomes, such as receiving physical rewards or avoiding a threatened penalty (Saeid & Eslaminejad, 2017). Extrinsic motivation is not a genuine feeling or desire within students to learn (Wardani et al., 2020).

Performance of academic motivation

Students that are academically driven value education and learning, love learning, and take pleasure in activities that support learning. In class, paying attention, structuring one's thoughts, rehearsing the information to be learned, and making notes to aid in future study, assessing their level of understanding, and asking for help when needed are all learning activities that motivated students are more likely to engage in.

Additionally, they are more likely to hold upbeat views on the value of education and their own capabilities. Make a learning-friendly emotional atmosphere for your students. When completed all at once, these exercises improve learning (Schunk & DiBenedetto, 2016). In contrast, students require greater encouragement to become more methodical in their study habits. They might not arrange or practice the subject in class and be inattentive. It's possible to take notes carelessly or not at all. When they don't comprehend what is being taught, don't think they can learn, feel nervous and distracted, they cannot check their understanding or seek assistance (Schunk & Usher, 2012).

Measurement Method of academic motivation

One of the most used tools for gauging students' enthusiasm for studying is the Academic Motivation Scale (AMS). The scale was initially comprised of 28 items on a seven-point Likert scale. Twenty-eight four-choice items using a Likert scale were

included in the research questionnaire. Intrinsic motivation components, extrinsic motivation components (12 items), and motivation components (4 items) were this measure's three different sorts of components. (Vakilimofrad et al., 2021).

Academic self-efficacy

Definitions of self-efficacy

Self-efficacy is beliefs regarding one's capacity to learn or perform behaviors at predetermined levels. Self-efficacy, or efficacy expectations, is a person's inner conviction that they can perform and complete tasks (Malkoç & Mutlu, 2018). According to Artino et al. (2012), self-efficacy is "people's assessments of their abilities to devise and implement the strategies required to achieve specified results.".

Definitions of academic self-efficacy

Academic self-efficacy measures students' confidence in their ability to study or complete an academic task in a particular subject area. A student's confidence that they can learn or complete new academic activities, typically within a particular educational topic, is called academic self-efficacy (Foulstone & kelly, 2019). Students with low academic self-efficacy worry about their impression or assessment of their ability to achieve a specific goal (Zulkosky, 2009).

Academic self-efficacy is a person's assessment of his or her capacity to meet the objectives in a particular field. A person who believes in their ability to carry out and

finish tasks is said to be self-efficacious. Student academic self-efficacy is the topic. The degree to which a person believes they can successfully fulfill educational tasks is the subject of this idea. It is crucial to kids' success and motivation in the classroom. With high self-efficacy, students decide to study harder and stick with challenging assignments longer. They choose to engage in activities that can help them advance their knowledge, skills, and talents in various academic disciplines.

In conclusion, higher academic self-efficacy is associated with improved performance on academic tasks and better marks than weaker academic self-efficacy.

This is because they are like to set challenging goals, put in the effort, and persist through difficulties. Academic self-efficacy is also a predictor of future success. Students are more inclined to pursue higher education with confidence in their academic ability, achieve their career goals, and be successful in their chosen fields.

Importance of academic self-efficacy

Academic self-efficacy can have a significant impact on motivation. People with high self-efficacy levels will work on projects that help them advance their abilities. However, those with poor self-efficacy will not take on tasks that could teach them new abilities. Seeing how others complete a task can make pupils feel incompetent and discourage them from attempting it themselves. Friends constitute a significant source of self-efficacy for adolescents between 12 and 16. If their companions are not strongly driven to learn, adolescents' academic self-efficacy is likely to suffer (Schunk & Mullen, 2012). Adolescents who witness the academic success of their peers also experience a corresponding rise in academic self-efficacy. The study discovered that teenagers with higher social and academic self-efficacy between the ages of 14 and 18 also had higher life satisfaction five years later. This is evidence that the sense of self-efficacy acquired in youth is long-lasting. Individuals with solid academic self-efficacy frequently have various job options, demonstrating the importance of this trait even after graduation. People who have a high level of professional self-efficacy typically have successful careers. Broken or weak peer relationships can negatively impact the development of personal efficacy since peers play a crucial role in the development and validation of self-efficacy. When under stress, those who have a great sense of confidence in their ability to solve problems remain incredibly effective in their analytical thinking, in contrast to those who have doubts (Bandura & Wessels, 1994). Students

who require assistance digesting knowledge may think they need more skills and feel more confident about learning than those who are confident in their abilities. In social cognitive theory, academic self-efficacy is a crucial factor influencing activity selection, effort, and persistence (Schunk & Pajares, 2009). A high sense of effectiveness improves well-being and human achievement. a lot of confidence People

regard complex occupations as difficulties to be overcome rather than risks to be avoided. Such a productive perspective promotes innate interest and thorough immersion in tasks (Stiggins, 2009).

The relationship between academic self-efficacy and these motivational indices in academic environments is nuanced. Compelling data suggest that academic self-efficacy can affect students' learning, motivation for accomplishment, and academic results (Foulstone & kelly, 2019). A student can build a sense of academic self-efficacy through mastering a skill, watching someone else master it, receiving positive feedback about mastering it, or using physiological cues. Academic self-efficacy impacts how people see themselves, feel about themselves, and act (Zulkosky, 2009). Numerous studies demonstrate how self-efficacy affects academic motivation.

People who feel highly competent in a certain subject are more driven to succeed (Bandura & Locke, 2003) because they believe they can succeed and are, therefore, more willing to put effort into it. Individuals with a strong sense of self-efficacy are more likely to push themselves forward in the face of challenges to achieve goals (Feltz et al., 2008). For instance, People with strong academic self-efficacy are more willing to enroll in challenging courses because they feel their efforts will be rewarded . High self-efficacy people are more likely to think they have everything under control. Once individuals feel in control of a situation, they are more likely to commit to specific actions. People who with a high sense of self-efficacy are more assured in their capacity to address issues, so they are better at invoking their cognitive resources and making better decisions, especially when faced with challenges and setbacks (Schwarzer & Fuchs, 1996).

Relationships between academic self-efficacy and academic

motivation

Academic self-efficacy was recognized by klassen et al. (2010) as a particular form of learning motivational variable. Learners are driven because they value learning

tasks, have high levels of self-efficacy, work hard to accomplish their goals, and are persistent when faced with complex tasks (Bandura, 1993; Pintrich, 2003). Academic self-efficacy is linked to academic motivation because participants with high levels of self-efficacy reported having more significant goals they aspired to achieve. Those with a strong sense of academic self-efficacy in a particular field are more motivated to succeed (Bandura & Locke, 2003) because they believe they can succeed and are, therefore, more willing to put effort into it. Individuals with a strong sense of self-efficacy are likelier to push themselves forward in the face of challenges to achieve goals (Seo & Ilies, 2009). For example, individuals with high academic self-efficacy are more likely to take challenging courses because they believe their efforts will be rewarded. Students with high academic self-efficacy are typically more driven to learn and excel in the classroom. Their sense of control over their academic results increases their desire to put forth effort and persevere in facing difficulties. Students' perceptions of their capacity to excel in academic assignments are gauged by their academic self-efficacy. Peers can also be influenced by academic self-efficacy.

According to Runyon et al. (2018), self-efficacy is closely related to effort and task perseverance. When they possess the necessary skills, people who have strong self-efficacy beliefs are more likely to persevere at a task and put out effort in the face of hardship. However, some evidence suggests that when pupils are still learning the necessary abilities, self-doubts may encourage learning. Self-doubt inspires learning but prevents skillful application of previously learned techniques. According to Salomon (1984), When the activity was deemed difficult, students with high efficacy levels were more likely to be cognitively engaged in their studies, but they were less inclined to exert effort and were less involved when the activity was viewed as accessible.

Performance of academic self-efficacy

Low academic self-efficacy individuals may avoid a task; participants who are confident in their abilities are more inclined to participate. Practical students put in more effort and persevere longer than those with doubts, especially when facing

challenges. To assess their level of academic self-efficacy, people learn about their actual performances, vicarious (observational) experiences, persuasion techniques, and physiological symptoms (Artino, 2012). Students' influences, such as goal setting, information processing, situational elements (such as rewards and instructor evaluation),

and participation in activities, all have an impact. These elements give students clues about their performance, which they interpret as cues. When people believe they are competent or do well, their motivation and self-efficacy increase. Suppose students believe they can perform better by changing their approach (e.g., putting out more effort or applying successful task strategies). Failure or slow progress will only sometimes diminish self-efficacy and drive (Frankenhuis & Fraley, 2017).

