

# **A STUDY ON THE RELATIONSHIP BETWEEN INTERPERSONAL RELATIONSHIP AND LEARNING MOTIVATION OF SECONDARY VOCATIONAL STUDENTS AT SHANDONG YINGCAI ADVANCED TECHNICAL SCHOOL IN CHINA**

**Jintian Zhao**<sup>1\*</sup>

**Suping Yang**<sup>2</sup>

<sup>1</sup> Master Candidate in Educational Administration, Stamford International University of Thailand

<sup>2</sup> Professor, Stamford International University, Thailand, 2238093468@qq.com

\* Corresponding Author, E-mail: 550732510@qq.com

**Abstract:** This study aimed to investigate the current status of interpersonal relationships and learning motivation of secondary vocational students at Shandong Yingcai Advanced Technical School. It analyzed whether there were significant differences in interpersonal relationship and learning motivation of secondary vocational students at Shandong Yingcai Advanced Technical School with different demographic backgrounds. It explored the relationship between interpersonal relationships and learning motivation of secondary vocational students. The study mainly used a questionnaire method, with secondary vocational students at Shandong Yingcai Advanced Technical School in China as the research area. The convenience sampling method was used to conduct a relevant questionnaire survey on 507 students, and 376 valid questionnaires were collected and organized. The research tools were the interpersonal relationship scale and the learning motivation scale. The research results indicated that (1) The interpersonal relationship and learning motivation of secondary vocational students at Shandong Yingcai Advanced Technical School in China were generally good. (2) There were differences in interpersonal relationships and learning motivation of secondary vocational students under different grades and academic performances. (3) There was a positive correlation between interpersonal relationship and learning motivation of secondary vocational students at Shandong Yingcai Advanced Technical School. Based on this, this study proposed suggestions to strengthen family communication, value peer support, focus on teacher guidance, and enhance multi-party support.

**Keywords:** Secondary Vocational Students, Interpersonal Relationship, Learning Motivation

## **Introduction**

The international community has taken comprehensive and multidimensional reform measures to enhance the attractiveness of vocational education teachers, focus on vulnerable groups, improve

market demand matching, promote certificate reform, accelerate digital transformation, and attach importance to the green economy in order to help vocational education move towards high-quality and sustainable development in the future (Henderson, 2022).

The Implementation Plan for China's Vocational Education Reform (2019) clearly states that although vocational education had specific characteristics compared to general education, its position in the development of education was equal, which also reflected China's great concern for the development of vocational education. Secondary vocational education was conducive to promoting the further development of China's education industry and cultivating vocational education with Chinese characteristics. Therefore, it should receive more human and material support.

Secondary vocational education could promote the high-quality development of China's economy and society. Although it has achieved a series of achievements in areas such as development scale, pattern and structure, teacher teams, and school-enterprise cooperation, it has not given high attention to the problem of insufficient learning opportunities for secondary vocational students in the development process.

Compared to students studying in ordinary high schools, the vast majority of secondary vocational students choose vocational colleges because they have not achieved good results in school entrance examinations. They lacked a sufficient cultural foundation and did not form good study habits. At the same time, they also faced pressure such as employment, which made them prone to a series of psychological problems during their growth process. Stimulating and strengthening the learning motivation of secondary vocational students is a crucial issue that must be highly valued in the future development of education. It not only concerned the healthy growth of secondary vocational students but also the healthy development of China's vocational education industry.

Among the many factors that affect the learning motivation of secondary vocational students, interpersonal relationships play a crucial determining role. The vast majority of secondary vocational students were still minors, in an essential stage of life development, and were very sensitive to changes in people and things around them. Therefore, interpersonal relationships had a crucial impact on their learning motivation, especially those of parents, teachers, classmates, and others. Good interpersonal relationships have a positive effect on an individual's learning motivation and development. They could promote the adequate satisfaction of a series of social needs, such as self-esteem and love. It was the critical foundation to help students cope with setbacks and stress, alleviate negative emotions, and enhance learning skills (Li, 2022).

