

**THE RELATIONSHIP BETWEEN STUDENTS PERCEIVED TEACHER
SUPPORT AND SELF-DETERMINED MOTIVATION OF MUSIC
PERFORMANCE MAJOR AT SICHUAN FILM AND TELEVISION
UNIVERSITY, CHINA**

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Abstract: This study used literature and questionnaires to investigate 346 students majoring in music performance at Sichuan Film and Television University. Descriptive statistics were used to understand students perceived teacher support and self-determined motivation. Independent samples T-test and one-way ANOVA analysis were used to analyze the differences in demographic backgrounds. Finally, the Pearson correlation test was used to explore the relationship between students perceived teacher support and self-determined motivation at the music performance major at Sichuan Film and Television University. The results of this study showed that the students perceived teacher support of the music performance major at Sichuan Film and Television University was high, and the self-determined motivation of the music performance major at Sichuan Film and Television University was moderate. There were significant differences in students perceived teacher support and self-determined motivation of music performance major at Sichuan Film and Television University in terms of gender, grade, birthplace, and major. There was a significant positive correlation between students perceived teacher support and the overall and various dimensions of self-determined motivation of the music performance major at Sichuan Film and Television University.

Keywords: Music Performance Major, Students Perceived Teacher Support, Self-determined Motivation, Sichuan Film and Television University

Introduction

Since the formation and development of humanistic psychology, educational psychologists have seen that individuals could only achieve external development through knowledge and education, which has limitations. However, Deci & Ryan's (1985) "Motivational Self-determination Theory" emphasized the important role of individual initiative in individual development: self-motivation's

motivating and sustaining role in individual development behavior. It could be seen that the "self-determination theory of motivation" compensates for the limitations of focusing on external changes that enable individuals to achieve development to some extent. Since then, a study by Deci et al. (1989) has confirmed the cross-disciplinary application value of "motivational self-determination theory," while Vallerand et al. (1997) has confirmed the cross-cultural application value of "motivational self-determination theory, "self-determination theory" has been widely concerned in the international scope.

With the rise of motivation self-determination theory worldwide, Chinese scholars have shifted from the original research focus on internal and external motivation and achievement motivation to the research on motivation self-determination theory. For example, Cha & Mo (2008) compiled the Evaluation Scale of College Students' Learning Motivation Integration Level for empirical research. Still, the research results showed that Chinese college students' motivation and integration levels were low. Since then, a large number of studies have shown that Chinese college students' self-determined motivation level was low, which was mainly reflected in learning maladjustment (Yin, 2021), lack of learning autonomy (Ye, Song, 2022), poor learning self-control ability and so on (Gao, 2021).

In recent years, the number of students in Chinese universities has been expanding, and the quality of students has also appeared to have some differentiation problems. The number of students with academic difficulties dealt with by following classes, extending the academic system, and failing to graduate on time was increasing daily. For students in music performance major, the above problems still exist. Due to the lack of teaching and practical opportunities for students in this major, many students in music performance major had high music skills but low artistic practical abilities (Yang, 2019). Problems such as improper learning attitudes and insufficient learning motivation among students in music performance major even affect their employment (Tan, 2016; Wang, 2021). In addition, students in music performance major were part of college students. The problem of insufficient self-determined motivation among ordinary college students might also exist, and these problems gradually become obstacles to improving the quality of music professional talent cultivation.

Many scholars have explored solutions to the academic development problems caused by insufficient self-determined motivation among college students. Among them, the external influencing factors directly related to college students' learning were teachers, who play an important role in the school environment and guide the learning and growth of college students. Their supportive behavior was a stable protective factor for students. Some studies have confirmed that teacher support was an important social support for college students, and its influence on the individual development of college students was even greater than that of parents. Teachers' support and care could actively promote the social development of college students (Yue & Pan, 2020; Guo & Su, 2021). The above viewpoints provide a theoretical basis for exploring whether teacher support was conducive to promoting college students' self-determined motivation.

Based on this, this study focused on the relationship between students perceived teacher support and self-determined motivation of a music performance major at the Sichuan Film and Television University of Chengdu, Sichuan Province. Through on-the-spot investigation by questionnaire, this study reveals the current situation of perceived teacher support and self-determined motivation, the differences of related demographic backgrounds and their relationship, aiming at forming effective teacher support strategies to promote college students to form autonomous learning habits, providing beneficial guidance and help for front-line teachers in universities to carry out classroom teaching, and thus improving the quality of higher education teaching.