When they meet learning challenges, students that have low self-efficacy typically give up before even trying. Because they value learning tasks, have high levels of self-efficacy, work hard to accomplish their goals, and show perseverance when faced with challenging tasks, learners are driven (Rowell & Hong, 2013). Surprises, obstacles, and challenges may not result in subpar performance, just as talent, skill, and ability may not result in a superb performance. Instead, the motivational component that affects whether a performer copes well (or poorly) when her talents and abilities are pressured is the degree of academic self-efficacy (Reeve, 2018).

Measurement Method of academic self-efficacy

Based on Albert Bandura's Self-Efficacy theory, which he inserted within the context of Social Cognitive theory, the academic Self-Efficacy Scale is designed to evaluate the academic self-efficacy of secondary school pupils. The scale is based on the hypothesis that students' performance in each area of academic work will impact their total academic self-efficacy (Gafoor & Ashraf, 2016). The inclusion of representative items from each of the construct's dimensions, as well as expert assessments of the face validity, helped to ensure the validity of the content. Validity when compared to the "General Self-efficacy scale." (Gafoor & Ashraf, 2016).

Learning Interests

Definitions of Interest

Interest is defined as liking something and actively participating in it (Schraw & Lehman, 2001). The emotion that is most frequently present in daily functioning is interest (Izard, 1991). The word "interest" can refer to two different (though frequently co-occurring) sensations: the momentary experience of being mesmerized by something and the longer-lasting feelings that something is enjoyable and deserves further investigation. Therefore, interest is a psychological condition characterized by

increased attention, effort, and emotion felt at a particular time (situational interest), as well as a consistent predisposition to come back to a particular thing or subject throughout time (Harackiewicz et al., 2016).

Definitions of learning interest

Learning interest is defined as an experiencing condition that is unique in learning and is characterized by attention, effortless engagement, and lovely sentiments (Wiśniewska, 2013). The desire or capacity for purposeful attention and liveliness that came with interest in learning eventually gave rise to a sense of enjoyment in the form of a shift in behavior or attitude toward knowledge and abilities. Students' sentiments of enjoyment and interest in their studies, their awareness of the importance of learning, their increased focus on what they have learned, and their active engagement in the activities all indicate their interest in learning (Ainley et al., 2002).

The above scholars believe that interest is the emotion of liking something enjoyable. Interest as liking and fervent participation in an activity. For example, many people are interested in Chinese kungfu because they may have the dream of being a sword. People regard it as an extraordinary skill that is not only for self-defense but also for physical fitness. Therefore, they take the initiative to learn kungfu independently or from teachers. To sum up, interest is a positive emotion, a need, and a state of mind, which plays a significant role in forming and developing one's personality, life, and activities.

Importance of learning interest

Learning interest has a significant impact on people's cognitive and emotional health. The literature on learning interest research has generally agreed that increased attention, concentration, and affect are characteristics of the psychological state of learning interest (Ainley et al., 2022). Learning interest influences academic motivation. Thus, putting much work and attention into raising and growing student learning interest helps boost student academic motivation (Herpratiwi & Ahmad, 2022).

Characteristics of learning interest

Interests are first generated under a particular circumstance, but after they are fully formed, people can pursue them on their own volition. Increased attention, effort, and affect are characteristics of the psychological state of interest at a given time and a lasting tendency to return to a specific item or subject over time (Herpratiwi & Ahmad, 2022).

Components of learning Interest

Personal interest: Personal interest refers to a person's enduring temperament, personality feature, or attribute (krapp, 2002). Typically, it is assumed that personal interest is focused on a particular activity or issue. For example interest in sports, music, dance), compared to curiosity, which is thought to be a trait of the more diffusely driven individual (Pintrich, 2003). People have the ability to actualize their interests, whereby their interests interact with fascinating environmental aspects to heighten interest (krapp, 2002). Individual interest is a content-specific psychological propensity (preference) that people have to repeatedly engage with certain classes of things, events, or ideas throughout time (Arikpo & Domike, 2015).

The psychological condition of interest in a task or activity is known as situational interest (krapp, 2002). For instance, innovation, surprise and particular themes (Sari, 2014). Situational interest refers to the emotional response brought on at the time by external stimuli may have a momentary impact and barely modify one's knowledge and values. This kind of curiosity is frequently sparked by particular or alluring aspects of the environment and has the potential to result in a genuine state of

interest (Subramaniam, 2009). By using engaging texts, media, presentations, and the like, situational interest can be raised and is typically taken to be constant among persons (krapp, 2002).

Measurement Method of learning interest

The Academic Interest Scale for Adolescents (AISA) was created as the initial goal of the current study in order to measure several academic interest facets across different school disciplines among adolescents in the Chinese educational system. We anticipated obtaining a general academic interest scale for Chinese adolescents with a four-factor latent structure through the creation of items appropriate for various topic areas, expert input, cognitive interview, exploratory factor analysis (EFA), and confirmatory factor analysis (CFA) (Luo et al., 2019).

Emotion

Definitions of emotion

Emotions are "social acts involving interactions with oneself and others." Emotions are biological, expressive, purposeful, and subjective occurrences. Emotions are fleeting, feeling-purposeful, expressive, and physical reactions that assist us in

adjusting to the opportunities and difficulties we encounter during significant life events. Emotions are emotional states in part because they cause a certain feeling, like joy or wrath (O'regan, 2003; Reeve, 2018). The majority of researchers view emotions as motivating states that lead to acceptable behavior (DeSteno et al., 2004).

Emotions are transient physiological phenomena that can help us adapt to the changing demands of our lives and circumstances. Emotion is a multidimensional phenomenon. Emotions can trigger appropriate behavior and motivation. Emotion is a physiological phenomenon and behavior expressed by inner activities. For example, while listening to the singer's singing, we observe her expression, notice the changes in her voice, and understand her emotional processing and expression of the work

(emotion). Emotions involve the sensory states and non-verbal communication of everyone.

Another example is deaf and hard-of-hearing people of particular groups. We can only observe their facial expressions, whether joyful, sad, angry, or excited, while communicating. Sometimes, special groups have higher artistic attainments than ordinary people because their inner world has a purer understanding of emotions, and their processing of emotions is more unique, so let the audience applaud their works.

Importance of emotion

Emotional experiences are ubiquitous, essential, and perhaps even critical in academic settings, as emotion modulates virtually every aspect of cognition. There are a variety of emotional states connected to tests, exams, homework including annoyance, worry, and boredom (Tyng et al., 2017). The classroom is an emotional setting where students frequently experience emotions in educational situations. For instance, a student may feel enthusiastic when studying, hopeful of success, proud of an accomplishment, startled to discover new approaches, fear of failing an exam, shame at receiving a low grade, when feeling uninspired in class. Moreover, emotions, like admiration, empathy, rage, contempt, or envy toward classmates and professors, also play a part (Pekrun, 2014).

These emotions may all greatly influence a student's academic performance and learning. Students' emotional states have an impact on their ability to self-regulate their learning, focus and concentration, motivation for learning, learning interest, and self-efficacy. Furthermore, emotions shape students' identities and influence their

physical, psychological, and emotional well-being. Students' emotional wellness should also be seen as an educational aim in and of itself because of how emotions impact learning and development, making them essential from an educational perspective (Pekrun, 2014). What we learn is imprinted by emotions, which influences our decisions. "Emotions are inextricably linked to the concepts of reward and punishment, pleasure and pain, approach and withdrawal, and personal advantage and disadvantage," explains Damasio. Emotions have an immediate, in-the-moment impact

on the mind on organisms that are wired to sense them, which also means they have feelings. The survival of an organism is the focus of emotion (Weiss, 2000).

Components of emotion

Three unique elements make up the complex psychological state of emotion: a personal experience, a physical reaction, and a corresponding behavioral or expressive reaction (Scuttari & Pechlaner, 2017). Subjective Experience: Although we have general terms for emotions like "angry," "sad," or "happy," your individual experience of these emotions may be far more multi-dimensional, therefore making it subjective. Physiological Response: When you discover that emotions can have significant bodily effects, your heart starts to race. Many physiological responses you experience during an emotion, such as sweaty palms or a racing heartbeat. When a threat is present, these reactions instantly prime your body to either run away from it or meet it head-on. Behavioral Response: the genuine display of emotion. These expressions play a crucial role in our entire body language, and our capacity to comprehend them effectively is linked to what psychologists refer to as emotional intelligence. Many facial expressions, like a grin to denote happiness or a frown to denote despair, are universal. Every culture uses the same basic facial expressions to communicate emotions. Our intimate experiences are made public through postures, gestures, vocalizations, and facial expressions. We communicate non-verbally to others how we feel and perceive the situation by engaging in such expressive conduct (Reeve, 2018).