### **Research Objectives**

(1) To determine the differential results of interpersonal relationships of secondary vocational students at Shandong Yingcai Advanced Technical School under different demographic backgrounds

such as gender, grade, professional majors, birthplace, and academic performance.

(2) To determine the differential results of learning motivation of secondary vocational students at Shandong Yingcai Advanced Technical School under different demographic backgrounds such as gender, grade, professional majors, birthplace, and academic performance.

(3) To explore the relationship between interpersonal relationship and learning motivation of secondary vocational students at Shandong Yingcai Advanced Technical School in China.

## **Literature Review**

### ***Research on Interpersonal Relationship***

In the real world, people were often in an environment where multiple relationships were intertwined. Individuals couldn't avoid communicating with others, need to contact others and form a particular psychological and spatial distance. These were called interpersonal relationships. It was first proposed by Hearn & Seeman (1971), who believed that interpersonal relationships could provide individuals with six essential rewards: attachment, social integration, value determination, a reliable sense of alliance, and opportunities to receive guidance and care for others.

Research on measuring interpersonal relationships. The interpersonal relationship questionnaire, developed by Andrews (1978), consisted of 16 questions and included three dimensions: daily neighborhood relationships, group participation in crises, and support received by individuals in critical situations. The Multidimensional Scale for Understanding Social Support, developed by Zimet & Dahlem (2018), included three dimensions: understanding family support, understanding friend support, and understanding other support, each dimension being independent of the other. The interpersonal communication questionnaire, developed by Henderson (2022), included two dimensions: the degree to which an individual could perceive and comprehend social relationships with others and the degree to which they utilize the social support they receive. Based on the research object of this study and the definition of the concept of interpersonal relationships, this study chose to use Wang's (2021) scale, which drew on the "Social Support Scale for Children and Adolescents" revised by Luo et al. (2017). Based on this, corresponding adaptations were made according to the characteristics of secondary vocational students to form the "Vocational School Student Interpersonal Relations Scale", which had good reliability and validity.

Research on the current status of interpersonal relationships. Tang et al. (2022) and others found that the more troubled the interpersonal relationships of high school students, the less psychological capital they have. In the future, high school students' education should focus on improving their social skills and mental health. Nie et al. (2017) found that good interpersonal relationships were crucial for high school students in their growth process, which could positively help them internalize and internalize problems. On the other hand, poor interpersonal relationships would

make teenagers have more internal and external issues, are more likely to have negative emotions, and show problems such as aggression and withdrawal. Huang et al. (2022) found that interpersonal sensitivity and interpersonal pressure were positively correlated with sleep disorders in high school students. The heavier the interpersonal pressure, the higher the risk of sleep disorders. A study by Fan & Li (2019) found that the level of interpersonal anxiety increases with high school students demanding more perfection from themselves worrying about improper behavior when interacting with others, which leads to panic in interpersonal communication. Thus forming behaviors of fear and avoidance of socializing. Xiang et al. (2018) found that teacher-student, peer, and parental relationship have a complex interactive effect on depression during high school. In this process, family and campus atmosphere have an essential impact on the psychological health development of students.

Research on interpersonal relationships of secondary vocational students. According to Sun's (2008) investigation, the ranking of the degree of interpersonal distress of secondary vocational students was in the following order: relationship with parents, classmate relationship, and teacher-student relationship. Zhai (2009) analyzed the current status of interpersonal relationships among secondary vocational students and pointed out that the reasons for the current status of interpersonal relationships among secondary vocational students include family reasons, school reasons, and socio-cultural reasons. Yang (2011) used L to investigate how interpersonal relationships were mediated through interpersonal communication. Problems in the process of interpersonal communication could directly lead to changes in interpersonal relationships. Imbalance in interpersonal relationships served as a warning to interpersonal communication, and the state of interpersonal relationships became one of the indicators for measuring interpersonal communication. Interpersonal relationships reflected one's interaction with others, and interpersonal problems and psychological disorders were mutually causal. After conducting a questionnaire survey on three secondary vocational schools, Tao (2012) pointed out that the main issues of interpersonal communication among secondary vocational students include severe barriers between parents and children, lack of essential trust between teachers and students, biased communication between classmates and friends, and loss of control in virtual online communication.