Research Objectives

(1) To understand the current students perceived teacher support and self-determined motivation of music performance major at Sichuan Film and Television University.

(2) To analyze the differences in students perceived teacher support and self-determined motivation of music performance major at Sichuan Film and Television University with different demographic backgrounds (gender, grade, birthplace, major).

(3) To explore the relationship between students perceived teacher support and self-determined motivation of music performance major at Sichuan Film and Television University.

Literature Review

Research on Students Perceived Teacher Support

Regarding the theoretical research on teacher support, the concept of students perceived teacher support was first proposed by Williams et al. (1996), who suggested that students perceived teacher support as an emotional factor of the external environmental atmosphere, which had a positive promoting effect on students' self-adjustment in academic and interpersonal communication.

Some educational scholars believed that students' academic level was related to their perceived teacher support. Based on this, Zhang et al. (2019) summarized the meaning of teacher support as the attitude and action of teachers supporting students in completing their academic process, which was also a tangible and intangible supportive behavior perceived by students.

Cui (2018) believed that college students perceived teacher support was important to investigate its subject, and students were the direct subjects who could perceive teacher autonomy support. It was necessary to combine students' internal and external organically to show that the supportive education model played a positive role in promoting the mental health development of college students, and connecting students, teachers, and the external environment in series to meet the fundamental needs of students. Since students' perceived teacher support had attracted the attention of most scholars, the relatively rich scale formed thus provided support for subsequent scholars to carry out research. Ouyang

(2005) found that the higher the students perceived teacher support, the more it could affect their individual academic performance and academic achievement, and the two show a positive correlation. Liked measurement results, Qiao (2014) believed that students' perception of teachers' autonomous support positively correlated with learning ability and behavior self-efficacy. Tao (2016) found through measurement research that among teenagers, those who were active in learning and worked harder in their daily lives could feel friendship from teachers. More than that, if they could get more support from teachers and peers, their learning level and social skills would be continuously improved. Liu (2017) showed that the more students received educational support, emotional support, and academic requirements from teachers, the more students learned enthusiasm and positive emotions and the less academic burnout.

Research on Students' Self-determined Motivation

The self-determination theory was first proposed by Deci & Ryan (1985), who believed that an individual's behavior depended on their inner goals, expectations, and needs, as well as the support and limitations of the external environment on these factors. Some scholars focused on the formation mechanism of female college students' self-determined motivation in the physical education teaching context. Guo (2019) combined self-determined motivation with physical exercise and explored their correlation. The research investigated non-sports major female college students. The surveyed students' motivation for physical exercise was mainly internal, which could predict the intensity, duration, and frequency of physical exercise. The reason might be that non-sports major female college students have higher requirements for their health and physique, so their exercise behavior was mostly spontaneous internal motivation, which also suggested that college educators want students to carry out appropriate physical exercise. Some scholars paid attention to the influence of different types of self-motivation on students' academic development. Yang (2021) found that there were indeed three different types of online self-regulation among college English learners, namely high online self-regulation students, moderate online self-regulation students, and low online self-regulation students. At the same time, there was a significant correlation between English learning motivation and online self-regulation types. The study suggested that in the process of English teaching, teachers needed to understand the types of online self-regulation and English learning motivation of students to provide targeted guidance.

Some scholars have clarified the intervention effect of self-determined motivation on negative learning psychology. Tian & Sun (2021) found that learning fatigue was indirectly influenced by self-determined motivation, and online learning attitude and sense of learning control could directly affect learning fatigue through self-learning motivation. It suggested that educators reduced learning fatigue among college students in online learning situations by improving their enthusiasm for online learning attitude toward learning control and stimulating their intrinsic learning motivation. Some scholars have identified the role of self-determined motivation in promoting positive learning behavior. Li (2022)

found that teacher, parental, and peer support could positively impact college students' motor skill learning engagement through autonomous motivation. Promoting external support was the key to stimulating college students' autonomy motivation, and it could also indirectly promote college students' motor skills learning by encouraging their autonomy motivation in physical education learning.