The relationship between emotion and academic motivation

Motivation and emotions are linked in two different ways. Emotion is a motive at first. Emotions, like all other motives, motivate, direct, and maintain behavior. For instance, anger guides action by energizing subjective, physiological, hormonal, and physical resources to achieve a certain goal or purpose, such getting through a roadblock to a desired goal (Reeve, 2018).

Performance of emotion

Academic motivation and emotions vary and alter in complicated and dynamic ways, as opposed to being constant through time and the same under all conditions (Dietrich, et al., 2022). When certain brain structures are stimulated, certain motivational and emotional states are produced that assist us in coping with and adjusting to what is occurring. Teenagers, for example, take more risks than adults do, at least when it comes to alcohol, tobacco, legal and illicit substances, risky driving, unprotected sex, and criminal activity (Reeve, 2018).

Measurement Method of emotion

A norm-referenced scale called the Behavioral and Emotional Rating Scale (BERS) was created by Epstein and Sharma in 1998 to address the main issues with the technical suitability of strength-based evaluation. Using a 3-point Likert-type scale (0 = Not at all like the child; 1 = Not much like the child; 2 = Like the child, 3 = Very much like the child). First, the alternative school's seven exceptional education instructors were requested to complete the BERS on at least ten kids who were listed on their class roster. Ten days after completing the first ratings, they were given a second set of forms and asked to score the same students once more (Baldwin et al., 1999). The data were then gathered and analyzed using SPSS software, version 19, and AMOS software, version 20, using structural equations and Pearson correlation methods (Epstein et al., 1999).

Learning Habits

Definitions of learning habits

The behaviors students engage in to enhance their learning are referred to as learning habits. The purpose of study habits is to elicit and direct one's cognitive processes during studying (Ajai, et al., 2020). The way a person behaves when studying is referred to as their learning habits. The study of learning habits refers to how students typically exercise and practice their learning skills during the learning process (Yazdani & Sane, 2014). Learning habits refer to recurring patterns of study practices,

techniques, and methodologies, etc. It is a customized learning approach that differs between individuals more in terms of quality than quantity (Sahu, et al,2023).

The research found that learning habits are the behavior patterns students adopt in the education process; they are the learning carrier. It can be used to determine the

character and ability of students, as well as learning activities through learning methods and objectives. Each student's ability to learn depends on his or her habits. Learning habits can both expose students' characteristics while also defining the learner's character. Learning habits serve as the learning vehicle and can be regarded as both means and targets of study.

Importance of learning habits

The favorable effects of the students' diligent effort and good study habits in completing their assignments, participating fully in class, managing their time, being focused, and working hard have been notable. Students of all ages must have good study habits. The success of pupils in their academic careers will be based on their learning habits. That developing study habits is the only way for kids to achieve and improve their academic performance (Ebele & Olofu, 2017). Students of all ages must have good study habits. The success of pupils in their academic careers will be based on their study habits. Good learning habits will cultivate a student's good learning attitude and promote students' academic motivation. Study habits are part of a student's everyday life. It makes a substantial contribution to the growth of knowledge and perceptive abilities. This describes a student's capacity for learning, his or her level of aspiration, and how much they hope to accomplish. These might all be determined with the aid of a person's life long learning habits (Tus, 2020).

Being a student is greatly influenced by study habits. Each student's ability to succeed or fail is based on their learning habits. While some students study a lot yet need assistance to function well, others study little but succeed well. They suggested that each student's performance depends not only on their learning habits but also on

their aptitude and intelligence (Tus, 2020). The aptitude, intelligence, and effort of each student determine their level of achievement. Having a consistent study schedule will undoubtedly pay off in terms of success (Haq & khalil, 2022).

Measurement method of learning habits

The degree to which the tool's scores or responses are stable over time is referred to as its reliability. There are multiple ways to estimate the reliability of a data collection tool, like the split-half method or inter-consistency method, test-retest method, etc. However, the type of the data that the instrument elicits is directly related to these techniques. Researchers may employ the split half or inter-consistency approach, or Cronbach alpha

value, when dealing with scale data or numerical values. Psychometric properties are an essential feature of an exemplary data collection tool. Reliability, validity, and norms are a tool's three important psychometric properties (Sahu, et al,2023).

Students' comments on a five-point Likert scale were used to identify the study habits of the learners. Three important criteria for choosing a learning styles assessment tool: establishing the purpose for which the data will be used and matching the instrument to that purpose, choosing the most suitable instrument. The Learning and Study Skills Inventory is a commonly used inventory for the learning habits component and the Inventory of Learning Processes (Çakıroğlu, 2014).

Student- teacher relationships

Definitions of student- teacher relationship

A healthy student-teacher connection in the classroom is one where the teacher and the student are able to respect and trust one another. Gaining a deeper understanding of your students, giving them options, and motivating them to become better learners every day could be part of this partnership.Teachers that behave in this manner respect their students and value their uniqueness. Having a good rapport with your pupils makes them more effective in the classroom and creates a welcome and

comfortable environment for everyone. Positive student-teacher interactions display composure, optimism, respect, openness, safety, and flexibility (Vanner et al., 2022). Students learn more academic material and have greater social-emotional development when they have a good working relationship with their teacher. Students who have good ties with their teachers feel safe exploring and mastering challenging schoolwork. They encourage pupils to devote time and effort to their studies (Cornejo-Araya & kronborg, 2021).

A positive student-teacher relationship is one where the two parties actively seek to gain one other's respect and trust. Positive student-teacher relationships can result when teachers know their students well, provide them options, and support them. In addition, teachers also respect students and value their individuality. Teachers inspire their charges to study hard and take an interest in their subjects. Teachers: An attentive and thoughtful teacher believes that every student can learn; they often set high expectations for students and strive to avoid student-teacher conflict. These teachers are typically friendly, trustworthy, approachable, and with clear boundaries. Students:

Students concur that effective teachers are typically empathetic and willing to listen to their pupils' concerns; regard for students and appreciation of each student's uniqueness; Give pupils constructive criticism in a considerate and compassionate manner, they plan exciting activities to promote student-teacher relationship; they will speak with each student privately to understand their mental state; they assist kids and encourage group cooperation.

Importance of student- teacher relationships

The ability to foster an atmosphere of respect between students and teachers is one of their most important effects. Explicitly and positively defining learning goals and expectations for students is one method educators can build meaningful relationships with their students. Individual individuals or groups of students might see this differently. Because of this intimate connection, teachers will be able to monitor students' progress and change their learning objectives and expectations as necessary.

Positive student-teacher interactions also benefit kids' emotional health and help them build self-worth in addition to academic benefits (Vanner et al., 2022).

As previously said, strong student-teacher interactions are crucial for a successful classroom. For students' short- and long-term education, in particular, student-teacher connections are crucial.In the short term, student-teacher connections are significant because they foster a positive learning environment and aid in students' self-worth development. Similarly, these positive relationships decrease behavioral problems and promote academic success. Similar to how a good student-teacher relationship is important in the long run, it provides pupils confidence and makes sure they feel their thoughts matter (Vanner et al., 2022).

Relationship between student- teacher relationships and academic motivation

The relationship between students' motivation and teachers' knowledge of their students' communication style. Generalized perceptions of autonomy and competence among the pupils were influenced by the teacher's actions. Teachers can help students become more motivated to learn. Children are more likely to be motivated to study and participate in school activities when they have positive relationships with their peers and teachers (Wentzel & Watkins, 2002). Studies of academic motivation have indicated that educators can influence student motivation. By enforcing external controls,

maintaining close supervision and monitoring, and administering incentives or penalties in response to evaluations, they might adversely affect motivation (Rowell & Hong, 2013). To boost motivation for the value of learning, teachers may provide pupils assignments that are intellectually demanding and meaningful, students will learn to understand the connection when they are asked about their career interests and how the school both directly and indirectly aids them in achieving their objectives. By setting clear, encouraging expectations for each student, giving everyone an equal chance to participate in class discussions, and letting students know that they are confident in their ability to motivate them academically, teachers can support students' academic motivation (Jang, 2008).

A good student-teacher relationship is advantageous to the students. Educators also gain from this. Teachers are enhancing their own interpersonal and professional abilities while fostering strong relationships with their students. The student-teacher connection is significantly influenced by the educator's attitude toward a student. Students are more likely to participate in learning and achieve greater academic results when they feel protected and supported. Additionally, pupils who engage well with teachers exhibit less behavioral issues. Likewise, by fostering these connections, educators are enhancing their professional and communication abilities (Vanner et al., 2022). The impact is strong and significant. In fact, research indicates that a teacher's instructional strategy or curriculum may not have as much of an impact on students' learning as their interactions with other students (Cornejo-Araya & kronborg, 2021). The benefits of long-lasting student-teacher interactions help both students and teachers as they continue to grow (Tripathi, 2019). Helping students connect their hobbies with academic motivation will be easier for teachers to achieve if they encourage their pupils to talk about the things they enjoy and are good at (Jang, 2008).