### ***Research on Learning Motivation***

Foreign scholars have explored the history of learning motivation earlier. Pinrich et al. (1996) pointed out that motivation referred to a type of internal drive that stimulates and maintains individual efforts to achieve a particular task goal. Scholars such as Williams & Burden (1998) pointed out that learning motivation referred to an individual being stimulated cognitively or psychologically and exhibiting a state in which they make purposeful decisions. Dornyei (1998) pointed out that learning motivation belonged to a dynamic process of change, from the formation of a desire to learn to the emergence of learning behavior, the weakening of learning desire, and finally, the cessation of learning

behavior. Chinese scholars have explored learning motivation relatively late. There were several typical views: Chen & Liu (2007) believed that learning motivation referred to the tendency to stimulate and encourage students to work hard to complete a specific learning task, which has the effect of inspiring, maintaining, and regulating student behavior. This study combined the research purpose and adopted the definition of Jiao (2022), it defined the learning motivation of secondary vocational students as the driving mechanism that stimulated and maintained them to engage in learning activities and move them towards specific goals. It was a sustained, stable, and strong driving force that directly promoted the learning activities of secondary vocational students. Research on measuring learning motivation. There were three main types of research tools for measuring learning motivation: (1) Designed according to different research groups, such as various versions for adults and students. (2) Divided by the source of learning motivation, such as internal motivation and external motivation. (3) Divided according to the specific content of motivation, such as seeking knowledge orientation, social orientation, etc. Based on the research object of this study and the definition of the concept of learning motivation, this study chose to use the questionnaire of Jiao (2022) and the "College Student Learning Motivation Questionnaire" compiled by Tian (2012).

Research the current status of learning motivation. Wang (2020) found that most undergraduate students have weak learning motivation, mainly manifested in the lack of clear goals. Yan (2019) found in her study that the current learning motivation of vocational college students was not strong, which was reflected in the generally low learning and career cognition. The proportion of students who were not interested in their majors was as high as 67.64%. Tian (2012) found in his research that the motivation for English learning among middle school students in Fushun was not objective and was at a lower-than-average level. About one-third of middle school students lack motivation for English learning. Chen (2011) conducted a survey and research on the current status of biology learning among students in six high schools in Guangzhou and found that the learning motivation status was the most miniature ideal among the five dimensions.

Research on learning motivation of secondary vocational students. Guan (2013) found that the learning needs and motivation of secondary vocational students were influenced by factors such as learning status (learning interest, learning attitude, learning methods), family background, etc. In response to the generally low learning needs of secondary vocational students, guiding them to understand that self-realization was the highest motivational force and researching strategies to enhance learning needs was a crucial focus in the future. The study by Zhang & Liang (2015) found that the overall learning motivation of "9+3" secondary vocational students was at a moderate level, and differences in learning motivation were compared in terms of gender, birthplace, grade, and whether they were only children. Zhang & Leng (2017) investigated the differences in learning motivation of secondary vocational students in four aspects: major, grade, gender, and academic performance. They

found that there were no significant differences in learning motivation of secondary vocational students in terms of major and gender, but essential differences in educational performance and grade. Jiang (2018) studied how to stimulate learning motivation in classroom teaching of vocational courses effectively. Research has shown that the effectiveness of learning for secondary vocational students depends on whether the creation of academic performances could arouse their interest and whether the learning tasks were functional. How to stimulate and maintain motivation to learn professional courses was the key to the success of secondary vocational students' learning.

#### ***Research on the Relationship between Interpersonal Relationship and Learning Motivation***

Regarding the correlation between interpersonal relationship and learning motivation, Li (2022) conducted a study on the impact of sleep quality on learning motivation among high school students and demonstrated that interpersonal relationships were mediating variables. The results showed that real-life interpersonal relationships did indeed play a mediating role. Jiao (2022) conducted a study on the relationship between interpersonal relationships and learning motivation for secondary vocational students. The results proved that interpersonal relationships had an impact on learning motivation.

