A CORRELATION STUDY ON THE LEARNING MOTIVATION AND SELF-EFFICACY OF ART MAJORS IN XUCHANG UNIVERSITY

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Abstract: This study focuses on the correlation between learning motivation and self-efficacy among art majors at Xuchang University. We used Xuchang University as the research site and effectively collected 245 questionnaires through questionnaire surveys to gain a deeper understanding of students' learning motivation and self-efficacy. The research methods included descriptive statistics, independent sample t-test, ANOVA analysis, and Pearson correlation analysis. With the help of the "College Student Learning Motivation Questionnaire Scale" and the "College Student Self-Efficacy Questionnaire Scale" as research tools, the data results showed that students' learning motivation was at a high level and self-efficacy was at a medium level; there were significant differences in students' learning motivation under different background variables; there were significant differences in students' self-efficacy under different background variables; students' learning motivation and self-efficacy were significantly positively correlated. The theoretical significance of this study lies in comprehensively evaluating students' motivation and self-efficacy, providing a basis for educational management decisions. The practical significance lies in providing guidance and direction for promoting students' learning motivation and self-efficacy through data analysis.

Keywords: Learning motivation , Self-efficacy, College students

Introduction

Research on self-efficacy and learning motivation has also garnered widespread attention in China. With the increasing popularity of higher education and the expanding college student population, studying learning motivation and self-efficacy among college students has become particularly crucial. According to Zhao (2014), learning motivation serves as the internal driving force that stimulates individuals to initiate and sustain learning activities, while academic self-efficacy represents an individual's beliefs and judgments about their own abilities, directly influencing their behavior, level of effort, and learning efficiency. Both factors affect the emergence and persistence of

academic procrastination. Previous studies have indicated a significant correlation between academic procrastination, academic self-efficacy, and learning motivation among college students. However, existing research has rarely explored the relationship between these three variables within the same learning domain. Wang & Zhou (2008) conducted a survey involving 254 college students to investigate their learning status and its relationship with learning motivation, general self-efficacy, and academic efficacy. The results indicated that college students' learning perspectives are generally constructive. No significant differences were observed in various dimensions of learning perspectives between students from different academic backgrounds (liberal arts or sciences, undergraduate or graduate). Additionally, there was a significant positive correlation between college students' learning perspectives and their endogenous motivation, general self-efficacy, and academic efficacy, while a significant negative correlation was observed with exogenous motivation. Academic self-experience and learning process perspectives were effective predictors of endogenous motivation among college students, and academic self-experience was an effective predictor of general self-efficacy and academic efficacy among college students. (Wang & Zhou, 2008).

In recent years, scholars have conducted in-depth research on learning motivation, explored its relationship with various factors, and achieved significant results in learning motivation and self-efficacy. However, there are still some shortcomings in existing research: firstly, the research perspective lacks localization. China's related research started relatively late and relies on international theories and scales, failing to fully consider the actual situation and cultural differences in the local context; secondly, the research objects are not extensive enough. Previous studies mainly focused on primary and secondary school students and vocational college students, with relatively few studies on college students, although their learning motivation and self-efficacy are crucial for national development; finally, although the research content involves multiple aspects of learning motivation, there is still a lack of in-depth exploration of the relationship between learning motivation and self-efficacy. Therefore, future research needs to focus more on the localization perspective, expand the scope of research objects, and deepen the research on the relationship between learning motivation and self-efficacy.

Research Objectives

(1) To understand the overall status of self-efficacy and learning motivation of art majors in Xuchang University.

(2) Analyze the differences in learning motivation and self-efficacy among art majors at Xuchang College, considering various background variables such as gender, grade level, and whether they chose their major voluntarily.

(3) To explore the relationship between self-efficacy and learning motivation of art majors in Xuchang University.

