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THE ANALYSIS OF SELF-CONCEPT, ACHIEVEMENT GOALS AND LEARNING ENVIRONMENT ON STUDENTS' MOTIVATION AMONG FINE ART UNDERGRADUATES IN SHANDONG, CHINA

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ANALISIS PENGARUH KONSEP DIRI, MATLAMAT PENCAPAIAN DAN PERSEKITARAN PEMBELAJARAN TERHADAP MOTIVASI PELAJAR DALAM KALANGAN MAHASISWA SENI HALUS DI SHANDONG, CHINA

ABSTRAK

Kajian ini mengkaji hubungan antara konsep diri, matlamat pencapaian, dan persekitaran pembelajaran terhadap motivasi dalam kalangan pelajar seni halus di Shandong, China. Kajian ini mengisi jurang penyelidikan dengan meneliti bagaimana konstruk-konstruk tersebut saling berinteraksi dalam konteks seni halus, yang kurang mendapat tumpuan empirikal dan praktikal serta aplikasi khusus kurikulum seni halus. Konsep diri, merangkumi persepsi diri dan efikasi diri, diukur untuk menilai pengaruhnya terhadap motivasi. Matlamat pencapaian seperti penguasaan dan prestasi dinilai berkenaan kesannya terhadap ketekunan dan keterlibatan pelajar dalam tugasan artistik. Faktor persekitaran pembelajaran, termasuk iklim kelas dan ketersediaan sumber, dianalisis bagi melihat bagaimana ia menyokong atau menghalang motivasi. Reka bentuk kaedah campuran menggunakan soal selidik dengan 373 reponden untuk analisis kuantitatif, temu bual separa berstruktur dengan 20 responden. Soal selidik dijalankan antara Januari dan Mac 2025, temu bual dikod dalam NVivo, dan kawalan statistik ke atas umur serta jantina digunakan. Keputusan kuantitatif menunjukkan korelasi ketara antara matlamat penguasaan dan persekitaran positif dengan skor motivasi lebih tinggi. Data kualitatif mendedahkan matlamat prestasi mencetuskan kebimbangan dan tekanan, berbeza dengan naratif responden yang menekankan orientasi pertumbuhan. Penemuan ini menunjukkan kepelbagaian interaksi antara orientasi matlamat dan konteks pembelajaran, menyediakan bukti asli untuk strategi pendidikan disesuaikan. Matlamat penguasaan dan sokongan persekitaran muncul sebagai pemangkin utama, manakala fokus prestasi boleh menjejaskan motivasi. Penyelidikan ini menyumbang bukti empirikal baru kepada pendidikan seni halus dengan menjelaskan bagaimana konstruk ini saling berkaitan dan membimbing strategi untuk meningkatkan motivasi pelajar.

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THE ANALYSIS OF SELF-CONCEPT, ACHIEVEMENT GOALS AND LEARNING ENVIRONMENT ON STUDENTS' MOTIVATION AMONG FINE ART UNDERGRADUATES IN SHANDONG, CHINA

ABSTRACT

This study investigates the relationship between self-concept, achievement goals, and learning environment on motivation among fine art undergraduates in Shandong, China. It fills an identified gap by exploring how self-concept, achievement goals, and learning environment interact to shape motivation in fine art contexts academically, which has received limited empirical and practical focus. Self-concept, comprising self-perception and self-efficacy, was measured to assess its influence on motivation. Achievement goals, which included mastery and performance, were evaluated for their effects on persistence and engagement in artistic tasks. Learning environment factors, including classroom climate and resource availability, were analyzed for their support or hindrance of motivation. The mixed-methods design utilized surveys with 373 respondents for quantitative correlations and semi-structured interviews with 20 respondents. The surveys were administered between January and March 2025, interviews were coded in NVivo, and statistical controls for age and gender were applied. Quantitative results showed strong associations of mastery goals and positive environment with higher motivation scores. Rich qualitative data revealed that performance goals generated anxiety and tension, contrasting with interviewee narratives emphasizing growth orientation. Findings demonstrate nuance in how goal orientation and context interact, offering original evidence for tailored educational strategies. Mastery goals and supportive contexts emerged as key drivers, while performance focus risked undermining motivation. This research contributes novel empirical evidence to fine art education by clarifying how these constructs interrelate and informing strategies to enhance students' motivation.