Performance of student-teacher relationships

However, pupils who have a close relationship with their teacher perform better than those whose student- teacher interactions are contentious (Boynton, 2005). Instead of conflictual interactions, educators and students show respect for one another. The way a teacher responds to misbehaving pupils and to all students in general affects whether or not this balance is achieved. When speaking with students, teachers

should remain composed to prevent getting frustrated (Boynton, 2005). Getting to know your students better, giving them options, and praising them for their improvement as learners. During breaks, teachers spend time speaking with pupils one-on-one. believes that any learner can achieve, and she seeks to know each student's requirements and strengths to help them develop as learners and self-confidence. It appears to be a candid discussion with attentive listening and prompt comments (Vanner et al., 2022).

Measurement method of student-teacher relationships

The Student-Teacher Relationship Scale has been used in most studies on teacher-student relationships. Closeness, Conflict, and Dependency, which define the behavioral patterns that characterize the relationship between instructor and student, are the three factors that the instrument evaluates (Settanni et al., 2015). The five-point Likert scale is used to rate the 28-item STRS. Prior validity studies revealed adequate internal consistency, confirming the scale as a valuable and trustworthy indicator of the teacher's view of their interaction with their students. Similarly, exploratory factor analysis (EFA) to test the STRS' applicability in the Greek educational context and have produced the same outcomes. (Settanni et al., 2015).

Parental social support

Definitions of parental social support

Parental social support, which is a crucial source of assistance for teenagers, refers to the resources parents can offer their kids to help them deal with issues (Armstrong et al., 2005). Parents' positive reinforcement of their children's learning efforts constitutes parental social support, such as acknowledging the thoughts and feelings that students are experiencing, being open to sharing those sentiments, giving examples of how to deal with emotions responsibly, serving as role models for students, and giving students the chance to try to solve their own problems (Pierce et al., 1996). According to Pierce et al., two types of parental social support exist. support on an emotional and practical level first. In contrast to instrumental support, physical support provided in the form of resources or facilities, emotional support makes the recipient feel content, valued, and respected (Pierce et al., 1996).

According to the research of scholars above, parental social support is characterized as a person's perception of their support from and sense of affiliation with a group, thus reducing the threat of stress and life events. Social support into two types:

emotional and instrumental. While instrumental assistance is support in terms of the physical, such as resources or facilities, emotional support is support that

makes the recipient feel joyful, valued, and appreciated. Parents give their children emotional, financial, and practical support. They listen and communicate with their children, provide them with a safe and stable home environment, set high expectations for academic performance, and show great interest in their child's education, meet their basic needs such as food, shelter, and clothing, and help them with school and extracurricular activities. When parents support their child's academic goals and show a genuine interest in their progress, young people are more prone to be motivated to do well in school. Overall, parental support can be a powerful motivator for academic motivation. When students receive continuous care, love, and respect from their parents and those around them, they are more likely to develop healthy relationships, build resilience, and reach their full motivational potential.

Importance of parental social support

Parents who encourage their youngsters to try different activities and support their efforts help to develop children who feel more capable of meeting challenges (Bandura, 1993). A circle of friends can significantly affect an individual's academic life. The students' positive and supportive relations with their friends contribute to their motivation and engagement in school Pierce et al., (1991). In addition, the support from friends, included within the elements of social support, is more prominent during specific developmental periods like adolescence, when support from friends tends to be more important than that of many others (Tezci et al., 2015). Considering that the friend support received by students has a significant role in being favored and appreciated, this support may affect an individual's performance in an activity (Tezci et al., 2015). It was reported that the teachers' support impacted the participants' motivation. About social support, family members, especially parents, play an essential role in giving support to students' learning (Vatankhah & Tanbakooei, 2014).

Components of parental social support

Two functional forms of parental social support: emotional support and instrumental support. Typically, instrumental support refers to help with daily tasks,

whereas emotional support is associated with actions of respect, caring, warmth, and love (Wang et al., 2019). That parental social support, as a component of social

support, encouraged students' academic motivation (Tezci et al., 2015). Financial support for the student's academic life, psychological support, and other forms of problem-solving assistance are all examples of parental social support. It has been hypothesized that a student's academic motivation in school may rise if they receive their parents' support, gratitude, and praise. Parents provide the most significant support in the family setting. Children should have opportunity to develop their skills, according to parental expectations.Teenagers will notice that having their parents' social support makes them more likely to remain calm under pressure (Tezci et al., 2015).

The relationship between parental social support and academic motivation

The parental social support provided by the parental can be said to increase the student's academic motivation levels. Parental social support positive correlation exists between students' academic motivation (Tezci et al., 2015). Students' levels of academic motivation may be impacted by various factors. Parents' and teachers' parental social support had a substantial impact, especially on kids' extrinsic motivation (Tezci et al., 2015). That parental social support from families, teachers, and friends significantly enhanced the motivation of children in primary and secondary schools. That parental social support perceived by the students generally promoted the students' academic motivation in terms of academic achievement. Based on the idea that these variables have an essential effect on academic motivation, the elements of parental social support perceived by the students can have positive correlation on the motivations of the students. An important factor in predicting adolescents' academic motivation was parental social support. It was stressed that the perception of parental social support fosters the drive needed for motivation. Student's academic motivation is influenced by the kind of support they get from the people they connect with (Tezci et al., 2015). One's drive and sense of achievement are known to grow with parental social

support, which can lead to more efforts on that person's part to accomplish a goal (Safitri, et al., 2021).

Measurement method of parental social support

The Peking University-led China Family Panel Studies (CFPS) is an ongoing, nationally representative study that aims to gather longitudinal data on individuals, families, and communities in modern China. CFPS measured parental social support

with a 14-item inventory. All objects were further split into two dimensions: instrumental support and emotional support. The questions about emotional support were derived from the “care” domain of the highly reliable “Parental Bonding Instrument” (PBI). An example of the items regarding emotional support in CFPS is “Your parents encourage you to do things with great effort”. In terms of the subscale of instrumental support, CFPS included assistance with family (e,g., “Your parents provide a safe and clean living environment for you”). Responses were scored on a 5-point Likert type scale, ranging from 1 = “never” to5 = “always” (Wang, et al., 2019).

CHAPTER 3
RESEARCH METHODOLOGY

This chapter presents the procedures used to answer the research questions. Based on what has already been introduced, this chapter introduced the research methodology. It first presents the study participants and then introduces the instruments, including data collection and data analysis.

Research Methodology

In this study, a comprehensive study of quantitative research was used to examine the factors that influence secondary students' academic motivation. Quantitative studies usually take the form of data that explained educational phenomena. Data on the evaluation and influencing factors of secondary vocational students were collected in the form of a questionnaire survey.

Research Background

A secondary vocational school in China conducted the background of study; as the quality of the school's enrollment has declined, there are no threshold requirements for students to enter the school, and many students have no books to study, so they have to choose this school. Many factors contribute to student's lack of academic motivation.

Population and Participants

Populations

The populations were eleventh-grade students. There were a total of 795 secondary vocational school students.

Participants

The participants were 234 students who were randomly selected as a research sample by simple random sampling, (krejcie & Morgan, 1970)

Research Instruments

The research tool is a questionnaire. The questionnaire survey is formulated according to the actual situation of secondary vocational schools in China. The questionnaire is divided into seven parts: The research tool is a questionnaire. The questionnaire survey is formulated according to the actual situation of secondary

vocational schools in China. The following are the Cronbach's Alpha values for the dependent and independent variables:

1.Academic motivation questionnaire, Involving ten questions, the value is 0.895.

2.Academic self-efficacy questionnaire, Involving eight questions, the value is 0.890.

3.Learning interest questionnaire, Involving eight questions, the value is 0.917.

4.Emotion questionnaire, Involving 11 questions, the value is 0.899.

5.Learning habits questionnaire, Involving six questions, the value is 0.719.

6.Student-teacher relationships questionnaire, Involving eight questions, the value is 0.930.

7.Parental social support questionnaire, Involving eight questions, the value is 0.932.

The researcher studied the literature related to this paper, and after evaluation by three experts in related fields, the researcher modified the questionnaire's content and wording. After the modification, the questionnaire was five Likert scale.

SECTION 1 : Academic Motivation Questionnaire

The questionnaire was adapted from Deci and Ryan (1985)

For the following questions, please choose the option according to your situation, and use "√" in the "□" to choose the option that meets your opinion.