Literature Review

Research on learning motivation

American psychologists Yerkes & Dodson (1908) believed that the level of motivation is not necessarily better when it is higher. When it exceeds a certain level, the effect may actually be worse. Therefore, a moderate level of learning motivation is most conducive to achieving excellent results. In their research, they proposed the famous Yerkes-Dodson Law (also known as the inverted "U" curve), which states that the level of motivated arousal is closely related to task difficulty. When the learning task is relatively simple, the arousal level should be higher; when the learning task is moderately difficult, the optimal level of motivated arousal should also be moderate; when the learning task is very difficult, the optimal arousal level should actually be lower, in order to enable learners to better complete the task. McClelland & Atkinson (2012) conducted research on achievement motivation from different perspectives. McClelland believed that people have a need or motivation to pursue achievement, and differences in this motivation indicate differences in people's level of achievement and ambition. Atkinson further elaborated that achievement behavior is the result of a conflict between the desire for success (approach motivation) and the fear of failure (avoidance motivation), and used mathematical formulas to express this relationship.

In the study of learning motivation, Wu (2008) found in a study focusing on learning motivation among college students in primary education that multiple learning motivations coexist among these students, with deep motivation playing a major role. Female students scored significantly lower than male students in terms of achievement motivation and deep motivation. There were no significant differences in the dimensions of learning motivation across different grade levels. Yu (2003) developed a survey questionnaire to investigate the life values and evaluations of 1,150 college students from different grades at 15 universities in 7 provinces and cities including Chongqing, Sichuan, and Beijing. The results showed that different types of college students have different levels of differences in various aspects of life values. Xin et al. (2005) conducted a survey on the goal value, means value, and rule value of 2,650 college students from 13 universities in 10 provinces and cities across the country. Based on the results, they suggested that values education for college students should be targeted based on their value orientation characteristics.

Bandura (2017) elaborated on how college students' self-efficacy affects various aspects of human functioning, such as cognitive processes, motivational processes, emotional processes, and behavioral processes, and how self-efficacy can be improved through different information sources such as mastery experiences, vicarious experiences, verbal persuasion, and physiological states. Deci & Ryan (1985) pointed out the inherent psychological needs and tendencies of college students' behavior and development, as well as the social and environmental factors that support or undermine intrinsic motivation and self-determination, and the consequences of these factors on human well-being, performance, and creativity. Shi & Liu (2022) conducted a survey on the academic status,

learning motivation cognition, and teachers' role in stimulating students' learning motivation among 750 students from 8 universities in Shanghai. They found that internal factors, external factors, and environmental factors all affect college students' learning goals, attitudes, behaviors, and outcomes. They proposed suggestions to actively create a good learning and school spirit from three levels: college students' self-cognition, teachers' educating ability, and the school education and teaching environment, thereby stimulating college students' learning motivation. Zhang (2006) pointed out that there are differences in the intensity and structure of learning motivation between poor and non-poor students. Poor students' learning motivation differs depending on the subject they are studying, their parents' occupation, and education level. The grades achieved by poor students in high school are significantly higher than those achieved in college. Liu & Geng (2006) found in their study on the correlation between college students' learning motivation and academic performance that there is no significant correlation between internal and external motivation among college students. However, there is a significant positive correlation between internal motivation and academic performance, and a significant negative correlation between external motivation and academic performance. Chen (2011) pointed out that learning motivation is an internal dynamic mechanism that stimulates students' academic activities and drives them to achieve learning goals. Learning motivation is not a simple and unique psychological structure but a complete system composed of many kinds of motivational components. Feng (2000) believed that learning motivation is an internal activation mechanism that stimulates individuals to engage in learning activities, maintains initiated learning activities, and directs individual learning activities towards certain learning goals. Learning motivation and learning activities can mutually stimulate and enhance each other.