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CHAPTER 1

INTRODUCTION

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1.1 Introduction

The educational development of Shandong China's undergraduate population shows art instruction to be crucial for developing creative competence and judgmental aptitude resulting in full individual advancement (Chen, 2020; Liu & Wang, 2021). The study evaluates self-concept together with achievement goals and learning environments to understand their effects on fine art undergraduate motivated behaviors. This introduction gives a summary of the study's background followed by a discussion of its research importance before describing the contents of Chapter 1 which covers the study background alongside its problem statement and research objectives and research questions and theoretical framework. Art education

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encompasses various forms of artistic expression, such as fine arts, oil painting, illustration, fashion design, and graphic design, each contributing uniquely to the cognitive and emotional growth of students (Sdiq & Qadir, 2023). Engaging in the arts can enhance cognitive abilities like problem-solving, critical thinking, and spatial reasoning, while also supporting emotional development through creative expression (Malytska et al., 2022; Stolar, 2018). The role of art education in personal development is significant as it helps in forming self-concept and identity, especially during the formative years of schooling (Bi & Zhang, 2018). Art education fosters a deeper understanding of cultural heritage and promotes social cohesion, allowing students to appreciate diverse perspectives and histories through different art forms (Halverson & Sawyer, 2022).

Due to Shandong's distinct cultural and educational environment the principles of art education maintain special importance in this Chinese region. Traditional Chinese art merges with modern educational approaches in Shandong schools to deliver students dynamic instructional programs that connect traditional with contemporary methods (Chen, 2019; Liu & Wang, 2021). Research on how self-concept relates to achievement goals in specific learning environments guides educational strategy development. Student learning stays driven by their self-concept which affects their academic goals alongside mastery and performance goals that maintain study engagement (Liu & Wang, 2021; Zhang et al., 2020). Educational psychology serves as the academic foundation for this research because its learning process analysis also includes instructional methods and teaching principles. Motivation stands as a central educational psychological concept that directly influences academic results and total student achievement (Albrecht & Karabenick,

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2018; Arkhipova et al., 2019). The research examines motivation elements in fine art undergraduate students using theoretical frameworks from Self-Determination Theory (SDT) along with Achievement Goal Theory. According to SDT people seek motivation through personal autonomy combined with competence expectations and a desire for interpersonal connections (Ballesteros et al., 2023; Liem, 2021). At the same time Achievement Goal Theory differentiates between student motivation types with mastery goals focusing on knowledge acquisition versus performance goals seeking social competition (Ballesteros et al., 2023).

This chapter starts with the background of the study, highlighting the significance of art education in cognitive and emotional development, cultural heritage appreciation, and social cohesion (Chen, 2023; Stolar, 2018). It then addresses the problem statement, identifying the variability in how self-concept affects different students, the challenge in consistently measuring the impact of self-concept on motivation, and the role of educational environments in shaping self-concept and motivation (Yeung & Han, 2018; Wang & Yu, 2023; Cayubit, 2021). The problem statement underscores the need for tailored interventions that consider cultural, gender, and socio-economic factors influencing student motivation. The research objectives (ROs) and questions (RQs) are clearly defined to guide the study. The objectives include determining the impact of self-perception, self-efficacy, self-description, mastery goals, performance goals, classroom climate, and access to resources on motivation among fine art undergraduates in Shandong (Chen, 2019; Liu & Wang, 2021). The research questions correspond to these objectives, aiming to explore the specific influences of each factor on student motivation. The theoretical framework integrates SDT and Achievement Goal Theory to provide a

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comprehensive understanding of how self-concept, achievement goals, and the learning environment interact to influence motivation (Ryan & Deci, 2020; Elliot & Church, 1997). Self-perception, self-efficacy, and self-description are examined under SDT, emphasizing the fulfillment of autonomy, competence, and relatedness needs. Achievement goals are analyzed through the lens of mastery and performance goals, highlighting their impact on intrinsic motivation and academic outcomes (Bardach et al., 2020; Senko, 2019).