#### **Methodology**

This study took secondary vocational students at Shandong Yingcai Advanced Technical School in China as the research population. There were about 10000 students in the school and the overall number of survey subjects was relatively large. This study used a convenience sampling method to conduct a questionnaire survey on secondary vocational students. Based on the total number of students in each grade of the school, conduct an average sampling for each grade. A total of 384 questionnaires were collected, and after excluding missed answers and consistent options, 376 questionnaires were identified as valid, and the effective return rate reached 97.92%.

(1) Interpersonal Relationship Scale. The scale used in this study was Wang's (2021) interpersonal relationship scale. The interpersonal relationship scale was divided into 4 dimensions and 15 items for measurement. The four dimensions were parental relationship (1-5), peer relationship (6-8), teacher-student relationship (9-11), and other relationship (12-15). The Cronbach's  $\alpha$  of the scale compiled by Wang was 0.973, indicating that the questionnaire had good reliability.

(2) Learning Motivation Scale. The scale used in this study was Jiao's (2022) Learning Motivation Scale. The Learning Motivation Scale was divided into 4 dimensions and 16 items for measurement. The four dimensions were seeking knowledge and progress (1-5), reputation acquisition (6-8), altruistic orientation (9-12), and small group orientation (13-16). The Cronbach's  $\alpha$  was 0.934, indicating that the questionnaire had good reliability.

## Results

### *Demographic Analysis of Questionnaire Participants*

In this questionnaire survey, a total of 376 valid questionnaires were collected in this study. According to the results of questionnaire statistics, (1) Males account for 50.8%, and females account for 49.2%. (2) Grade one accounts for 28.5%, grade two accounts for 38.8%, and grade three accounts for 32.7%. (3) Science and Engineering accounted for 51.1%, while Humanities and Social Sciences accounted for 48.9%. (4) Urban areas account for 57.7%, while rural areas account for 42.3%. (5) The top 25% of learning accounts for 19.9%, the middle of learning 50% accounts for 66.2%, and the bottom of learning 25% accounts for 13.9%.

### *Descriptive Statistics on the Levels of Interpersonal Relationship and Learning Motivation of Secondary Vocational Students*

1) The interpersonal relationship of secondary vocational students was  $M=3.30$ , and the dimensions of parental relationship, peer relationship, and teacher-student relationship were also higher than the theoretical median of 3. However, other relationship dimensions were lower than the theoretical median of 3. Overall, the interpersonal relationships among secondary vocational students were generally good. The overall learning motivation of secondary vocational students was  $M=3.33$ , and the dimensions of seeking knowledge and progress, altruistic orientation, and small group orientation were all higher than the theoretical median of 3. The reputation acquisition was lower than the theoretical median of 3. Overall, the secondary vocational students had good learning motivation, as Table 1 shows.

**Table 1:** Descriptive Statistical Analysis of the Interpersonal Relationship and Learning Motivation of Secondary Vocational Students (N=376)

Dimension	M	SD	Interpretation
Parental Relationship	3.30	1.16	High
Peer relationship	3.35	1.38	High
Teacher-student relationship	3.62	1.32	High
Other relationship	2.98	1.37	Moderate
Overall interpersonal relationship	3.30	1.42	High
Seeking knowledge and progress	3.31	1.08	High
Reputation acquisition	2.89	1.29	Moderate
Altruistic orientation	3.54	1.02	High
Small group orientation	3.45	1.10	High
Overall learning motivation	3.33	0.91	High

### *Differences Analysis on the Levels of Interpersonal Relationship and Learning Motivation of Secondary Vocational Students Compared with Demographic Backgrounds*

Using one-way ANOVA analysis to analyze the differences in interpersonal relationship and learning motivation of secondary vocational students in different grades, the results are shown in Table

2. There were differences in interpersonal relationship variables of secondary vocational students in different grades,  $F=3.688$ ,  $P=0.025$ . And there were differences in peer relationship,  $F=3.507$ ,  $P=0.030$ . There were differences in other relationships,  $F=3.188$ ,  $P=0.042$ . In learning motivation variables of secondary vocational students in different grades, with  $F=8.032$  and  $P=0.000$ . And there were differences in "seeking knowledge and striving",  $F=12.291$ ,  $P=0.000$ , "altruistic orientation",  $F=4.708$ ,  $P=0.011$ . There were differences in "small group orientation",  $F=3.183$ ,  $P=0.044$ .

