

The Research on Learning Motivation and Factors for Glass Art University Student in China

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Abstract: This study investigates the learning motivation of glass art students in China, focusing on the unique factors that drive their academic engagement. The research employs a comprehensive literature review and surveys conducted with students from Chinese art academies. Two questionnaires were developed through item and factor analysis: one assessing learning motivation and another examining influencing factors. The learning motivation questionnaire identifies three core components: “Passion for Art,” “Future Work and Life,” and “Negative and Coping.” The questionnaire on influencing factors also reveals three key components: “Interest and Hobbies,” “Social Environmental Impact,” and “Influence of Traditional Culture.” Survey results showed high internal consistency and structural validity for both questionnaires. The findings highlight that passion for art is the highest motivational factor, followed by future work and life considerations. Social environment and personal interests significantly influence learning motivation. However, knowledge-seeking and goal-setting motivations were relatively low due to the subjective and experiential nature of art majors. This emphasizes the need to integrate humanities education and reinforce students’ emotional connections with their art practice, aligning learning goals with practical applications and societal expectations.

1. Introduction

Over the past few years, the advancement of higher education reform has led to a significant transformation in the field of higher art education in China[1]. This sector has transitioned from being exclusive to becoming more accessible to the masses, resulting in a substantial increase in the student population in art institutions. Art educators have observed unique learning traits among art students, distinct from those in other higher education institutions [2]. One key aspect is the role of learning motivation, which serves as a crucial catalyst for student learning, influencing the initiation, persistence, and outcomes of learning activities [3]. Studying the learning motivation of college students is instrumental in accurately recognizing, nurturing, and stimulating their learning drive. It aids in assessing and forecasting their learning behavior, which is vital for facilitating their successful academic completion and enhancing the quality of higher education. The objective of this research is to consolidate and distill the current scholarly works pertaining to the study of learning motivation among glass art students. The aim is to delve into the unique learning attributes

of these art students and develop tailored questionnaires that assess their learning motivation and the factors influencing it. The ultimate goal is to facilitate the evaluation of learning motivation levels among glass art students, dissect their distinct features, and devise effective strategies to address their learning motivation.

2. Methods

This investigation, grounded in a comprehensive review of existing literature, draws heavily on several key surveys conducted in recent years on the learning motivation of university students in China. The research identifies the dimensions and items for the survey questionnaire. Concurrently, an open-ended survey and individual interviews were carried out with 50 students from Chinese art academies. The students primarily identified their current primary learning motivations, providing pertinent information for the questionnaire compilation. The unique attributes of art academy students were collated and organized, resulting in a preliminary questionnaire comprising 30 items related to learning motivation and 20 items related to factors influencing learning motivation. The study employs a standardized set of instructions and randomly selects 50 students from University A for a pilot study, ensuring a balanced representation of majors, genders, and grades. The primary methods used for item selection were item analysis and an initial factor analysis. Following these steps, the final learning motivation questionnaire was established, consisting of 7 factors and 10 specific items, while the questionnaire on factors of learning motivation comprised 3 factors and 12 specific items. Upon finalizing the questionnaire, a formal survey was conducted among the students of University A. A total of 100 questionnaires were distributed, all of which were returned, resulting in a 100% response rate and 97 valid questionnaires, yielding a 97% validity rate. Of these, 52 valid questionnaires pertained to learning motivation and 45 to factors influencing learning motivation. All data underwent a principal component maximum variance rotation to test the items of the two questionnaires. The analysis revealed that both questionnaires exhibited high internal consistency and structural validity, effectively reflecting the objectives of the motivation survey. Both questionnaires had Cronbach's alpha coefficients around 0.70, and split-half reliability was also around 0.70, essentially meeting the requirements for statistical measurement and enabling the evaluation of the learning motivation of art college students.

3. Results

Such as a love for the lifestyle of artists, a preference for creating beauty and expressing oneself, a desire to gain insights into the soul and society, the ability of the major to enhance one's artistic taste and aesthetic interest, and the enrichment of knowledge. The major embodies a rich life philosophy that can purify the soul and cultivate sentiment. These five elements essentially indicate that students have a high level of interest in their majors, hence they are categorized as "Interest and Hobbies".

Component 2 comprises elements like societal recognition of the major, achieving certain accomplishments during the learning process, anticipation and confidence in the future prospects of the major, the ability of the major to equip students with a unique skill and establish a foothold in society, and the high societal value of the major. These five items primarily reflect the high level of recognition students have for the societal status of their majors, hence they are categorized as "Social Environmental Impact".

Component 3 includes elements like an appreciation for Chinese traditional culture, and the inheritance and propagation of Chinese traditional culture. These two items primarily reflect the influence of Chinese traditional culture on art college students; hence they are categorized as "Influence of Traditional Culture".