This research aims to provide valuable insights into the motivational dynamics of fine art undergraduates in Shandong, China. By understanding the factors that influence motivation, the study seeks to support the development of effective educational strategies and policies that enhance student motivation and academic success. The introduction sets the stage for a comprehensive exploration of these themes in subsequent chapters, beginning with a detailed examination of the background, problem statement, objectives, and theoretical framework in Chapter 1.

1.2 Background of research

Art education holds a significant place in the educational landscape, shaping individuals' creative abilities, critical thinking skills, and overall personal development. It encompasses various forms of artistic expression such as fine arts, oil painting, illustration, fashion design, and graphic design, each contributing uniquely to the cognitive and emotional growth of students (Sdiq & Qadir, 2023). Art education is not just about nurturing creativity but also about fostering a deeper

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understanding of cultural heritage and promoting social cohesion (Chen, 2023). This integration of cognitive and emotional learning provides students with a holistic educational experience. Studies have shown that engaging in the arts can enhance cognitive abilities such as problem-solving, critical thinking, and spatial reasoning (Malytska et al., 2022). Additionally, art education supports emotional development by allowing students to express their emotions and experiences through creative outlets (Stolar, 2018). This dual impact on cognitive and emotional development underscores the importance of incorporating arts into educational curricula. The role of art education in personal development cannot be overstated. It helps in the formation of self-concept and identity, especially during the formative years of schooling. Art provides a platform for students to explore their interests and talents, which can lead to improved self-esteem and confidence (Bi & Zhang, 2018). Moreover, art education encourages empathy and cultural awareness, as students learn to appreciate diverse perspectives and histories through different art forms (Halverson & Sawyer, 2022). The development of self-concept through art education is crucial, as it allows students to build a strong sense of identity and self-worth. This is particularly important during adolescence, a period characterized by significant emotional and psychological growth.

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Art education also plays a crucial role in societal development. It contributes to the cultural and economic vitality of communities by fostering creative industries and promoting cultural tourism (Papavasileiou et al., 2020). Furthermore, art education can drive social change by addressing contemporary issues and encouraging civic engagement. For instance, environmental education through art can raise awareness about sustainability and inspire action (Bushati, 2018). The ability of

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art education to address social issues makes it a powerful tool for fostering community resilience and social cohesion. By engaging with current issues through art, students learn to think critically about their world and their place within it. The impact of art education extends to various educational outcomes. Research indicates that students who participate in arts education are more likely to excel academically. They tend to have higher grades, better attendance, and lower dropout rates compared to their peers who do not engage in the arts (Aziz, 2023). Art education also enhances students' motivation and engagement, as it provides a dynamic and enjoyable learning environment that contrasts with traditional didactic methods (Feng, 2018). This engagement is critical for sustaining students' interest in learning and promoting long-term educational success.

In the context of fine art undergraduates in Shandong, China, these principles of art education are particularly relevant. The unique cultural and educational environment in Shandong provides a rich backdrop for exploring how art education influences self-concept, achievement goals, learning environment on motivation. The integration of traditional Chinese art forms with contemporary educational practices offers students a diverse and enriching learning experience. This blend of tradition and modernity in art education not only preserves cultural heritage but also prepares students for the globalized world. Understanding the relationship between self-concept, achievement goals, and learning environment is essential for developing effective educational strategies. Self-concept influences students' academic aspirations and their motivation to achieve (Chen, 2019). Achievement goals, which include mastery and performance goals, drive students' engagement and persistence in their studies (Liu & Wang, 2021). The learning environment, encompassing both the

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physical and psychological aspects of the classroom, plays a crucial role in shaping students' educational experiences (Zhang et al., 2020). A supportive and stimulating learning environment can enhance students' motivation and foster a positive attitude towards learning.