The study of strategies to enhance college students' learning motivation is worth exploring and learning. Gao et al. (2021) studied 350 undergraduate students majoring in Traditional Chinese Medicine with different motivation intensities. Using one-way ANOVA and multiple regression analysis, they explored the factors that affect motivation intensity from learning strategies, learners' own factors, and external factors. By improving students' cognitive strategy level and maintaining a strong interest in learning, learning motivation can be effectively enhanced. Zhao et al. (2021) mainly discussed college students' learning motivation in the new media environment to enrich the theories and methods of improving college students' self-learning ability and provide references for enhancing their learning motivation. Shi & Liu (2022) mainly analyzed the content and improvement strategies of contemporary college students' learning motivation. They suggested creating interesting learning situations to stimulate students' learning interest and curiosity, cultivating and protecting students' sense of self-esteem, and providing students with successful experiences and positive feedback. Peng (2020) believed that by cultivating and stimulating college students' sports motivation, learning motivation can be enhanced, thus enabling students to consciously, actively, and happily participate in sports activities and obtain physical and mental effects from them.

Research on self-efficacy

Bandura (1977) was the first to define self-efficacy, pointing out that it is a belief formed to achieve a specific goal. Bandura's research on self-efficacy extended to various industries, with theoretical and practical research in education (academic) being a specific manifestation of self-efficacy in academics. Different students will make efforts or concessions in academics based on changes in the environment, pursuit of goals, parental expectations, personal ideals, and societal needs. Schunk (1989) believes that the definition of self-efficacy is an evaluation of the learner's confidence in their ability to use their skills to complete learning tasks, which is a subjective judgment and feeling of an individual's control over their learning behavior and academic performance. Zhou & Guo (2006) state that self-efficacy refers to people's confidence level in their ability to use their skills to complete a work task. The formation of self-efficacy is comprehensively influenced by four pathways: past experiences of success and failure, vicarious effects of others' demonstrations, social persuasion, emotional states, and physiological arousal. KURTINES & GERWITZ (1991) in educational psychology, self-efficacy usually refers to the subjective judgment of whether an individual believes they have the capability to complete a task or behavior. Zhen (2008) & Xie (2010) consider self-efficacy to be an individual's academic ability belief, referring to the learner's evaluation of their confidence level in using their abilities or skills to complete learning tasks, which is a subjective judgment of an individual's control over their learning behavior and ability.

Jiang et al. (2022) emphasize that social support can directly affect the academic self-efficacy of university students with hearing impairments, and can also indirectly affect their academic self-efficacy through the mediating role of psychological resilience. Wang et al. (2021) found that self-efficacy has a significant impact on the positive emotions of collaborative information search users, but not on negative emotions; task complexity does not have a significant impact on either positive or negative emotions of collaborative information search users. Jiahui (2012) believes that as advanced intellectuals in society, university students play a crucial role in social development. Therefore, their mental state and level of thought have always been a focus of widespread social attention. Against the backdrop of rapid modern societal development, university students are at a critical stage in life, facing multiple challenges in future work and life. A deep exploration of the psychological state of university students during this period can provide us with an in-depth understanding of their future outlook and social view, thereby revealing potential issues within the higher education system and providing a strong basis for educational improvement. Additionally, self-efficacy—whether an individual has confidence in completing a task—has important reference value for studying the psychological qualities of contemporary university students. Li & Nie (2013) point out that the overall self-harmony of university students is at a good level; there is a significant positive correlation between university students' social support, self-efficacy, and self-harmony, and social support and self-efficacy can effectively predict an individual's state of self-harmony; social support among

university students plays a moderating role in the relationship between self-efficacy and self-harmony. Cao (2010) notes that there are obvious gender differences in university students' self-efficacy, but not in social anxiety scales; it is noteworthy that there is a significant negative correlation between general self-efficacy and social anxiety among university students. These findings are significant for understanding the psychological development and social interactions of university students.