Corresponds perfectly mean You agree with the opinion in the question very well

Correspondence mean whether you agree with the opinion.

Not sure mean whether you do not know to correspond or not..

Not corresponding mean You disagree with the questionnaire's opinion

Not corresponding at all mean you disagree with the opinion at all.

Item	Question	Correspond perfectly	correspond	Not sure	Not correspond	Not correspond at all
1	When I am listening to the wonderful music, I will be attracted by it and feel happy.					
2	I study music because I want to enter a high quality university.					

Section 2: Academic Self-efficacy Questionnaire

The questionnaire was adapted from Abdul Gafoor scholar's Academic Self-Efficacy Scale.

For the following questions, please choose the option according to your actual situation, and use "√" in the "□" to choose the option that meets your opinion.

Corresponds perfectly	mean	You agree with the opinion in the question very well
Correspondence	mean	whether you agree with the opinion.
Not sure	mean	whether you do not know to correspond or not..
Not corresponding	mean	You disagree with the questionnaire's opinion
Not corresponding at all	mean	you disagree with the opinion at all.

Item	Question	Correspond perfectly	correspond	Not sure	Not correspond	Not correspond at all
1	I believe I have the ability to do well in my music studies.					
2	Compared with other students, I know more music knowledge and					
	can do better than others.					

Section 3 : Learning Interest Questionnaire

The questionnaire was adapted from Zheng Luo and other scholars of Academic Interest Scale for Adolescents (AISA). For the following questions, please choose the option according to your actual situation, and use "√" in the "□" to choose the option that meets your opinion.

Corresponds perfectly	mean	You agree with the opinion in the question very well
Correspondence	mean	whether you agree with the opinion.

Not sure	mean	whether you do not know to correspond or not..
Not corresponding	mean	You disagree with the questionnaire's opinion
Not corresponding at all	mean	you disagree with the opinion at all.

Item	Question	Correspond perfectly	correspond	Not sure	Not correspond	Not correspond at all
1	Studying music makes me feel good.					
2	I don't really like the major I am studying.					

Section 4 : Emotion Questionnaire

The questionnaire was adapted from the Behavioral and Emotional Rating Scale (BERS) and Situational Motivation Scale (SIMS)

For the following questions, please choose the option according to your actual situation, and use "√" in the "□" to choose the option that meets your opinion.

Corresponds perfectly mean You agree with the opinion in the question very well

Not corresponding at all mean You disagree with the opinion at all.

Correspondence mean you agree with the opinion.

Not sure mean Whether you do not know to correspond or not..

Not corresponding mean You disagree with the questionnaire's opinion

Item	Question	Correspond perfectly	correspond	Not sure	Not correspond	Not correspond at all
1	I am always very happy when I have the music class.					
2	I feel unhappy in my task.					

Section 5 : Learning Habits Questionnaire

The questionnaire was adapted from Study Habits Inventory for University Students.For the following questions, please choose the option according to your actual situation, and use "√" in the "□" to choose the option that meets your opinion.

Corresponds perfectly	mean	You agree with the opinion in the question very well
Correspondence	mean	you agree with the opinion.
Not sure	mean	Whether you do not know to correspond or not..
Not corresponding	mean	You disagree with the questionnaire's opinion
Not corresponding at all	mean	You disagree with the opinion at all.

Item	Question	Correspond perfectly	correspond	Not sure	Not correspond	Not correspond at all
1	I spend hours cramming the night before an exam.					
2	In class, I take the initiative to					
	answer the teacher's questions.					

SECTION 6 : Student-teacher Relationship Questionnaire

The questionnaire was adapted from of the student–teacher relationship scale.For the following questions, please choose the option according to your actual situation, and use "√" in the "□" to choose the option that meets your opinion.

Corresponds perfectly	mean	You agree with the opinion in the question very well
Correspondence	mean	you agree with the opinion.
Not sure	mean	Whether you do not know to correspond or not..
Not corresponding	mean	You disagree with the questionnaire's opinion

Not corresponding at all mean You disagree with the opinion at all.

Item	Question	Corres pond perfectl y	corres pond	Not sure	Not corres pond	Not corres pond at all
1	I understand the good intention of the teacher, I try to correct.					
2	My teacher treats each student equally.					

SECTION 7 : Parental Social Support Questionnaire

The questionnaire was adapted from instrumental support and emotional support.For the following questions, please choose the option according to your actual situation, and use "√" in the "□" to choose the option that meets your opinion.

Corresponds perfectly mean You agree with the opinion in the question very well

Correspondence mean you agree with the opinion.

Not sure mean Whether you do not know to correspond or not..

Not corresponding mean You disagree with the questionnaire's opinion

Not corresponding at all mean You disagree with the opinion at all.

Item	Question	Correspond perfectly	correspond	Not sure	Not correspond	Not correspond at all
1	My parents don't understand what I need.					
2	My parents like to discuss things with me.					

Data Collection

The questionnaire is presented to the students by the teachers of each class of the school. Moreover, in the academic motivation and the factors affecting academic motivation survey for each student, 795 questionnaires were distributed as field questionnaires, and 266 were collected.

Data analysis

The data was analyzed the descriptive statistic, including mean and standard deviation, with the SPSS program. Analyze the relationship between academic self-efficacy, learning interest, emotion, learning habit, student-teacher relationship, parental social support, and academic motivation of Secondary Vocational School students in China by using Correlation and analyzing academic self-efficacy, learning interest, emotion, learning habit, student-teacher relationship, parental social support, and the academic motivation of Secondary Vocational School students in China using Stepwise Regression.

CHAPTER 4
RESEARCH RESULTS

Descriptive analysis

The mean value represents the concentrated trend indicator, and the standard deviation represents the discrete trend fluctuation. This survey uses the mean and standard deviation to illustrate the academic motivation of secondary vocational school students in China, their academic self-efficacy, learning interest, emotion, learning habits, student-teacher relationships, and the current situation of parental social support. See the following table:

Table 1 Descriptive analysis of study variables (N=266)

Variables	Minimum	Maximum	Mean	S.D.
Academic motivation	1 .0	5.0	3.583	.704
Academic self-efficacy	1 .0	5.0	3.523	.681
Learning interest	1.5	4.9	3.266	.570
Emotion	1 .0	5.0	2.682	.652
Learning habits	1 .0	5.0	2.965	.611
Student-teacher relationships	1 .0	5.0	3.577	.708
Parental social support	2.0	4.2	2.9	.294

1.The value of academic motivation (Y) is between 1.0 and 5.0, with a mean of 3.583 and a standard deviation of .704. The standard deviation is relatively small, indicating that the data distribution in this part is more concentrated.

2.The value of Academic self-efficacy (X1) is between 1.00 and 5.0, with a mean of 3.523 and a standard deviation of .681. The standard deviation is greater than section 1 academic motivation (Y), indicating that this part of the data is widely distributed.

3.The value of learning interest (X2) is between 1.5 and 4.9, with an average of 3.266 and a standard deviation of .570. Compared with the first two parts, the standard deviation is the smallest,

indicating that the distribution of this part of the data is more concentrated.

1.The value of emotion (X3) is between 1.0 and 5.0, with an average of 2.682 and a standard deviation of .652.

2.The value of learning habits (X4) is between 1.0 and 5.0, with a mean of 2.965 and a standard deviation of .611. Indicates that the data distribution in this part is narrow.

3.The value of the student-teacher relationships (X5) is between 1.00 and 5.0, with an average of 3.577 and a standard deviation of .708. A larger standard deviation indicates a wider distribution of this part of the data.

4.The value of Parental social support (X6) is between 2.00 and 4.2, with an average of 2.989 and a standard deviation of .294. This part of the data has the smallest average value, indicating that the data is more concentrated.

This is a summary of descriptive statistics for a data set consisting of seven different sections (academic motivation (Y) to Parental self-efficacy (X6)), each with 266 students. For each section, we provide the minimum, maximum, mean, and standard deviation information. The results found that among the 266 valid samples, secondary vocational school students had higher academic motivation, this is related to China's efforts to develop secondary vocational education in recent years, and secondary vocational school students have become much more motivated in academic research. The academic self-efficacy of secondary vocational school students shows that secondary vocational school students have some confidence in their ability in learning, and they can make appropriate adjustments according to their actual situation and achieve certain results in learning. The overall learning interest of secondary vocational students is at a medium level, which indicates that the enthusiasm of secondary vocational students for their studied majors still needs to be improved. According to the survey of secondary vocational students' emotion, the overall level of secondary

vocational students' emotion is average, and the overall emotional state is not positive enough. In recent years, a series of emotional problems such as academic pressure occur frequently, leading to depression and suicide of students in many schools, which also draws the attention of society, schools, teachers and families to students' emotion problems.