**Table 2:** Comparison of Differences in Interpersonal Relationship and Learning Motivation among Secondary Vocational Students in Different Grades

Dimension	(1) Grade one		(2) Grade two		(3) Grade three		F	P	LSD
	M	SD	M	SD	M	SD			
Parental Relationship	3.11	1.37	3.13	1.39	3.51	1.36	1.973	0.141	
Peer relationship	3.51	1.33	3.37	1.34	3.94	1.21	3.507	0.030*	(3)>(1) (3)>(2)
Teacher-student relationship	3.53	1.41	3.51	1.38	3.98	1.27	2.582	0.076	
Other relationship	2.85	1.43	2.95	1.33	3.38	1.47	3.188	0.042*	(3)>(1) (3)>(2)
Overall interpersonal relationship	3.21	1.10	3.22	1.21	3.66	1.21	3.688	0.025*	(3)>(1) (3)>(2)
Seeking knowledge and progress	3.08	1.11	3.34	0.96	3.87	1.00	12.291	0.000***	(3)>(1) (3)>(2)
Reputation acquisition	2.74	1.31	2.95	1.14	3.16	1.47	2.341	0.097	
Altruistic orientation	3.41	1.07	3.53	0.93	3.87	0.94	4.708	0.011*	(3)>(1) (3)>(2)
Small group orientation	3.31	1.08	3.50	1.07	3.72	1.12	3.183	0.044*	(3)>(1) (3)>(2)
Overall learning motivation	3.16	0.91	3.35	0.88	3.70	0.93	8.032	0.000***	(3)>(1) (3)>(2)

Note: \*  $P<0.05$ , \*\*\*  $P<0.01$

The results of one-way ANOVA analysis were showed in Table 3. There were differences in the interpersonal relationship of secondary vocational students under different academic performances,  $F=3.782$ ,  $P=0.021$ . There were differences in learning motivation among college students with various academic performances,  $F=10.195$ ,  $P=0.000$ , and students with better academic performance had higher interpersonal relationship and learning motivation. There were differences in parental relationship among interpersonal variables, with  $F=3.359$  and  $P=0.002$ , and students with better academic



performance have better parental relationships. There was a difference in learning motivation,  $F=8.105$ ,  $P=0.000$ , and students with better academic performance had higher levels of learning motivation. There were differences in the dimension of reputation acquisition, with  $F=3.043$  and  $P=0.049$ , and students with better academic performance had higher reputation acquisition. There were differences in altruistic orientation,  $F=7.967$ ,  $P=0.000$ , and students with better academic performance had higher altruistic orientation. There were differences in small group orientation,  $F=9.896$ ,  $P=0.000$ , and students' academic performance top 25% of learning > middle 50% of learning > bottom 25% of learning.

**Table 3:** Comparison of Differences in Interpersonal Relationship and Learning Motivation among Secondary Vocational Students in Different Academic Performances