Hu (2022) found that many vocational students show signs of low self-efficacy, which is also a common psychological issue among them. To improve students' self-efficacy, psychological counseling education should be conducted. Wang et al. (2020) believe that senior high school students in the arts stream face heavy academic burdens and are under pressure from college entrance exams as well as expectations from parents and teachers. Due to cognitive errors influenced by various internal and external factors, individuals inaccurately judge the gap between their ideal goals and reality, leading to psychological discrepancies that cause issues with efficacy expectations, necessitating psychological counseling to enhance self-efficacy. Cheng et al. (2022) argue that self-efficacy exploration addresses the question of "whether one is willing to learn and can learn," which directly relates to the initiative and enthusiasm of middle school students' learning, affecting and constraining the learning outcomes, confidence, and enthusiasm of vocational students. Strategies for enhancing the self-efficacy of vocational school students are proposed from four aspects: society, school, teachers, and the students themselves. These strategies explore methods to improve vocational students' confidence, learning thinking, and learning abilities, establish their self-esteem and self-confidence, enhance their self-recognition, and promote the cultivation of technically skilled talents with high self-efficacy.

Research on the relationship between learning motivation and self-efficacy

Albert Bandura's theory of self-efficacy suggests that an individual's self-efficacy has a significant positive or negative impact on learning motivation. This intrinsic belief and motivation make them more focused and determined during the learning process, leading to better learning outcomes. Conversely, individuals with low self-efficacy may avoid challenges or set lower goals, resulting in reduced learning motivation and effort. When students set specific, short-term learning goals, they are more likely to observe progress in their learning, thereby enhancing their self-efficacy. As self-efficacy increases, students will set higher and more challenging learning goals for themselves more actively (Porras, 2000). Zimmerman (2000) believes that self-efficacy has a profound impact on students' self-regulated learning, including goal setting, self-monitoring, self-evaluation, and the use of learning strategies. Schwarzer (1994) also repeatedly confirmed that efficacy expectations, i.e., general self-efficacy as a stable individual trait, can predict the type and level of individual motivation to some extent.

Research in China on the relationship between self-efficacy and learning motivation mainly

focuses on two groups: vocational students and university students. For university students, Lu et al. (2016) believe that when university students' self-efficacy is enhanced, their intrinsic learning motivation also increases. Zhang (2006) pointed out that there are significant differences in self-efficacy and learning motivation between genders among university students, with females performing significantly better than males. Ning (2009) found that self-efficacy directly affects the attitudes and confidence of university students when choosing learning tasks, persevering in learning, exerting effort, and exhibiting behavior, proving the association between learning motivation and academic self-efficacy. Li (2012) conducted a survey of 300 university students and found a close positive correlation between general self-efficacy and learning motivation. Yang (2012) noted that university students with higher academic self-efficacy are more fully engaged in their studies, showing stronger interest in learning, enthusiasm, and better learning outcomes. Cai & Li (2015) pointed out that social network users among university students have above-average general self-efficacy, and there are gender differences in the impact of social network performance on general self-efficacy among university student users.

For research on vocational students, Zuo & Tan (2002) pointed out that students' academic self-efficacy, learning motivation, and gender are good predictive variables for academic performance, with the effect of academic self-efficacy being the most significant; the relationship between learning motivation and academic performance is not simply linear. Zhang & Zhang (2015) believe that secondary nursing students generally show lower levels of self-efficacy and learning motivation. Tang & Zhang (2013) noted that a poor learning environment may lead to a decrease in vocational students' self-efficacy towards academics, resulting in feelings of helplessness, weariness, and frustration towards learning.

Methodology

The survey respondents for this study are art majors from Xuchang University, with a total population of 720 students. According to the sample size determination formula proposed by Krejcie & Morgan (1970) for population sizes, a sample of 252 individuals needs to be drawn from this population to meet the required sample size for the questionnaire survey. Based on this, the study will adopt convenience sampling by distributing questionnaires to art majors from Xuchang University through WeChat work groups. The questionnaires will be collected and organized within the specified time period. It is anticipated that 252 questionnaires will be distributed, and after sorting out and eliminating problematic questionnaires, 245 valid questionnaires will be confirmed. An effective response rate of over 75% is considered as meeting the standard, and only then can subsequent statistical analysis be conducted.