4. Discussion

The findings of this research indicate that the levels of learning motivation among art university students, in descending order, are: passion for art, future work and life, status and image, influence of the external environment, personal artistic achievement, negativity and coping, and the pursuit of knowledge and goals. The fundamental characteristics of learning motivation among art university students can be summarized as follows:

A profound love for art is the most potent learning motivation among art university students [4]. This suggests that art university students harbor a deep affection for art, possess clear learning objectives, and base their learning largely on their interests and hobbies, with the choice of major predominantly being a matter of personal preference. This reflects the intense passion art university students have for their majors and simultaneously refutes the biased perception held by some in society that students who attend art colleges do so because they were unable to gain admission to other institutions.

Besides a love for art, another strong learning motivation for art university students is their future work and life. This could be attributed to objective factors such as employment pressure, increased difficulty in securing employment, escalating competition in academics and further studies, and shifts in the values of university students. The scale and quality of higher education, the employment perspectives of university students, the social security system, and the potential for employment in society also indirectly intensify this motivation. The expansion of higher education and the introduction of art majors in some regular universities have led to a dramatic increase in the number of art students, causing them to experience immense pressure concerning their future work, further studies, and life. This pressure has become the primary driving force for current university students' learning. Furthermore, due to the unique nature of art majors, some art students might engage in society at an earlier stage, participating in remunerative activities such as creating art pieces, art design, and professional art tutoring. This allows art students to integrate into society earlier, making it easier for them to connect their current learning more with practical life, thereby revealing their pursuit of material life. Tracing back to its roots, education is constrained by social economic development and ultimately determined by economic growth. Under the influence of the market economy, they are inevitably affected by the culture of the commodity economy, and their life requirements begin to be specific, pragmatic, and realistic. The individual pursuit becomes more materialistic and self-comforting, reflecting the more realistic characteristics of art students' thoughts.

The motivation level of knowledge-seeking and goal-setting motivation factors is relatively low among art university students. Due to the unique nature of their majors, art university students demand more of their own personality traits, and their learning and creation of works primarily rely on their own "insight". Art colleges often place more emphasis on professional courses and overlook cultural course learning, resulting in art students having lower cultural knowledge and humanities quality compared to students from other majors. Simultaneously, the maturation process for art majors, particularly Chinese painting, oil painting, and other similar majors, is relatively lengthy, making it challenging for students to achieve certain artistic accomplishments in a short period. These factors have led to a lack of strong desire for knowledge among art students, and unclear professional art goals. Therefore, it is crucial to strengthen the education of humanities knowledge, historical knowledge, and modern scientific knowledge for art students, expand their knowledge base, and deepen their cultural foundation.

Based on the content of the questionnaire examining the factors influencing learning motivation, we have identified several key influences on the learning motivation of art university students:

Interests and hobbies exert the most significant influence on the learning motivation of art university students[5]. Art university students possess a deep affection for art and select their majors based on their interests and hobbies. The pursuit of their major continually nurtures and reinforces their interests and hobbies. Interests and hobbies enable students to concentrate intensely,

actively explore, and experience positive emotions, thereby generating enduring willpower and placing their knowledge, emotions, intentions, and actions in a proactive state. This is a distinguishing feature of the learning motivation of art university students compared to non-art university students. The social environment has a certain impact on the learning of art university students. Factors within the social environment, although external to the learner, significantly influence the learner's motivation. This includes societal recognition of art and the social value of the profession, among others. Emotional factors play a crucial role in the learning of art university students. Emotional factors refer to changes in the learner's emotions leading to alterations in learning motivation. Emotional factors are complex and variable, encompassing aspects such as interest, attitude, need, and self-confidence. Among these, the relationship between self-confidence and motivation is linear, indicating that a lack of self-confidence can hinder strong motivation. For art students, we confront this fundamental truth: emotions give birth to art, art represents the accumulation and elevation of human emotions, and art interprets emotions. Every artistic endeavour signifies the maximum activation of the emotional experience of self-perception, suggesting that art activities can be "painful", "repressed", and "resentful". Consequently, we find merit in Jung's assertion: individuals engaged in art creation, art performance, and art appreciation activities, "need not perceive themselves as rational, nor can they be entirely rational".

5. Conclusion and implications

Based on the analysis of the factors influencing learning motivation, here are some suggestions to improve learning motivation for glass art students:

To enhance the learning motivation of glass art students, several strategies can be implemented. Firstly, fostering a passion for art is crucial. This can be achieved by encouraging students to explore and express their love for art. Secondly, it's important to help students understand how their major in glass art can contribute to their future career and life. Thirdly, creating a supportive and positive social environment that values and recognizes the importance of art can enhance students' sense of belonging and commitment to their major. Fourthly, acknowledging the emotional aspects of art learning is vital. Art is not only a skill but also a way of expressing emotions and experiences. Fifthly, incorporating elements of traditional culture into the curriculum can enrich students' learning experience. Lastly, encouraging students to pursue projects that align with their personal interests and hobbies can increase motivation and satisfaction. Regular check-ins with students about their motivations and challenges can help adjust strategies as needed. Open lines of communication are key to understanding and addressing students' needs. By implementing these strategies, we can help enhance the learning motivation of glass art students.

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