A STUDY ON THE RELATIONSHIP BETWEEN GOAL ORIENTATION AND MUSIC LEARNING MOTIVATION AMONG STUDENTS AT TIANJIN UNIVERSITY OF MEDIA AND COMMUNICATIONS, CHINA

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Abstract: This study explores the relationship between students' goal orientation cognition and motivation for learning music at Tianjin University of Media and Communications. It also analyzes the impact of various background variables (gender, grade, place of origin, student leadership experience, and major) on students' goal orientation cognition and motivation for learning music. The participants were students enrolled at Tianjin University of Media and Communications, and data was collected using a questionnaire survey method, with a total of 291 valid questionnaires returned. The results indicate significant differences in the impact of gender and major on goal orientation and learning motivation, while grade, place of origin, and student leadership experience did not show significant effects on goal orientation cognition and learning motivation. Further analysis revealed a significant positive correlation between students' goal orientation cognition and their motivation for learning music, demonstrating a strong reciprocal enhancement effect. The study concludes with a reflection on the findings and proposes recommendations for optimizing educational strategies based on different background variables. It also suggests expanding the research scope, combining quantitative research methods, and further exploring the mechanisms of learning motivation and goal orientation cognition, as well as their implications for educational practice

Keywords: Music Education, Goal Orientation, Learning Motivation

Introduction

Music learning motivation has become a key focus in global educational psychology and music education, significantly influencing academic performance, engagement, and career choices. Research highlights that motivation impacts students' long-term interest in music, with intrinsic motivation (driven by personal enjoyment and achievement) generally leading to better academic outcomes than

extrinsic motivation (influenced by external rewards and others' expectations). A global survey found that 70% of students chose music due to a passion for the subject (Schatt, 2022), and those motivated intrinsically tend to excel academically and in practical performance.

In China, particularly in higher education, music education has expanded rapidly. With the rise of educational reforms, universities have increasingly introduced music-related majors, contributing to a growth in music literacy. In 2023, China reported 85,000 undergraduate students in music majors, underscoring the significance of music education and its growing popularity in higher education (Statista, 2024).

Tianjin, a rapidly developing city in northern China, has seen an increase in the number of students majoring in music at higher education institutions. In 2021, more than 10,000 students were enrolled in music programs in Tianjin, a 30% increase over five years (Tianjin Municipal Education Bureau, 2022). However, there is limited research on university students' music learning motivation specific to Tianjin, particularly regarding how demographic variables like gender, grade, and place of origin influence this motivation. This study seeks to address this gap by surveying students at Tianjin University of Media and Communications, exploring how different demographic factors shape their music learning motivation.

Research Objectives

Based on the aforementioned research questions, the main objectives of this study are as follows:

(1) To understand the current state of goal orientation cognition among students at Tianjin University of Media and Communications in China.

(2) To understand the current state of motivation for learning music cognition among students at Tianjin University of Media and Communications in China.

(3) To analyze the differences in goal orientation cognition among students at Tianjin University of Media and Communications based on different background variables (such as gender, grade, place of origin, student leadership experience, and major).

(4) To analyze the differences in motivation for learning music cognition among students at Tianjin University of Media and Communications based on different background variables (such as gender, grade, place of origin, student leadership experience, and major).

(5) To clarify the relationship between goal orientation and motivation for learning music among students at Tianjin University of Media and Communications.

Literature Review

Theoretical Foundation: Self-Determination Theory (SDT)

Self-Determination Theory (SDT), proposed by Deci and Ryan in the 1970s, focuses on the

role of autonomy in motivation, highlighting the significant impact of intrinsic motivation on goal achievement. Intrinsic motivation, driven by personal interest and enjoyment, is often more effective than extrinsic motivation, which is influenced by external rewards or pressures (Deci & Ryan, 1985; Ryan & Deci, 2000). In music education, SDT helps explain how goal orientation can influence students' motivation for learning. Studies show that supportive educational environments can enhance intrinsic motivation, fostering greater engagement and academic achievement (Deci et al., 1991; Ryan & Deci, 2000). In music education, SDT is particularly relevant. Research by Hargreaves and Galton (1992) and McPherson and Davidson (2002) illustrates how intrinsic motivation impacts music learners' emotional responses and identity development. Seligman (2002) noted that SDT can guide educators in creating environments that enhance students' motivation and learning experiences in music education.