The questionnaire design consists of three parts: definition of variable concepts, background variable investigation, and the content of the survey questionnaire. Since the definitions of variable

concepts and the background variable investigation have already been analyzed in previous sections, this subsection will only elaborate on the content of the survey questionnaire regarding college students' learning motivation and self-efficacy.

The questionnaire on college students' learning motivation adopted in this study is derived from the College Students' Learning Motivation Scale developed by Tian Lan & Pan (2006). The scale comprises a total of 34 items covering four dimensions: intellectual interest, ability pursuit, altruistic orientation, and reputation acquisition.

Results

Demographic Analysis of Questionnaire Participants

This study focuses on the art students in Xuchang University. Through a carefully designed questionnaire, we successfully collected 252 valid data. We conducted detailed data statistics and analysis on key variables such as gender, grade, registered residence background, and professional choice willingness. In terms of gender distribution, the data clearly shows that there are 88 male participants, accounting for 39.16%, while female participants account for 60.84% with 157 participants. Although this data indicates that there are slightly more female participants, the gender ratio still shows a high degree of balance. From the perspective of grade distribution, freshmen account for 35.13% of the total with 85 students, making them the largest group; sophomores follow closely behind with 64 students accounting for 25.14%; juniors have 36 students, accounting for 14.02%; and seniors account for 25.32% with 60 students. This distribution reveals the participation of students in different grades, with freshmen particularly active. In terms of registered residence background, the data reveals an interesting trend: rural students account for 56.73% of the total with 139 students, while urban or town-registered students account for 43.27% with 106 students. This data highlights the important position of rural-background students in this study. As for the willingness to choose a major, the data shows that as many as 87.34% of the participants, or 214 people, chose their art major voluntarily, which fully demonstrates the positive attitude and firm willingness of students towards their chosen major. However, 31 students, accounting for 12.66%, said that their major choice was not voluntary, which may be due to family pressure, social expectations, or other external factors. This data reveals the complex and diverse influencing factors behind major choice.

The current situation of learning motivation and self-efficacy

Through detailed descriptive statistical analysis, we comprehensively examined the learning motivation of art majors at Xuchang University. The data analysis showed that the overall average learning motivation reached 3.58, revealing a moderately positive trend in student motivation. Among the dimensions, the average values of interest in knowledge, pursuit of ability, altruistic orientation, and reputation acquisition were all at a high level, reflecting students' deep understanding and widespread recognition of learning motivation, especially their desire for knowledge, pursuit of self-

improvement, and emphasis on altruism and social recognition.

Table 1: Descriptive Statistics of Learning Motivation（N=245）

Dimension	M	SD	Analysis
Interest in seeking knowledge	3.59	0.742	High
Ability pursuit	3.68	0.685	High
Altruistic orientation	3.67	0.711	High
Reputation acquisition	3.35	0.778	Medium
Overall learning motivation	3.58	0.643	High

To comprehensively reveal the current status of self-efficacy among art major students at Xuchang University, we conducted a detailed descriptive statistical analysis. According to the data in Table 4.3, the overall mean score of self-efficacy for art major students reached 3.50 (M=3.50), with a standard deviation of 0.592 (SD=0.592). This result clearly shows that their self-efficacy is generally at a moderately high level, further confirming their high self-efficacy overall. When breaking down the various dimensions of self-efficacy, the data reveals interesting findings. The mean score for self-efficacy in learning ability is the highest, reaching 3.56 (M=3.56), with a standard deviation of 0.645 (SD=0.645), indicating that students generally have high confidence in this aspect. In contrast, the mean score for self-efficacy in learning behavior is slightly lower, at 3.45 (M=3.45), with a standard deviation of 0.595 (SD=0.595). Although it is also in the moderately high range, it shows a certain degree of variation.