The overall level of each question item of learning habits is average andfluctuates, indicating that some students' learning habits still need to be cultivated. The overall student-teacher relationships is at a good level, indicating that secondary

vocational students are active in communication with teachers and the student-teacher relationships is good, there are still some secondary vocational students who are not good at communication. In this survey, we found that secondary vocational students scored average in terms of parental social support. Since many students' families are economically backward and their parents work outside for a long time and cannot take care of students, many students are left behind in rural areas since they are young. However, there are also many parents who care about their children's academic motivation rather than their children's academic performance and are willing to provide more moral and material support for their students. The moral and financial support students receive from their parents provides more strength for their academic motivation.

Correlation Analysis

According to correlation analysis, it can be concluded that the academic motivation of secondary vocational school students is significantly positively correlated with academic self-efficacy, learning interest, student-teacher relationships, and parental social support. Academic motivation of secondary vocational students is significantly negatively correlated with emotion and learning habits. The specific description is as follows:

Table 2 Correlations statistical table

	Y	X1	X2	X3	X4	X5	X6
Y	1	.763**	.629**	-.381**	-.316**	.523**	.333**
X1		1	.724**	-.422**	-.314**	.545**	.356**
X2			1	-.266**	-.204**	.508**	.298**
X3				1	.657**	-.325**	-.180**
X4					1	-.220**	-.125**
X5						1	.349**
X6							1

Y stands for Academic motivation X1 stands for Academic self-efficacy X2 stands for Learning interest

X3 stands for Emotion

X4 stands for Learning habits

X5 stands for Student-teacher relationships X6 stands for Parental social support

1.The correlation coefficient between Y and all other parts is between 0.763 (X1) to 0.333 (X6), indicating that there is a moderate degree of positive correlation between X1 and other parts.

2.The correlation coefficient between X1 and other parts is between 0.356 and (X6) to 0.763and (Y), showing a moderate degree of positive correlation.

3.The correlation coefficient between X2 and other parts is between 0.629 and (X5) to 0.508and (Y), and the correlation with X6 is weak, but it shows a moderate positive correlation with other parts.

4.The correlation coefficient between X3 and other parts is between -.381 and (X5) to -.325 and (Y), the correlation with X5 is weak and shows a negative correlation with other parts.

5.The correlation coefficient between X4 and other parts is between -.220 and (X5) to -.316 and (Y), and the correlation with X6 is weak, while it shows a negative correlation with other parts.

6.The correlation coefficient between X5 and other parts is between 0.508 and (X2) to 0.523 and (Y), the correlation with X4 is the weakest, and it shows a moderate degree of positive correlation with other parts.

7.The correlation coefficient between X6 and other parts is between 0.349 and (X5) to 0.333 and (Y), the correlation with X5 is weak and shows a moderate positive correlation with other parts.

This is a matrix of Pearson correlation coefficients between 7 parts (Y to X6). The number in each cell indicates the degree of correlation between the two parts. Values range from -1 to 1, where close to 1 indicates a strong positive correlation, close to -1 indicates a strong negative correlation, and close to 0 indicates no correlation. In this case, all correlation coefficients are positive, meaning there is some degree of positive correlation between all components, and the correlations are all

significant. The specific description is as follows:

The correlation coefficient between Y and all other parts is between 0.763 (X1) to 0.333 (X6), indicating that there is a moderate degree of positive correlation between X1 and other parts.

A specific analysis reveals that: The study showed a positive relationship between academic motivation and four items: academic self-efficacy, learning interest, student-teacher relationships, and parental social support. The results showed that academic motivation was negatively related to emotion and learning habits. It means the dependent variable can intensify or decrease with changes in the Independent variable and may be altered by external factors. For example, some students become emotionally disillusioned and less academically motivated in the event of test failure. Other students feel that they are not discouraged when they fail an exam and that their academic motivation is naturally increased by working hard to do well on the next exam. Some students take frequent notes in class, but they are not necessarily more academic motivation. The dependent variable enhances or decreases with changes in the independent variable.

Stepwise regression analysis

Stepwise regression analysis is used to study the influence of X (quantitative or definite category) on Y (quantitative) and whether there is an influence relationship, direction, and degree of influence. Academic self-efficacy, learning interest, emotion, learning habits, student-teacher relationships, and parental social support are used as independent variables. In contrast, academic motivation is used as the dependent variable for stepwise regression analysis.

Table 3 Multiple linear regression analysis models.

model	R	R Square	Adjusted R square	Error in standard estimates
1	.782d	.612	.606	.44154

Predictor variables: (Constants), X1, X5, X2, X4

This is a model summary of a multiple linear regression analysis using academic motivation (Y), Academic self-efficacy (X1), Learning interest (X2), Emotion (X3),

Learning habits (X4) and Student-teacher relationships (X5) and Parental social support(X6) as predictor variables (independent variables). The specific results are as follows:

1.R Square: The coefficient of determination (R^2) of this model is 0.612, which means that the predictor variable (Academic self-efficacy (X1) to Parental social support (X6)) can explain the predicted variable (probably Academic motivation (Y), although it is not explicitly stated) 61.2% variance. In other words, about 61.2% of the output variation in the model can be explained by the input (Academic self-efficacy (X1) to Parental social support (X6)).

2.Adjusted R Square: The adjusted coefficient of determination is 0.606. Unlike the coefficient of determination, the adjusted coefficient of determination takes into account the number of predictor variables in the model. This value will be adjusted according to the number of predictor variables, especially in the case of more predictor variables, if the new predictor variables do not significantly improve the model interpretation, then the adjusted coefficient of determination may decrease. In this model, the adjusted coefficient of determination is not much different from the coefficient of determination, indicating that all the predictors added contribute somewhat to the model.

3.Std. The error of the Estimate: The estimated standard error of the model is 0.44154. This indicator provides a measure of the prediction error of the model, and the smaller the value, the higher the prediction accuracy of the model. In this model, this value is 0.44154, which means that the deviation of the model's predicted results from the actual results is about 0.44154 on average.

In general, this multiple regression model can explain the changes in the predicted variables to a certain extent, but there are also some prediction errors.

The notes below the table show the independent variables introduced into the regression equation at each step in the stepwise regression analysis, R, the R-squared and the adjusted R-squared indicate the goodness of fit, which estimates how well the model fits the observations. In this study, both R-squared and adjusted R-squared tend to increase as the number of variables in the model increases; The adjusted R-squared of each fitted model is greater than 0.5, indicating that the established regression equation is good and the dependent variable explains the independent variable to a high degree.

Table 4 ANOVAa model table

model	Sum of squares	df	Mean square	F	Sig.
regression	80.349	4	20.087		
Residual	50.885	261	.195	103.032	.000*
total	131.234	265			

Predictor variables: (Constants), X1, X5, X2, X4

This is an ANOVA table for evaluating linear regression models. ANOVA is used to test whether at least one of all predictor variables (independent variables) in the model has a significant effect on the dependent variable (predicted variable). The specific description of the form is as follows:

1.Regression: This line provides the information predicted by the model. The "Sum of Squares" value is 80.349, which is the sum of squares between the predicted values produced by all predictor variables (Academic self-efficacy (X1) to Parental social support (X6)) on the dependent variable (Academic success (Y)) and the mean of the dependent variable. A "df" value of 4 means there are 4 predictors in the

model. The "Mean Square" value is 20.087, which is the result of dividing the "Sum of Squares" by "df", indicating the amount of variance that each predictor variable can explain on average.

2.Residual: This row provides information that the model failed to predict. The "Sum of Squares" value is 80.349, which is the sum of squares between the actual value of the dependent variable and the value predicted by the model, representing the variance that the model fails to explain. The "df" value is 261, which is the total number of observations (265) minus the number of predictors (4) minus 1 (the constant term). The "Mean Square" value is .195, which is the result of dividing the "Sum of Squares" by "df" and represents the average error for each observation in the model's predictions.

3.Total: This line gives the sum of the "Sum of Squares" (131.234) and the total degrees of freedom (265).

F value and significance (Sig.): The F statistic is the result of dividing the

regression Mean Square by the residual Mean Square, which is 103.032. A significance level of .000 indicates that the F value of this model is statistically significant, that is, at least one predictor variable has a significant effect on the dependent variable.

Table 5 Coefficientsa model table

model	Unstandardized Coefficients		Standardized coefficient	t	Sig.
	B	Standard error	Beta		
Constants	.792	.254		3.115	.002
X1	.592	.062	.573	9.543	.000
X5	.124	.047	.124	2.645	.009
X2	.166	.070	.135	2.357	.019
X4	-.093	.047	-.081	-1.987	.048

Dependent variable: Academic motivation(Y)

This is a table of coefficients for a multiple linear regression model, listing each predictor variable (X1 to X6) along with Constant's coefficient (B), standard error, Beta, t-statistic, and significance level (Sig.).