Goal Orientation: Definition and Impact on Motivation

Goal orientation refers to the strategies and response patterns individuals adopt in achieving learning goals. It encompasses cognitive and behavioral tendencies influencing how individuals set, pursue, and evaluate their goals. DeShon and Gillespie (2005) categorized goal orientation into learning goal orientation (focused on personal development and mastery) and performance goal orientation (centered on external evaluations like grades). Task goal orientation, a subset of learning goal orientation, has been shown to enhance engagement and intrinsic motivation in music education by encouraging students to focus on personal growth rather than comparison with others (Tancredi et al., 2022). On the other hand, ability-approach goal orientation, driven by the desire to demonstrate superior abilities, tends to focus on external validation and can influence teaching strategies and teacher-student interactions (Han & Yin, 2016).

Dimensions and Measurement of Goal Orientation

In education, goal orientation helps guide learning through clearly defined objectives, fostering students' development and competencies (Fang, 2020). Midgley et al. (1988) identified three core components: task goal orientation, ability-approach goal orientation, and ability-avoidance goal orientation. These components influence students' engagement, emotions, and learning strategies in music education. Goal orientation is also closely tied to an individual's psychological responses when faced with challenges (Bereiter & Ng, 1991). In music learning, goal orientation dimensions like task-oriented and mastery-oriented approaches have been shown to significantly affect motivation and academic performance. Research in vocational education demonstrates how career goal orientation can stimulate learning motivation and enhance learning outcomes (Ye, 2018).

Learning Motivation: Definitions and Theoretical Insights

Learning motivation refers to the drive and goal orientation guiding individuals during the learning process (Schunk, 2012). According to Expectancy-Value Theory (Wigfield & Eccles, 2000), learning motivation consists of expectations of success and the perceived value of tasks. Intrinsic

motivation, driven by personal satisfaction and interest, is considered fundamental for sustained engagement in music learning. Research shows that intrinsic motivation not only affects emotional attitudes but also improves skill acquisition efficiency (Woody, 2021). In contrast, extrinsic motivation involves external factors such as rewards or evaluations and is often seen in traditional music education contexts (Evans, 2015). While extrinsic motivation can initiate behavior, it is less sustainable than intrinsic motivation and can hinder students' autonomy in learning (Asmus, 2021). Amotivation, the lack of motivation, often occurs when students fail to see the value in their learning activities (MacIntyre et al., 2018).

Studies on the Impact of Demographic Background on Motivation

Demographic variables such as age, gender, and cultural background significantly influence learning motivation. Studies show that family background, especially parental encouragement, affects students' motivation, with wealthier families often fostering higher motivation (Li & Wang, 2015). Gender also plays a role, with female students typically demonstrating stronger achievement motivation (Xu, 2009). Cultural and social environments further shape motivational strategies, as seen in research by Zarkasyi (2024), which highlights how work culture and demographic background influence learning motivation in higher education. Additionally, age tends to weaken learning motivation as students progress through their academic careers, especially at advanced stages (Feng & Li, 2023).

Relationship Between Goal Orientation and Learning Motivation

The relationship between goal orientation and learning motivation is central in educational psychology. Mastery goals, which focus on personal development and skill improvement, are positively correlated with intrinsic motivation and self-efficacy, while performance goals are linked to anxiety and external pressures (Liu & Liu, 2006). Research in vocational education confirms that goal orientation significantly affects motivation, suggesting that both task-oriented and mastery-oriented goals foster deeper engagement and creativity in learning (Ye, 2018;).