Research on the Relationship between Students Perceived Teacher Support and Self-determined Motivation

International discussions on the relationship between students perceived teacher support and self-determined motivation focused on exploring how teacher support could promote student academic development. Ryan & Deci (2000) believed that the internal motivation of student learning was influenced by teacher support, and teacher encouragement could encourage students to complete their studies actively. Some scholars explored the relationship between teacher support and student related learning psychological factors. Robert et al. (2008) scale focused on the relationship between teacher autonomy support, individual psychological needs of students, autonomy motivation, and academic burnout. It was found that the stronger students perceive teacher support and initiative factors, the weaker their individual psychological needs. The higher the individual psychological needs of students, the weaker their performance of academic burnout. In China, the research on the relationship between early students perceived teacher support and self-determined motivation was based on the research results of Western scholars and further discussed the relationship between students' related psychological factors. For example, based on the research results of Mercer et al. (2011), Luo et al. showed that students' psychological needs and autonomy motivation could be used as the media of students perceived teacher support and academic burnout.

Summary of Reviewed Literature

Through literature analysis, scholars have conducted relevant research on students' perceived teacher support and self-determined motivation, and the research object groups were all over all ages. A large number of studies showed that students' perceived teacher support would have an impact on students' existing learning activities and future academic development.

In the research on the relationship between students perceived teacher support and self-determined motivation, existing research conclusions mostly pointed to the conclusion that "students perceived teacher support promoted the formation and development of student self-determined motivation." At the same time, some studies found that student perception of teacher care was closely related to self-determined motivation, and student perception of teacher care was an important component of external motivation and was an important factor in forming internal motivation among students. However, similar to students' perceived teacher care, the related research results of students' perceived teacher support were relatively scarce. Until now, few direct studies have adopted the concepts of students' perceived teacher support and self-determined motivation, which needed to be

further supplemented and verified.

Methodology

The overall research subjects were students at music performance major in Sichuan Province, China. By 2022, the colleges offering music performance major in the Sichuan Province of China included the Sichuan Conservatory of Music, Sichuan Film and Television University, and Chengdu Institute of Physical Education. Among them, there were 1,544 students majoring in music performance from Sichuan Conservatory of Music, 1,078 students majoring in music performance from Sichuan Film and Television University, 876 students majoring in music performance from Chengdu Physical Education University, and a total of 3,498 students majoring in music performance in Sichuan Province, China. Therefore, this study adopted a convenient sampling method and completed the sampling at Sichuan Film and Television University in Chengdu, Sichuan Province.

According to the sample size standard of Krejcie & Morgan (1970), according to the total number of people in this major, the number of samples taken was 346, which meant it was reasonable. In the formal investigation stage, 370 questionnaires were distributed to students in music performance major at Sichuan Film and Television University, Chengdu, Sichuan Province, and 346 valid questionnaires were recovered, the effective return rate reached 93.51%.

The questionnaire of students' perceived teacher support in music performance major was from the "Student Teacher Support Questionnaire" compiled by Ouyang (2005). In this study, 346 questionnaires were used to test the reliability of the questionnaire. The results showed that each dimension's Cronbach's α ranged from 0.728 to 0.846, higher than 0.7. The overall Cronbach's α was 0.899, and the overall reliability level was higher than 0.7. It showed that the reliability of the questionnaire accords with the statistical standard of this study and had a strong reliability level, which could be used for further statistical analysis. Through exploratory factor analysis, it found that three common factors were extracted from the questionnaire of students perceived teacher support for music performance major, and the cumulative contribution rate was 48.414% after being rotated by the maximum variance method, which showed that the questionnaire of perceived teacher support for music performance major had good structural validity. The questionnaire on self-determined motivation of music performance major was derived from the Self-determined Motivation Scale for College Students, translated and revised by Chen (2007). In this study, 346 questionnaires were used to test the reliability of the questionnaire on the self-determined motivation of music performance major. The results showed that each dimension's Cronbach's α coefficient ranged from 0.719 to 0.801, higher than 0.7, and the overall Cronbach's α was 0.916, higher than 0.7. It showed that the reliability of the questionnaire accords with the statistical standard of this study and had a strong reliability level, which could be used for further statistical analysis. Through exploratory factor analysis, the cumulative contribution rate of

the self-determined motivation questionnaire of the music performance major was 55.367%, which showed that the questionnaire had good structural validity.