Table 1: Descriptive Statistics of Learning Motivation (N=245)

Dimension	Number	M	SD	Interpretation
Learning ability	245	3.56	0.645	High
Learning behavior	245	3.45	0.595	Medium
Overall self-efficacy	245	3.50	0.592	High

Analysis of Differences in Learning Motivation and Self-Efficacy Across Demographic Variables

An analysis of differences in learning motivation and self-efficacy among art majors revealed that gender did not have a significant impact. Female students accounted for 60.84% and male students 39.16%, with no statistically significant differences found in either learning motivation ($t=1.24$, $p>0.05$) or self-efficacy ($t=0.87$, $p>0.05$). This may be attributed to a balanced sample distribution, sociocultural background, and relatively small individual differences. In terms of grade

level, freshmen made up the largest proportion (35.13%) and generally exhibited higher levels of learning motivation and self-efficacy, likely due to their initial enthusiasm and adaptation to university life. These indicators may decline as academic pressure and career concerns increase with higher grades, a trend that contrasts with findings from Zhang & Zhang (2015) study. Regarding household registration background, students from rural areas (56.73%) outnumbered those from urban or city backgrounds (43.27%). Rural students, often more appreciative of educational opportunities due to limited family resources and educational access, demonstrated stronger learning motivation and greater resilience when facing challenges, which translated into higher self-efficacy. This aligns with Zhao (2019) findings, suggesting that urban students may exhibit relatively lower levels of motivation and self-efficacy. Additionally, professional choice had a significant impact on learning motivation but less so on self-efficacy. Students who chose their major voluntarily showed higher motivation due to a stronger sense of identity and belonging, and they also tended to have somewhat higher self-efficacy, consistent with Herzberg (2005) perspective. In contrast, students who did not choose their major willingly generally scored lower on both dimensions. In summary, learning motivation and self-efficacy are influenced by multiple factors including gender, grade level, household registration background, and professional choice. Educators should pay attention to these differences and implement targeted teaching strategies and support mechanisms to promote students' holistic development.

Table 3: Correlation Analysis of Students' Learning Motivation and Self-Efficacy

	1	2	3	4	5	6
1. Interest in knowledge	-					
2. ability to pursue	0.840**	-				
3. altruistic orientation	0.722**	0.822**	-			
4. reputation acquisition	0.541**	0.620**	0.665**	-		
5. learning ability	0.717**	0.733**	0.765**	0.670**	-	
6. learning behavior	0.649**	0.687**	0.714**	0.697**	0.828**	

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

Correlation analysis between two main variables

Through Pearson correlation analysis, we found that there is a correlation between students' learning motivation and self-efficacy. Ability pursuit is significantly positively correlated with interest in knowledge, indicating that students who pursue ability improvement are more eager for knowledge. Altruistic orientation is also significantly positively correlated with interest in knowledge and ability pursuit, indicating that students with altruistic hearts have a higher pursuit of knowledge and ability, and also hope to win respect through hard work. Reputation acquisition is positively correlated with

other learning motivations, but the correlation is slightly lower. Students' learning ability is significantly positively correlated with all learning motivations, and students with strong learning motivation also have strong abilities. Learning behavior is significantly positively correlated with all learning motivations, especially with learning ability, showing the close connection between learning motivation and learning behavior.

Discussion

Discussion on the current situation of students' learning motivation and self-efficacy

According to statistical analysis, the learning motivation of art majors at Xuchang University shows a positive trend of higher-than-average in overall learning motivation. Specifically, among the various dimensions of learning motivation, the average scores for curiosity and ability pursuit both exceed 3.5, indicating that students have a high enthusiasm for knowledge and ability improvement. The average score for altruistic orientation also reaches a high level, showing students' positive attitude towards serving society. However, the average score for reputation acquisition is relatively low, suggesting that honor and social recognition are not their main learning motivations.