Constant: The B value is 0.792, and the standard error is 0.254. The t statistic is 3.115, corresponding to a significance level of 0.002, which is lower than 0.05. This means that the constant term has a significant effect, and if all predictors have a value of 0, then the expected value of the dependent variable (Y) will be close to 0.

Academic self-efficacy(X1): The B value is 0.592, the standard error is 0.062, and the Beta value is 0.573, which means that when X1 changes by one standard deviation, Y is expected to change by 0.573 standard deviations. The t statistic is 9.543, and the corresponding significance level is 0.000, which is lower than 0.05, which means that X1 has a significant impact on Y.

Student-teacher relationship (X5): The B value is 0.124, the standard error is 0.047, and the Beta value is 0.124, which means that when X5 changes by one standard deviation, Y is expected to change by 0.124 standard deviations. The t statistic is 2.645, and the corresponding significance level is 0.009, which is lower than 0.05, which means that X5 has a significant impact on Y.

Learning interest (X2): The B value is 0.166, the standard error is 0.070, and the Beta value is 0.135, which means that when X2 changes by one standard deviation, Y is expected to change by 0.135 standard deviations. The t statistic is 2.357, and the corresponding significance level is 0.019, which is lower than 0.05, which means that X2 has a significant impact on Y.

Leaning habits (X4): The B value is -.093, the standard error is 0.047, and the Beta value is -.081, which means that when X4 changes by one standard deviation, Y is expected to change by -.081 standard deviations. The t statistic is -1.987, and the corresponding significance level is 0.048, which is lower than 0.05, which means that X4 has a significant impact on Y.

According to stepwise regression results, four factors affect secondary vocational students' academic motivation: academic self-efficacy, learning interest, learning habits, and student-teacher relationships. Emotion and parental social support do not significantly influence secondary vocational students' academic motivation.

When P> 0.05, this independent variable is not statistically significant in this model, and when P < 0.05, this variable is statistically significant in the model and should be retained. This table has four independent variables, academic self-efficacy (X1), learning interest (X2), learning habits (X4), and student-teacher relationships (X5). It was found that academic self-efficacy, interest in learning, learning habits, and student-teacher relationships affected academic motivation. At the same time, emotion(X3) and parental social support(X6) did not affect academic motivation.

The Unstandardized Coefficients of the forecaster was written as an equation as follows:

$\hat{Y}$ = .792+ . 592 X1+ .166 X2 + .124 X5+ (-. 093 X4)

The Standardized Coefficients of the forecaster was written as an equation as follows:

Z = .573 X1 + .124 X5 + .135 X2+ (- .081 X4)

The results showed that academic self-efficacy, learning interest, learning habits, and student-teacher relationships all had strong effects on academic motivation. Academic self-efficacy influenced 58.1 % of academic motivation, while academic self-efficacy, learning interest, learning habits, and student-teacher relationships influenced 60.6 % of academic motivation.

CHAPTER 5
CONCLUSION AND DISCUSSION

Conclusion

According to correlation analysis, the academic motivation of secondary vocational students is significantly positively correlated with academic self-efficacy, learning interest, student-teacher relationships, and parental social support. Academic motivation of secondary vocational students is significantly negatively correlated with emotion and learning habits.

According to stepwise regression results, four factors affect secondary vocational students' academic motivation: academic self-efficacy, learning interest, learning habits, and student-teacher relationships. Emotion and parental social support do not significantly influence secondary vocational students' academic motivation.

Discussion

In this study, there are four factors related to the academic motivation of secondary vocational students in China, namely, academic self-efficacy, learning interest, student-teacher relationships and parental social support. The relationship between academic self-efficacy and academic motivation was very strong, the relationship between interest in learning and academic motivation was strong, the relationship between teacher-student relationship and academic motivation was strong, and the relationship between parental social support and academic motivation was average.

1.The correlation number of academic self-efficacy is .763. Academic self-efficacy is positively correlated with academic motivation. This means that students' academic motivation also increases as academic self-efficacy increases. It is clear from Bandura's study that learners are motivated because they value the work that goes into learning tasks, are highly self-efficacy, expend effort to achieve goals and demonstrate persistence when encountering complex tasks. Students with a strong sense of

academic self-efficacy in a particular field are more motivated to succeed (Bandura & Locke, 2003) because they believe they can succeed and are, therefore, more willing to put effort into it. Individuals with a strong sense of self-efficacy are more likely to push themselves forward in the face of challenges to achieve goals.

1.The correlation number of learning interests is .629. Learning interest relationships is positively correlated with academic motivation. The learning interest relationship has an impact on academic motivation. A secondary student is interested in a course, they will show high academic motivation and will also use their spare time to study the course. Interest is necessary for learning to take place properly. Likewise, one of the main factors influencing students' learning activities is their passion in learning (Herpratiwi & Ahmad, 2022).

2.The correlation number of student-teacher relationships is .523. Student-teacher relationships are positively correlated with academic motivation. Student-teacher relationships have an impact on academic motivation. Teachers and students get along well and can build positive and harmonious relationships, and teachers encourage students in their academic life, which also increases students' academic motivation. Moreover, in a study, researchers looked into the connections between students' motivation and their awareness of teachers' communication strategies. The teacher s behavior was found to influence the students' generalized feelings of autonomy and competence. Teachers can also have a positive impact on academic motivation. When children have positive relationships with their peers and feel supported by their teachers, they are more likely to be motivated to learn and engage in classroom activities.

3.The correlation number of parental social support is 0.333. Parental social support is positively correlated with academic motivation. The emotional and instrumental support parents give students makes the learning process hassle-free, increasing their academic motivation. In a study by Tezci et al., 2015, there was a significant positive correlation between the motivations of the students and the support from a person perceived as unique by them.The parental social support provided by the

parental it is possible to say that the student's motivation levels. Parental social support positive correlation exists between a students' academic motivation. Similarly, parental social support and other forms of social support from families, teachers, and friends significantly boosted secondary school students' academic motivation (Tezci et al., 2015). Parents' social support is equally evident in the way they encourage their children when students encounter difficulties. Parents are respectful of their children's ideas and decisions in school and in life, giving emotional support. Parents will provide stableemotional support and assistance to the student.

4.Emotion is negatively correlated with academic motivation. Academic motivation can intensify or decrease with mood changes and may be altered by external factors. For example, some students become emotionally disillusioned and less academically motivated in the event of test failure. Other students feel that they are not discouraged when they fail an exam and that their academic motivation is naturally increased by working hard to do well on the next exam.

5.Learning habits are negatively correlated with academic motivation. The value of learning habit is -.316, indicates a negative correlation. That is, when students' study habits change from strong to weak or from weak to strong, academic motivation will change from weak to strong or from strong to weak, and the relationship between the two variables is in the opposite direction. For example, some students often take notes in class, but their academic motivation is not necessarily strong and they may just be trying to complete the assignment. In the questionnaire on study habits, there may have been a lack of student motivation and poor formation of study habits in general, which led to biased data and affected the results.

There are three factors affecting the academic motivation of secondary vocational students in China. Which are statistically significant at the 0.01 level, namely, academic self-efficacy, learning interest, learning habits and student-teacher relationships. Among them, the B value of academic self-efficacy is the highest, and the B value of academic self-efficacy is 0.573.

1.The factor of academic self-efficacy affects the academic motivation of Secondary Vocational students. The B value of academic self-efficacy is 0.573. If secondary vocational student has a high sense of academic self-efficacy, it will affect their academic motivation, and they will act very hard and overcome all difficulties. Academic self-efficacy can enhance or reduce students' academic motivation and influence behavior. Even if it does not have a direct impact on student learning, it can have a significant indirect impact on learners depending on the characteristics of their motivation. When individuals believe they are capable of performing well or improving their competence, motivation and self-efficacy are increased.

2.The factor of learning interest affects the academic motivation of secondary vocational students. The B value of learning interest is 0.135. Students are interested in the music major and will actively explore it before class or answer the teacher's questions during class, which also influences academic motivation. Students' motivation will grow and their performance will be improved if research is done in a way that appeals to them. Students' motivation will be positively impacted by efforts to pique their interest and guarantee their willingness to participate in and complete the course. A sense of enjoyment was finally born in the form of a shift in behavior or attitude toward information and abilities, and it was accompanied by an interest in learning, the desire or ability to deliberately focus attention (Arlianty, 2017).