Methodology

This study aims to explore the learning motivation and goal orientation of music major students at Shanghai University of Media and Communications. The participants are 1,425 music major students at the university. Using a convenience sampling method (Krejcie & Morgan, 1970), 291 students were selected, with an effective response rate of 90% or higher. The sample is highly representative of the music education landscape in Shanghai, reflecting the current trends and status of the field. The survey was distributed to the students via social media and email. Prior to the survey, participants were given detailed information about its purpose and instructions to ensure voluntary participation. After the survey responses were collected, data cleaning and validation were conducted to ensure accuracy. The final cleaned dataset was analyzed using SPSS software for statistical evaluation.

To test research hypotheses, T-tests and one-way analysis of variance (ANOVA) were

employed to assess the impact of demographic variables (gender, grade, major) on motivation. These statistical tests helped determine if there were significant differences in motivation and goal orientation across various groups. The study used two main scales: the Goal Orientation Scale (Midgley et al., 1988) and the Motivation for Learning Music (MLM) Scale (Comeau et al., 2019). Modifications were made to tailor these scales to the characteristics of music major students. Both scales have been validated in prior research, ensuring their reliability and validity.

The internal reliability of the Goal Orientation and Music Learning Motivation scales was assessed using Cronbach's α. The results showed that all dimensions had α values above 0.70, indicating good internal consistency and meeting the research reliability requirements. Model fit indices (CMIN, CFI, TLI, RMSEA, and SRMR) were also employed to validate the scales' theoretical fit. The goal orientation and learning motivation models demonstrated a good fit with the data, with CFI and TLI values above 0.90 and RMSEA values below 0.05, confirming the validity of the models.

Results

Table 1: Descriptive Statistics of Goal Orientation and Learning Motivation

Dimension	M	SD	Interpretation
Task Goal Orientation	4.03	0.968	High
Ability-Approach Goal Orientation	3.36	0.846	Moderate
Ability-Avoid Goal Orientation	4.06	0.977	High
Total	3.82	0.913	High
Intrinsic Motivation	4.06	0.984	High
External Regulation	3.53	1.245	High
Amotivation	3.31	1.387	Moderate
Introjection	3.67	1.142	High
Identification and Integration	3.95	0.951	High
Total	3.70	0.935	High

Demographic Analysis of Questionnaire Participants

This study collected 300 questionnaires through an online survey, with 291 valid responses. The data were analyzed to understand the demographic background of music students at Tianjin University of Media and Communications. The results revealed a balanced gender distribution, with 50.2% male and 49.8% female participants. In terms of grade levels, the largest proportion of students were in their third year (26.1%), with other grade levels evenly represented. Regarding student leadership experience, 30.9% had held leadership positions, while the majority (69.1%) had not. The students' major directions were also examined, with 36.4% specializing in vocal studies, 30.9% in

instrumental studies, and 32.6% in opera and musical theatre, showing a larger proportion of vocal and opera/music theatre students.

Descriptive Analysis of Goal Orientation and Learning Motivations

A systematic statistical analysis was conducted using SPSS 23.0 to examine the goal orientation and learning motivation of students at Tianjin University of Media and Communications. Overall, students displayed high motivation and goal orientation, particularly when facing learning challenges, and demonstrated a strong intrinsic drive to engage with music learning.

Analysis of the Differences in the Relationship Between Goal Orientation and Learning Motivations Under Different Background Variables

1) Test Results for Research Hypothesis H1

H1: There are significant differences in the goal orientation cognition of students at Tianjin University of Media and Communications under different background variables (gender, grade level, place of origin, student leadership experience, and major).

H1-1: There are significant differences in the goal orientation cognition of students at Tianjin University of Media and Communications based on gender.

The t-value reflects the degree of difference between the means of two groups of data. Generally, if the p-value is less than 0.05, it is considered that there is a significant difference between the means of the two groups. According to the results in Table 2, no significant differences were found in the specific dimensions or the overall variable of goal orientation ($p > 0.05$).