Results

Demographic Analysis of the Respondents

In the valid questionnaire, there were 132 males, accounting for 38.2%, and 214 females, accounting for 61.8%. It could be seen that there were fewer males in music performance major. In terms of grades, there were 107 freshmen, accounting for 30.9%, 109 sophomores, accounting for 31.5%, 78 juniors, accounting for 22.5%, and 52 seniors, accounting for 15.0%. Overall, seniors might have had a lower tendency to participate in the survey due to academic and job pressure. Regarding birthplace, there were 162 students in urban areas, accounting for 46.8%, and 184 students in rural areas, accounting for 53.2%. There were slightly more students in rural areas than in urban areas. In terms of major items, there were 108 students whose major items were popular singing, accounting for 31.2%, 107 students whose major items were ethnicity singing, accounting for 30.9%, 71 students whose major items were bel canto, accounting for 20.5%, and 60 students whose major items were piano performance, accounting for 17.3%.

Descriptive Statistical Analysis

Table 1: Overall Students Perceived Teacher Support in Music Performance Major (N=346)

Dimension	Mean	SD
Learning support	3.618	0.680
Emotional support	3.608	0.690
Ability support	3.303	0.780
Overall teacher support	3.510	0.612

According to the descriptive statistical results in Table 1, the music performance students' perceived teacher support was $M=3.510$, among which the learning support was the highest, followed by emotional support and ability support was the lowest.

Table 2: Overall Self-determined Motivation among Students in Music Performance Major (N=346)

Dimension	Mean	SD
External adjustment type	3.618	0.646
Internal cognition type	3.195	0.658
External recognition type	3.321	0.697
Internal stimulation type	3.280	0.718
Internal achievement type	3.280	0.634
External and internal uptake type	3.440	0.633
No motivation	2.611	0.634
Overall self-determined motivation	3.249	0.484

According to the descriptive statistical results in Table 2, the self-determined motivation of music performance major was $M= 3.249$, which was moderate. Self-determined motivation among students in music performance major was moderate, with the highest mean for external regulation and the lowest for no motivation.

Statistical Analysis of Differences

There were some significant differences in demographic factors of students perceived teacher support and self-determined motivation among students in music performance major at Sichuan Film and Television University. Among them, the perceived teacher support and self-determined motivation showed significant differences in grade, birthplace, and majors.

The overall gender difference in students perceived teacher support of music performance major at Sichuan Film and Television University was significant, with males significantly higher than females. In the dimension of ability support, males were significantly higher than females.

The overall gender difference in self-determined motivation among students in music performance major at Sichuan Film and Television University was insignificant. However, males were significantly lower in internal cognition and internal stimulation type than females. Males were significantly higher than females in external adjustment type, external recognition and external internal involvement.

Correlation Statistical Analysis

Pearson correlation analysis was used to investigate the correlation between students perceived teacher support and self-determined motivation of music performance major. It showed a significant positive correlation between the overall students perceived teacher support and the self-determined motivation of music performance major, and the correlation coefficient r was 0.393. A significant positive correlation existed among all dimensions of students perceived teacher support and self-determined motivation. The relevant situation was shown in Table 3.

Table 3: Correlation analysis between Students Perceived Teacher Support and Self-determined Motivation

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1.	1											
2.	.624***	1										
3.	.582***	.575***	1									
4.	.852***	.851***	.857***	1								
5.	.298***	.235***	.183**	.276***	1							
6.	.254***	.246***	.118*	.236***	.420***	1						
7.	.309***	.266***	.218***	.307***	.446***	.484***	1					

8.	.265***	.225***	.178**	.258***	.368***	.400***	.456***	1				
9.	.324***	.302***	.281***	.353***	.473***	.452***	.509***	.470***	1			
10.	.347***	.307***	.260***	.354***	.465***	.447***	.536***	.463***	.625***	1		
11.	.220***	.222***	.174**	.239***	.407***	.375***	.495***	.406***	.519***	.492***	1	
12.	.393***	.350***	.274***	.393***	.693***	.697***	.769***	.704***	.783***	.779***	.714***	1

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

1. Learning support, 2. Emotional support, 3. Ability support, 4. Overall teacher support, 5. External adjustment type, 6. Internal cognition type, 7. External recognition type, 8. Internal stimulation type, 9. Internal achievement type, 10. External and internal uptake type; 11. No motivation, 12. Overall self-determined motivation

Discussion

Current Students Perceived Teacher Support and Self-determined Motivation at Sichuan Film and Television University

This study found that the overall music performance major students perceived teacher support was high level, with the highest learning support and the lowest ability support. The above research conclusions were close to those of Zhang (2012), Zhang & Wang (2023), Zhang & Lu (2023) for ordinary college students.