Dimension	(1) Top 25%		(2) Middle 50%		(3) Bottom 25%		F	P	LSD
	M	SD	M	SD	M	SD			
Parental Relationship	3.41	1.30	3.28	1.31	2.56	1.58	3.959	0.002**	(1)>(2)>(3)
Peer relationship	3.63	1.38	3.61	1.24	3.18	1.53	0.417	0.107	
Teacher-student relationship	3.58	1.44	3.72	1.31	3.33	1.48	0.94	0.201	
Other relationship	2.83	1.45	3.11	1.42	2.72	0.77	1.38	0.144	
Overall interpersonal relationship	3.34	1.17	3.38	1.12	2.88	1.21	3.782	0.021*	(2)>(1) (2)>(3)
Seeking knowledge and progress	3.61	1.11	3.33	1.01	2.82	1.02	8.105	0.000***	(1)>(2)>(3)
Reputation acquisition	2.93	1.30	2.99	1.27	2.81	1.14	3.043	0.049**	(2)>(3)
Altruistic orientation	3.73	1.01	3.60	0.93	2.84	1.30	7.967	0.000***	(1)>(2)>(3)
Small group orientation	3.77	1.08	3.47	1.02	3.04	1.18	9.896	0.000***	(1)>(2)>(3)
Overall learning motivation	3.55	0.89	3.37	0.87	2.89	1.19	10.195	0.000***	(1)>(2)>(3)

Note: \*  $P<0.05$ , \*\*  $P<0.01$ , \*\*\*  $P<0.001$

***Correlation Analysis among Interpersonal Relationship and Learning Motivation of Secondary Vocational Students***

In this study, the Person correlation coefficient analyzed the correlation between the overall interpersonal relationship and learning motivation, with  $r=0.652$ , indicating a strong positive correlation indicating a close relationship between interpersonal relationship and learning motivation. The overall relevant situation is shown in Table 4.

**Table 4:** Correlation Matrix between Interpersonal Relationship and Learning Motivation (N=376)

	Seeking knowledge and progress	Reputation acquisition	Altruistic orientation	Small group orientation	Learning motivation
Parental Relationship	.601**	.288**	.475**	.459**	.569**
Peer relationship	.500**	.207**	.383**	.425**	.474**
Teacher-student relationship	.528**	.266**	.442**	.418**	.514**
Other relationship	.635**	.327**	.497**	.472**	.602**
Overall interpersonal relationship	.685**	.331**	.543**	.532**	.652**

Note: \*\* P &lt; 0.01

## Discussion

### *Interpersonal Relationships of Secondary Vocational Students at Shandong Yingcai Advanced Technical School*

The parental relationship, peer relationship, and teacher-student relationship of secondary vocational students were high level. The teacher-student relationship level of secondary vocational students was the highest. Most secondary vocational students believed that teachers pointed out mistakes in a friendly manner when students made mistakes. They would care about students in their daily lives. However, compared to others, teachers were able to treat students fairly with slightly lower scores. Two main factors affect the teacher-student relationships of secondary vocational students.

### *Differences in Interpersonal Relationship of Secondary Vocational Students under Different Demographic Backgrounds*

There were significant differences in interpersonal relationship of secondary vocational students at the grade level ( $p < 0.05$ ). From the mean, secondary vocational students in grade three had the highest level of interpersonal relationships, while secondary vocational students in grade one had the lowest level of interpersonal relationships. The reason might be that secondary vocational students were unfamiliar with the school and felt panicked about the unknown environment when they first entered the school. However, as time passes, they gradually adapt to vocational school life, find the rhythm they should have, and increase their interpersonal skills. From specific dimensions, there was a significant difference between peer support and other support ( $p < 0.05$ ), while there was no significant difference in parental support and teacher support ( $p > 0.05$ ).

There were significant differences in interpersonal relationship of secondary vocational students at Shandong Yingcai Advanced Technical School in terms of academic performance ( $p < 0.05$ ). From the average perspective, secondary vocational students with academic performances had the highest level of interpersonal relationships, followed by those with high academic performances and those with

low academic performances. The reason for the substantial difference in parental support might be that students with higher academic performances often had better relationships with their parents, communicated more frequently, and were able to perceive higher levels of parental support. In comparison, students with lower academic performances usually lack communication with their parents, resulting in lower levels of perceived parental support.