Table 2: T-test Analysis of Goal Orientation for Students of Different Genders

Dimension	Gender				t	p
	Male (n=146)		Female (n=145)			
	M	SD	M	SD		
Task Goal Orientation	3.96	0.999	4.09	0.935	1.190	0.226
Ability-Approach Goal Orientation	3.31	0.847	3.42	0.844	1.165	0.272
Ability-Avoid Goal Orientation	4.00	0.948	4.13	1.005	0.836	0.275
Total	3.76	0.915	3.88	0.909	1.261	0.247

H1-2: There are significant differences in the goal orientation cognition of students at Tianjin University of Media and Communications based on grade level.

This study used one-way analysis of variance (ANOVA) to test the score differences in goal orientation across different grade levels. The results shown in Table 3 indicate that there were no significant differences in the scores of students from different grade levels on Task Goal Orientation, Ability-Approach Goal Orientation, Ability-Avoid Goal Orientation, and overall Goal Orientation ($p >$

0.05).

Table 3: ANOVA Analysis of Goal Orientation for Students of Different Grades

Dimension	Grade	n	M	SD	F	p
Task Goal Orientation	Freshman	75	3.89	1.019	0.696	0.555
	Sophomore	73	4.10	0.877		
	Junior	76	4.05	0.984		
	Senior	67	4.07	0.992		
Ability-Approach Goal Orientation	Freshman	75	3.24	0.883	0.827	0.480
	Sophomore	73	3.46	0.802		
	Junior	76	3.38	0.851		
	Senior	67	3.38	0.847		
Ability-Avoid Goal Orientation	Freshman	75	3.89	1.045	1.073	0.361
	Sophomore	73	4.14	0.928		
	Junior	76	4.10	0.968		
	Senior	67	4.13	0.958		
Total	Freshman	75	3.67	0.966	0.877	0.454
	Sophomore	73	3.90	0.852		
	Junior	76	3.85	0.916		
	Senior	67	3.86	0.915		

H1-3: There are significant differences in the goal orientation cognition of students at Tianjin University of Media and Communications based on place of origin.

The results in Table 4 show that there were no significant differences in the mean scores between rural and urban students on the three specific dimensions of goal orientation as well as the overall variable ($p > 0.05$).

Table 4: T-test Analysis of Goal Orientation for Students from Different Regions

Dimension	Residence				t	p
	Rural (n=143)		Urban (n=148)			
	M	SD	M	SD		
Task Goal Orientation	4.00	0.985	4.05	0.955	0.351	0.723
Ability-Approach Goal Orientation	3.33	0.866	3.39	0.828	0.254	0.564
Ability-Avoid Goal Orientation	4.02	0.998	4.11	0.958	0.085	0.430
Total	3.79	0.930	3.85	0.898	0.080	0.558

H1-4: There are significant differences in the goal orientation cognition of students at Tianjin University of Media and Communications based on student leadership experience.

According to the statistical analysis in Table 5, a t-test was conducted to analyze the score differences in goal orientation across various dimensions between students with student leadership experience and regular students. The results in Table 4.5 show that there are significant differences in the means of students with leadership experience and regular students on the three specific dimensions of goal orientation as well as the overall variable ($p < 0.05$).

Table 5: T-test Analysis of Goal Orientation for Students with Different Leadership Experience

Dimension	Student leadership experience				t	p
	Yes (n=90)		No (n=201)			
	M	SD	M	SD		
Task Goal Orientation	3.69	1.027	4.17	0.905	1.190	0.000
Ability-Approach Goal Orientation	3.08	0.872	3.49	0.804	1.165	0.000
Ability-Avoid Goal Orientation	3.72	1.016	4.22	0.921	0.836	0.000
Total	3.50	0.951	3.96	0.859	1.261	0.000

H1-5: There are significant differences in the goal orientation cognition of students at Tianjin University of Media and Communications based on their major.