Furthermore, we explored the current situation of self-efficacy of these students in depth. Self-efficacy is an individual's belief and judgment about successfully completing a certain behavior. The data shows that the overall self-efficacy of art majors is at a high level, with an average score of 3.50M=3.76 and a standard deviation of 0.592SD=0.592, indicating that they generally hold a positive and confident attitude towards their abilities in the field of art. In particular, the average score of self-efficacy in learning ability reached 3.56M=3.56, with a standard deviation of 0.645SD=0.645, showing that students are highly confident in this area. In contrast, the average score of self-efficacy in learning behavior was 3.45M=3.45, with a standard deviation of 0.595SD=0.595, although slightly lower, it still remained at a positive level, providing us with in-depth insights into students' learning motivation and self-efficacy.

Discussion on the analysis of the differences in learning motivation and self-efficacy among different background variables

Background variables such as gender, grade, household registration, and willingness to choose a major all exert a certain influence on learning motivation and self-efficacy. Specifically, in terms of gender, although female participants (60.84%) are more numerous than male participants (39.16%), there is no significant difference in learning motivation and self-efficacy. This may be related to the relatively balanced gender ratio in the sample, the consistent impact of social culture on both genders, and limitations in research methodology. Regarding grade distribution, freshmen account for the highest proportion (35.13%), and their learning motivation and self-efficacy are also relatively high. This could be attributed to their curiosity and enthusiasm for new college life. However, this finding contradicts the research conclusions of Zhang Mingyue and Zhang Xuetong

(2015), suggesting variations among different environments and student populations. In terms of household registration, rural students (56.73%) are more numerous than urban students (43.27%), and rural students exhibit stronger learning motivation and self-efficacy. This might be due to the limited educational resources and family backgrounds they face, making them value learning opportunities more and demonstrating greater perseverance and self-confidence. This aligns with the viewpoint of Zhao Peng (2019). Lastly, in terms of willingness to choose a major, students who voluntarily select their major show significant differences in learning motivation. They possess a higher interest and enthusiasm for learning, accompanied by relatively stronger self-efficacy. This reflects the positive influence of a sense of identification and belonging to their chosen major on learning motivation, which roughly aligns with Herzberg's (2005) theory. In summary, various background factors influence students' learning motivation and self-efficacy in complex ways. Educators need to comprehensively consider these factors to develop more targeted teaching strategies.

Discussion on the relationship between students' learning motivation and self-efficacy

Pearson correlation analysis reveals a significant positive correlation between learning motivation and self-efficacy in learning behavior and ability among art major students at Xuchang University. Learning motivation may be enhanced by students' confidence in their own learning abilities. This confidence drives students to take a more proactive approach to learning, thereby boosting their learning motivation. Students' intrinsic learning enthusiasm and successful experiences are also closely linked to learning motivation, with self-efficacy serving as a key motivating force that encourages students to stay focused and overcome difficulties. Meanwhile, students' expectations, emotional attitudes, and positive affections also have a significant impact on learning motivation and self-efficacy. Enhancing students' self-efficacy can effectively stimulate their learning motivation, leading to improved academic performance. This study aligns with the findings of Chi Liping and Xin Ziqiang (2006).

Conclusion

This study focuses on the current status of learning motivation and self-efficacy among art majors at Xuchang University. Through in-depth analysis of the collected questionnaire data, the following conclusions are drawn:

Conclusion 1: The learning motivation of art majors at Xuchang University is at a high level, while their self-efficacy is generally at a moderate level.

Conclusion 2: There are significant differences in students' learning motivation across different grades and willingness to choose their majors.

Conclusion 3: There are significant differences in students' self-efficacy among different grades and different household registrations.

Conclusion 4: There is a significant positive correlation between students' learning motivation

and self-efficacy.

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