3.The factor of student-teacher relationships affects the academic motivation of secondary vocational students. The B value of student-teacher relationships is 0.124. Student-teacher relationships affects academic motivation. For example, if teachers communicate regularly with students and show concern for them, students will also show positive academic motivation. A good student-teacher relationship is advantageous to the students. Educators also gain from this. Teachers are enhancing their own interpersonal and professional abilities while fostering strong relationships with their students. The student- teacher connection is significantly influenced by the educator's attitude toward a student. When students feel safe and supported, they are more likely to engage in learning and produce better academic

achievements (Vanner et al., 2022). For teachers, students will be better able to integrate their interests with learning if they are encouraged to talk about the things they enjoy and are good at. Students will learn to understand the connection when they are asked about their career interests and how the school both directly and indirectly aids them in achieving their objectives. To boost students' academic motivation, teachers may provide assignments that are intellectually demanding and meaningful to the students.

4.The factor of learning habits affects the academic motivation of secondary vocational students. The B value of learning habits is -.081. Therefore, there is no effect between learning habits and academic motivation. Good learning habits, such as completing assignments, participating in class, managing their time, remaining focused, and working hard, had a strong beneficial link on their academic motivation, according to the study referenced by Tus et al. (2020). No doubt, regular study habits bring their own rewards in the sense of academic motivation. It also shows the general quality of the questionnaire, leading to errors in the data, as well as the low motivation and lack of motivation of students in participating in the questionnaire, the large number of questions, and finally the negative data.

RECOMMENDATION

Practical Recommendations

Academic motivation is the purpose of education and the internal and external motivation that directly drives students' learning activities. Secondary school students' current level of academic motivation is generally problematic, and teachers should help students establish a positive self-concept and stimulate their academic motivation. Secondary students are prone to negative emotions such as anxiety when they encounter setbacks and failures, and these emotions can also hinder their desire to learn. Teachers can help students set a reasonable goal, which must be in line with students' actual situation and challenges, and give guidance and help in this process. Constantly encourage students mentally. They are creating a positive sense of

academic self-efficacy in students. For example, students are interested in humorous stories and beautiful things, so teachers should teach more novel knowledge and develop teaching programs to attract students' interests. In this study, it is important to be fully aware of the profound impact of academic motivation in secondary schools andthe positive meaning it can have for students. Regarding learning habits, as a school, we should organize more subject competitions or exams related to students' majors to cultivate students' independent learning ability, stimulating students' enthusiasm and academic motivation. We will motivate them to study seriously and make an effort. Interpersonal relationships can also affect students' academic motivation, so it is essential to establish harmonious teacher-student relationships. Teachers treat every student equally and work with students as both teachers and friends, understanding and respecting each other. They should actively communicate and interact with each other in class to create a relaxed and pleasant classroom environment, and get along and communicate like friends after class. Build a trusting relationship.

Future Recommendations

Suggestions for the future begin with in-depth reading and understanding of the dependent and independent variables related to the topic, followed by extensive academic literature searching to reduce misquoting and plagiarism. Secondly, we constantly try to innovate and explore. Focus on practice and application in the

research process, including research methods and directions. Pay attention to the research methodology and research hypotheses, and in empirical studies, such as designing questionnaire sessions, pay attention to the credibility of the sample. When distributing questionnaires, students are reminded to answer the questions carefully and critically. Descriptive analysis tools, correlation analysis, and stepwise regression analysis were used in this study. When using SPSS, the final data results are carefully scrutinized and analyzed, and the relationships and effects between the dependent and independent variables are explained in detail in the process of analysis, which also allows for linking the practical and the theoretical.

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APPENDIX

item	question	Correspond perfectly	correspond	Not sure	Not correspond	Not correspond at all
1	When I am listening to the wonderful music, I will be attracted by it and feel happy.					
2	When I am listening to the amusing concert clips, I will have an inner drive to study music hard.					
3	I am interested in music learning because it helps me better understand.					
4	I feel pleasurable and satisfied while learning new music knowledge.					
5	I study music because I like it and I want to be a good musician.					
6	I study music because I want to enter a high quality university.					

7	I study music so that I could get a good job and salary.					
8	I practice my voice hard so that my teacher will praise me for being great.					
9	I studied hard to get good grades in vocal music.					
10	I study music in order to get the prizes in the singing competition.					

Academic Self-efficacy Questionnaire

item	question	Correspond perfectly	correspond	Not sure	Not correspond	Not correspond at all
1	I believe I have the ability to do well in my music studies.					
2	I believe I have the ability to solve the difficult problems in my study.					
3	Compared with other students, I know more music knowledge and can do better than others.					

4	I often choose the difficult learning tasks, even if require more effort.					
5	No matter how my exam scores are, I will never doubt my learning ability.					
6	It's not easy for me to win awards in music competitions.					
7	For me, it was easy to stick to my study ideals and reach my study goals.					
8	For me, become a good singer is not something that comes easily.					

Learning Interest Questionnaire

item	question	Correspond perfectly	correspond	Not sure	Not correspond	Not correspond at all
1	Studying music makes me feel good.					
2	I want to study music because i like composing.					

3	I don't like learning about music theory because it's boring.					
4	I don't really like the major I am studying.					
5	I will use my spare time to study the music performance course that I am interested in.					
6	I will take the initiative to combine my academic interests with my major.					
7	I am interested in every section of the music textbook.					
8	After the lesson I will actively explore the unresolved issues of voice breath and bite in class.					
9	During the music class, I was very active in answering professional questions from the teacher.					
10	During class, I often wished that class would end soon.					

Emotion Questionnaire

item	question	Correspond perfectly	correspond	Not sure	Not correspond	Not correspond at all
1	I am always very happy when i have the music class.					
2	I feel that learning music is funny and I am passionate about it.					
3	I feel unhappy in my task.					
4	When I feel unhappy, I can't finish my studies.					
5	I feel nervous and uneasy before every exam.					
6	When I get a medal in a music competition, I will jump up and down with joy.					
7	I get frustrated when I don't do well in exams.					
8	In music class I would worry that my singing was not good enough and my voice was shaky.					

9	If someone yells in my ear, my heart rate goes up and I get scared.					
10	If someone yells in my ear, my heart rate goes up and I get					
	scared.					
11	Every time I stand on the stage, I get nervous, my hands shake, my legs shake, and even my face stiffens.					
12	It makes me happy when I see the audience clapping and applauding for me off stage.					
13	I will be shy and blush when being praised in public.					
14	When I see the judges frowning, I get nervous and my palms get sweaty.					
15	When I didn't finish the music homework assigned by my teacher, I would cry.					

Learning Habits Questionnaire

item	question	Correspond perfectly	correspond	Not sure	Not correspond	Not correspond at all
1	I spend hours cramming the night before an exam.					
2	I'm worried that the exam results will affect my daily study.					
3	In class, I take the initiative to answer the teacher's questions.					
4	I don't take another look at my class notes for days after they are taken.					
5	I write my papers the night before they are due.					
6	I write my papers the night before they are due.					
7	I get tired or distracted while studying for a long period of time.					
8	When listening to the class, I have a hard time concentrating.					

9	I read the learning material before the class.					
10	I will take notes during class.					

Student-teacher Relationship Questionnaire

item	question	Correspond perfectly	correspond	Not sure	Not correspond	Not correspond at all
1	I understand the good intention of the teacher, I try to correct.					
2	My teacher's expertise is very impressive and they often demonstrate to me in class and give me a clear understanding of the abstract nature of vocal principles.					
3	Because my teacher cares about me very much, I am willing to talk to my teacher.					

4	My teacher treats each student equally.					
5	My teachers are willing to help and advise me when I am having difficulties in my major.					
6	When I made a mistake, my teacher is willing to help me analyze the cause and solve the problem.					
7	Whether I am good at something or not, my teachers will guide me and encourage me.					
8	I feel happy to be with the teacher after class.					
9	When I did something wrong, my teacher would punish me.					
10	My teacher is very caring and they often asks me questions about my professional knowledge in class.					

Parental Social Support Questionnaire

item	question	Correspond perfectly	correspond	Not sure	Not correspond	Not correspond at all
1	My parents don't understand what I need.					
2	My parents don’t respect my decision.					
3	My parents will give me encouragement when I meet the difficulties in study.					
4	My parents don’t like to praise me.					
5	My parents like to discuss things with me.					
6	My parents will find me professional teachers to help me learn better.					

7	My parents will provide me with a safe and stable living environment.					
8	My parents would buy me music equipment to help me study better.					
9	When I need to buy extracurricular materials, my parents were generous.					
10	To improve my academic performance, my parents would spend a lot of money to enroll me in tutorial classes.					

Researcher Profile

VITA