According to the results in Table 6, this study used one-way analysis of variance (ANOVA) to test the score differences in goal orientation across various dimensions for students from different major fields. The results indicate that the score differences among students from different major fields on Task Goal Orientation, Ability-Approach Goal Orientation, Ability-Avoid Goal Orientation, and overall Goal Orientation all reached a significant level ($p < 0.05$).

Table 6: ANOVA Analysis of Goal Orientation for Students from Different Majors

Dimension	Grade	n	M	SD	F	p
Task Goal Orientation	Music Education	106	4.28	0.862	32.303	0.000
	Music Performance	90	3.41	0.976		
	Preschool Education	95	4.32	0.794		
Ability-Approach Goal Orientation	Music Education	106	3.56	0.734	29.183	0.000
	Music Performance	90	2.85	0.874		
	Preschool Education	95	3.64	0.714		
Ability-Avoid Goal Orientation	Music Education	106	4.31	0.845	35.856	0.000

Dimension	Grade	n	M	SD	F	p
	Music Performance	90	3.41	0.990		
	Preschool Education	95	4.40	0.795		
Total	Music Education	106	4.05	0.791	34.069	0.000
	Music Performance	90	3.22	0.926		
	Preschool Education	95	4.12	0.753		

H2: There are significant differences in the music learning motivation cognition of students at Tianjin University of Media and Communications based on different background variables (gender, grade level, place of origin, student leadership experience, and major).

H2-1: There are significant differences in the music learning motivation cognition of students at Tianjin University of Media and Communications based on gender.

According to Table 7, there were some significant differences ($p < 0.05$) in the mean scores of male and female students across the five dimensions of learning motivation (Intrinsic Motivation, External Regulation, Amotivation, Introjection, Identification and Integration) as well as the overall motivation.

Table 7: T-test Analysis Results of School Adaptation in Students of Different Genders

Dimension	Gender				t	p
	Male (n=146)		Female (n=145)			
	M	SD	M	SD		
Intrinsic Motivation	4.01	0.988	4.11	0.982	0.036	0.397
External Regulation	3.70	1.182	3.36	1.288	13.184	0.021
Amotivation	3.62	1.227	3.00	1.470	31.926	0.000
Introjection	3.84	1.031	3.49	1.224	4.522	0.009
Identification and Integration	3.96	0.994	3.95	0.908	0.333	0.910
Total	3.83	0.952	3.58	0.904	0.136	0.025

H2-2: Significant Differences in the Perception of Motivation for Music Learning Among Students of Different Grades at Tianjin University of Media

Based on the results in Table 8, this study conducted a one-way ANOVA to examine the score differences across various dimensions of motivation for learning music among students from different grades. The results indicate significant differences between grades in the dimensions of external regulation, amotivation, and overall motivation ($p < 0.05$).

Table 8: ANOVA Analysis of Learning Motivation for Students of Different Grades

Dimension	Grade	n	M	SD	F	p
Intrinsic Motivation	Freshman	75	3.86	1.047	1.370	0.252
	Sophomore	73	4.15	0.927		
	Junior	76	4.12	0.978		
	Senior	67	4.10	0.971		
External Regulation	Freshman	75	3.40	1.210	3.474	0.017
	Sophomore	73	3.74	1.195		
	Junior	76	3.24	1.372		
	Senior	67	3.80	1.112		
Amotivation	Freshman	75	3.17	1.367	2.670	0.048
	Sophomore	73	3.44	1.330		
	Junior	76	3.04	1.462		
	Senior	67	3.64	1.329		
Introjection	Freshman	75	3.52	1.145	2.328	0.075
	Sophomore	73	3.83	1.059		
	Junior	76	3.48	1.246		
	Senior	67	3.87	1.068		
Identification and Integration	Freshman	75	3.81	0.932	0.982	0.402
	Sophomore	73	4.07	0.960		
	Junior	76	3.94	0.927		
	Senior	67	3.99	0.987		
Total	Freshman	75	3.55	0.917	2.597	0.053
	Sophomore	73	3.84	0.888		
	Junior	76	3.57	0.940		
	Senior	67	3.88	0.965		

H2-3: No Significant Differences in the Perception of Motivation for Music Learning Between Students from Different Residential Areas at Tianjin University of Media

According to the results presented in Table 9, no significant differences were found between rural and urban students across the various dimensions of motivation for learning music ($p > 0.05$).