This study found that the overall self-determined motivation of music performance major at Sichuan Film and Television University was at a moderate level, among which the external adjustment type was the highest and the no motivation was the lowest. Guo et al. (2023) also showed that the self-determined motivation of college students was at a moderate level, and the external motivation was higher than the internal motivation.

Students Perceived Teacher Support and Self-determined Motivation of Music Performance Majors at Sichuan Film and Television University under Different Demographic Backgrounds

There were some significant differences in demographic factors of students perceived teacher support and self-determined motivation among students in music performance major at Sichuan Film and Television University. Among them, the perceived teacher support and self-determined motivation showed significant differences in grade, birthplace, and majors.

The overall gender difference in students perceived teacher support of music performance major at Sichuan Film and Television University was significant, with males significantly higher than females. In the dimension of ability support, males were significantly higher than females.

The overall gender difference in self-determined motivation among students in music performance major at Sichuan Film and Television University was insignificant. However, males were

significantly lower in internal cognition and internal stimulation type than females. Males were significantly higher than females in external adjustment type, external recognition and external internal involvement. These findings were consistent with the research results of Zhang (2023), Zhang & Wang (2023), and Zhou (2023).

Relationship between Students Perceived Teacher Support and Self-determined Motivation of Music Performance Major at Sichuan Film and Television University

The students of music performance major at Sichuan Film and Television University perceived teacher support and self-determined motivation. Li (2022) showed that teachers' external support was positively correlated with college students' autonomy motivation. Xu & Xiao (2022) also showed that teachers' caring behavior was positively correlated with college students' self-determined motivation. Among them, learning support, emotional support, and self-determined motivation reached a significant level, indicating that effective learning support and emotional support were beneficial to the development of the music performance major' self-determined motivation.

For college students, their main task was still learning, and promoting the formation of their self-determined motivation through the learning environment has a natural convenience. This study found a high correlation between learning support, emotional support and self-determined motivation, which showed that teachers could help students form self-determination through effective learning support and emotional support. According to the current music performance, students' self-determined motivation was mainly external. The formation of its internal motivation still needed the attention of schools and teachers. It was very important to make students form their love for learning from the heart through effective means. Effective teaching guidance and warm emotional assistance from teachers could help students form self-determination and motivation and also have a certain promoting effect on their relatively lacking internal motivation.

Conclusion

1) The overall level of students perceived teacher support in the music performance major at Sichuan Film and Television University was high, with the highest level of learning support and the lowest level of ability support. The overall level of students' self-determined motivation was moderate, with the highest external adjustment type and the lowest no motivation.

2) The overall gender difference in students perceived teacher support of music performance major at Sichuan Film and Television University was significant, with males significantly higher than females. In the dimension of ability support, males were significantly higher than females.

There was a significant grade difference in students perceived teacher support of music performance major, with seniors significantly higher than freshmen, sophomores, and juniors. In emotional support, seniors were significantly higher than freshmen and sophomores. In the dimension

of ability support, seniors were significantly higher than freshmen, sophomores, and juniors.

Music performance students perceived teacher support in the overall difference in the birthplace of students, and students in urban areas were significantly higher than students in rural areas. Regarding ability support, students in urban areas were significantly higher than those in rural areas.

Music performance major students perceived teacher support. Overall, significant differences were observed in majors. Majors for piano-playing students were significantly higher than for pop-singing and folk-singing students.

3) The overall gender difference in self-determined motivation among students in music performance major at Sichuan Film and Television University was insignificant. However, males were significantly lower in internal cognition and internal stimulation type than females. Males were significantly higher than females in external adjustment type, external recognition and external internal involvement.

There was a significant grade difference in the self-determined motivation of students in music performance major, with seniors being significantly higher than freshmen, sophomores, and juniors. Seniors were significantly higher in the internal cognitive dimension than freshmen, sophomores, and juniors. In intrinsic stimulation, seniors were significantly higher than freshmen, sophomores, and juniors. And juniors were significantly higher than freshmen.

There was a significant difference in the self-determined motivation of music performance major in terms of birthplace, and students in urban areas were significantly higher in self-determination than those in rural areas. Students in urban areas were significantly higher than those in rural areas in internal stimulation type, internal achievement, and external and internal photography.

The students in music performance major had significant differences in their self-determined motivation. The students majoring in piano performance were significantly higher than those majoring in popular singing, folk singing, and bel canto, and those majoring in bel canto were significantly higher than those majoring in folk singing.

4) There was a significant positive correlation between the overall students perceived teacher support and self-determined motivation in music performance major.

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