#### ***Learning Motivation of Secondary Vocational Students at Shandong Yingcai Advanced Technical School***

The overall learning motivation of secondary vocational students was moderate. The altruistic orientation scores of secondary vocational students were the highest. The majority of secondary vocational students hope to contribute to society through hard work and set an example for others. They could also help others when they encounter difficulties in their studies. The highest score for altruistic orientation of secondary vocational students was mainly due to two factors: regardless of their grades, secondary vocational students hope to master a skill to serve society after completing their studies. Most secondary vocational students were willing to make their contributions to the collective. The reputation acquisition score of secondary vocational students was the lowest. Overall, secondary vocational students lack initiative. Even if they desired to improve their influence through learning, they were unwilling to make corresponding efforts. They lacked confidence and were reluctant to bravely express their wishes in front of teachers, classmates, and others.

#### ***Differences in Learning Motivation of Secondary Vocational Students under Different Demographic Backgrounds***

This study found that there were significant differences in the learning motivation of secondary vocational students in terms of grade ( $p < 0.01$ ). It could be observed that the level of learning motivation was highest in grade three, followed by second grade, and lowest in grade one. Because grade one secondary vocational students have just entered school, they were very unfamiliar with the school, teachers, and classmates, and require a familiar process. From a specific perspective, there was a significant difference in the dimension of seeking knowledge and enterprising among different grades ( $p < 0.01$ ). There was a substantial difference in altruistic orientation and small group orientation among different grades ( $p < 0.05$ ). At the same time, there was no difference in the dimension of reputation acquisition among different grades ( $p > 0.05$ ).

Through one-way ANOVA analysis, the four dimensions of learning motivation and overall differences of secondary vocational students with different academic performances were obtained. It was found that there were significant differences in the learning motivation of secondary vocational students in terms of academic performance ( $p < 0.01$ ). From the mean, secondary vocational students with high academic performances had the highest learning motivation intensity, followed by those with average academic performances, and those with low academic performances had the lowest. Secondary

vocational students with better academic performances often had higher learning motivation, while secondary vocational students with lower academic performances often had lower learning motivation. It might be because students with better academic performances tend to love learning more and are more willing to contribute to others, usually with higher learning motivation. In the dimension of reputation acquisition, the top 25% of learning > middle 50% of learning > bottom 25% of learning.

#### ***Relationship between Interpersonal Relationship and Learning Motivation of Secondary Vocational Students***

Through the analysis of the relationship between interpersonal relationship and learning motivation of secondary vocational students, it could be concluded that there was a significant positive correlation between various dimensions of interpersonal relationship and learning motivation of secondary vocational students and it had substantial predictive power. The level of interpersonal relationships could affect the learning motivation of secondary vocational students, and students with higher levels of interpersonal relationships would also have more motivation in their learning and life. Improving the interpersonal skills of secondary vocational students could increase their motivation for learning. Secondary vocational students with high levels of interpersonal relationships were more likely to change their previously pessimistic learning psychology and unleash motivation in their studies.

#### **Conclusions**

1) The current status of interpersonal relationship and learning motivation of secondary vocational students at Shandong Yingcai Advanced Technical School was good.

The overall score of interpersonal relationships of secondary vocational students at Shandong Yingcai Vocational School in China was good. And the "parent relationship", "peer relationship" and "teacher-student relationship" in the interpersonal relationship were all above 3 points. Still, the score of "other relationship" in the interpersonal relationship was below 3 points. The overall learning motivation score of secondary vocational students was good. And the "job seeking and enterprising", "altruistic orientation", and "small group orientation" in learning motivation were all above 3 points, but the "reputation acquisition" score in learning motivation was below 3 points.

2) The significant differences in interpersonal relationship and learning motivation of secondary vocational students at Shandong Yingcai Advanced Technical School in China under demographic backgrounds such as "grade" and "academic performance."

The impact of the interpersonal relationship and learning motivation of secondary vocational students were demographic backgrounds such as "grade" and "academic performance". Firstly, the interpersonal relationship and learning motivation of grade three secondary vocational students were higher than grade two and grade one. Secondly, students with academic performance had higher interpersonal relationships who served top 25% of learning have better learning motivation than others.

3) There was a significant positive correlation between interpersonal relationship and learning motivation of secondary vocational students at Shandong Yingcai Advanced Technical School.

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