Table 9: T-test Analysis of Learning Motivation for Students from Different Regions

Dimension	Residence				t	p
	Rural(n=143)		Urban(n=148)			
	M	SD	M	SD		
Intrinsic Motivation	4.03	1.005	4.09	0.966	0.095	0.621
External Regulation	3.55	1.238	3.52	1.257	0.072	0.819
Amotivation	3.25	1.396	3.37	1.380	0.160	0.452
Introjection	3.69	1.113	3.64	1.173	0.390	0.700
Identification and Integration	3.94	0.963	3.97	0.941	0.149	0.785
Total	3.69	0.932	3.72	0.941	0.009	0.820

H2-4: Significant Differences in the Perception of Motivation for Music Learning Between Students with and without Student Leadership Experience at Tianjin University of Media

According to the results presented in Table 10, this study performed a t-test to examine the score differences in the dimensions of motivation for learning music between students with and without student leadership experience. The results indicate significant differences in scores on the dimensions of intrinsic motivation and identification and integration, while no significant differences were observed in the dimensions of external regulation, amotivation, introjection, and overall motivation ($p > 0.05$).

Table 10: T-test Analysis of Learning Motivation for Students with Different Leadership Experience

Dimension	Student leadership experience				*t*	*p*
	Yes (*n*=90)		No (*n*=201)			
	M	*SD*	*M*	*SD*		
Intrinsic Motivation	3.69	0.980	4.22	0.943	0.036	0.000
External Regulation	3.54	1.021	3.53	1.336	13.184	0.979
Amotivation	3.48	1.097	3.24	1.494	31.926	0.163
Introjection	3.56	1.000	3.71	1.200	4.522	0.305
Identification and Integration	3.62	0.962	4.10	0.909	0.333	0.000
Total	3.58	0.907	3.76	0.944	0.136	0.123

H2-5: Significant Differences in the Perception of Motivation for Music Learning Among Students from Different Majors at Tianjin University of Media

According to the results in Table 11, this study employed one-way ANOVA to examine the differences in scores across various dimensions of motivation for learning music among students from different majors. The results revealed significant differences in scores across the dimensions of intrinsic motivation, introjection, identification and integration, and overall motivation ($p < 0.05$).

Table 11: ANOVA Analysis of Learning Motivation for Students from Different Majors

Dimension	Grade	*n*	*M*	*SD*	*F*	*p*
Intrinsic Motivation	Music Education	106	4.32	0.861	32.884	0.000
	Music Performance	90	3.42	0.968		
	Preschool Education	95	4.36	0.846		
External Regulation	Music Education	106	3.66	1.299	1.112	0.330
	Music Performance	90	3.40	0.978		
	Preschool Education	95	3.52	1.399		
Amotivation	Music Education	106	3.34	1.519	0.479	0.620
	Music Performance	90	3.39	0.994		
	Preschool Education	95	3.20	1.549		
Introjection	Music Education	106	3.80	1.158	3.766	0.024
	Music Performance	90	3.40	0.965		
	Preschool Education	95	3.78	1.242		

Dimension	Grade	*n*	*M*	*SD*	*F*	*p*
Identification and Integration	Music Education	106	4.15	0.886	23.192	0.000
	Music Performance	90	3.43	0.964		
	Preschool Education	95	4.23	0.803		
Total	Music Education	106	3.86	0.935	6.883	0.001
	Music Performance	90	3.41	0.931		
	Preschool Education	95	3.82	0.881		

H3: There is a significant positive correlation between the music learning motivation and goal orientation of students at Tianjin University of Media.

This study utilized Pearson correlation analysis to explore the linear correlations and their significance between the different dimensions of motivation and goal orientation, quantifying the relationships between the variables. According to the results in the table, significant positive correlations ($p < 0.01$) were found between the dimensions of goal orientation and the dimensions of learning motivation .

Table 12: Correlation Analysis of the Relationship between Goal Orientation and Learning Motivation

	1	2	3	4	5	6	7	8	9	10
1. Task Goal Orientation	1									
2. Ability-Approach Goal Orientation	.949**	1								
3. Ability-Avoid Goal Orientation	.933**	.949**	1							
4. Goal orientation	.980**	.983**	.980**	1						
5. Intrinsic Motivation	.930**	.942**	.949**	.958**	1					
6. External Regulation	.438**	.437**	.413**	.437**	.390**	1				
7. Amotivation	.294**	.299**	.259**	.289**	.244**	.812**	1			
8. Introjection	.632**	.612**	.577**	.619**	.558**	.712**	.671**	1		
9. Identification and Integration	.862**	.873**	.860**	.882**	.860**	.507**	.407**	.683**	1	
10. Learning Motivation	.729**	.731**	.703**	.734**	.698**	.867**	.811**	.890**	.807**	1

Discussion

Discussion of Research Results

The study found that students at Tianjin University of Media and Communications exhibit high levels of goal orientation and learning motivation across various dimensions, such as task goal orientation, ability-avoidance goal orientation, intrinsic motivation, and external regulation. This strong motivation is likely influenced by the competitive job market and the emphasis on academic performance and career development, reflecting students' active focus on their learning behaviors and goals.

Discussion of Difference Analysis

The study explored how various factors, such as gender, grade, residential area, student leadership experience, and major background, influence goal orientation and learning motivation:

Gender: Gender did not significantly impact goal orientation cognition but did affect music learning motivation, with female students showing higher motivation, particularly in emotional and cognitive aspects. Grade Level: No significant differences in goal orientation and motivation were found based on grade level, possibly due to consistent academic support across all years. Residential Area: Differences in goal orientation and motivation based on residential area were minimal, suggesting equal access to learning resources. Student Leadership Experience: Students without leadership experience had higher goal orientation cognition, as leadership responsibilities may divert focus from academic goals. Major: Significant differences in motivation and goal orientation were observed among students from different majors, indicating that major type influences students' learning priorities and motivation.

Discussion of Correlation

A positive correlation between goal orientation and learning motivation was confirmed, indicating that students who set clear learning goals, particularly in task-oriented and ability-avoidance terms, show enhanced intrinsic motivation. This aligns with previous studies highlighting the connection between mastery-oriented goals and increased learning motivation. Furthermore, the sense of identity and emotional integration with their field of study also positively influenced students' goal orientation and motivation.

Conclusions

This study explored the relationship between goal orientation and music learning motivation among students at Tianjin University of Media. The key findings are as follows:

Impact of Background Variables on Goal Orientation: Background variables such as gender, grade level, and residential area did not significantly affect students' goal orientation. However, student leadership experience and major background were found to have a significant impact. Students with leadership experience displayed a more proactive approach to goal orientation, while those from different majors showed notable differences in their goal-setting tendencies.

Impact of Background Variables on Music Learning Motivation: Gender significantly influenced students' music learning motivation, with female students exhibiting higher levels of motivation. On the other hand, grade level, residential area, and student leadership experience had no substantial effect. Major background also played a significant role, with variations in motivation linked to the structure of courses and the learning environment specific to each major.

Correlation Between Goal Orientation and Music Learning Motivation: A significant positive correlation was found between goal orientation and music learning motivation. Students with clearer

goal orientations were more motivated in their music learning, highlighting that setting specific learning goals can enhance students' motivation and engagement.

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