Art education fosters a range of skills that are essential for the 21st century where these include creativity, collaboration, communication, and critical thinking (Brustureanu, 2022). In an increasingly complex and interconnected world, these skills are invaluable for personal and professional success. Art education prepares students to navigate and contribute to a rapidly changing global landscape by equipping them with the ability to think creatively and adapt to new challenges. Creativity, for instance, allows individuals to generate novel ideas and solutions, while collaboration and communication enable effective teamwork and the exchange of ideas. Critical thinking empowers students to analyze information critically and make informed decisions. Incorporating art education into the curriculum requires thoughtful planning and support from educational policymakers. It is essential to provide adequate resources, professional development for teachers, and a supportive learning environment to ensure the effective delivery of art education (Tarakanova, 2021). Adequate resources might include access to art materials, technology, and spaces conducive to creative work. Professional development ensures that teachers are equipped with the latest pedagogical strategies and knowledge to effectively teach art. A supportive learning environment encourages students to experiment and express themselves without fear of judgment or failure. Additionally, integrating art education with other subjects can create interdisciplinary learning experiences that enrich students' understanding and appreciation of both the arts and other academic

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disciplines (Hernández et al., 2022). For example, integrating art with science can help students visualize complex scientific concepts, while combining art with history can bring historical events and cultures to life. This interdisciplinary approach not only makes learning more engaging but also helps students develop a more holistic understanding of the world.

The development of early childhood depends heavily on art education. Young children experience brain stimulation which then leads to developmental improvement of motor skills followed by increased social abilities through artistic engagement during early childhood according to Yeni and Dilfa (2019). Drawing together with painting and music production helps students develop their manual dexterity as well as their coordination between eyes and hands. Through collaborative art activities children learn essential interpersonal skills that include sharing efforts and developing cooperation abilities together with understanding and empathy for others. Art education programs in early childhood create enduring arts abilities while developing interest in artistic pursuits that exit throughout life (Bautista et al., 2018). The higher education system keeps art education central to its mission. The creative industry training combined with educational enhancement results from participating in this program. At the university level art education establishes analysis-driven study alongside visionary thinking to empower students for innovative approaches toward fresh artistic principles (Naydenova & Bukatova, 2020). Through education students build essential skills including adaptability alongside resilience together with emotional intelligence due to Lutfi (2019) findings. Workers need adaptability combined with a lifelong learning mentality because today's changing job market demands these abilities as fundamental elements of success. Arts education continues

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to gain research evidence which validates its numerous benefits to students. Available research demonstrates how arts education enhances both student academic performance and collaborative abilities as well as enhances personal wellness (Chen, 2023; Malytska et al., 2022). The participation in arts programs leads students to reach superior marks with improved registration patterns. Through its uniquely purposeful approach art education creates spaces to handle modern-day issues while building an inclusive society according to Stolar (2018). Students utilizing art as a medium can investigate social issues while sharing their ideas about inequality and human rights and climate change thus building a populace that is socially aware and animate.

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Humans' learning behavior in educational contexts with teaching psychology and evaluation effectiveness form the core areas of study in educational psychology (Albrecht & Karabenick, 2018). This field explores different subjects such as cognitive development learning theories and instructional strategies while also understanding assessment methods. Motivation represents a fundamental educational psychological concept which serves as a decisive force for student academic achievement and classroom participation while driving_complete success (Arkhipova et al., 2019). Educational psychology studies motivation through different theoretical approaches that both describe what drives student learning participation and how students maintain their learning commitment throughout time. Motivation consists of two major distinct types which align as intrinsic and extrinsic elements. Self-driven participants connect with activities directly for the sense of reward they provide and right of personal satisfaction which differ from reviewers who pursue activities to gain outside recognition and avoid detrimental consequences (McInerney, 2019). Research by Badridduja et al. (2022) and Kalita (2023) revealed students with an intrinsic drive to learn achieve better educational outcomes along with more persistence than extrinsically motivated students. The Self-Deterministic Theory in educational psychology describes motivation as arising from three basic needs of autonomy competence and relatedness according to Ballesteros et al. (2023). Within SDT's framework students receive intrinsic motivation and improved academic results when their psychological requirements are satisfied. Research shows that developing a supportive classroom which meets students' needs results in stronger motivation as well as improved learning achievements (Asanova & Gagova, 2019; Zhuravleva et al., 2022). Teachers create autonomous learning environments by letting students choose their work activities and encourage competence through positive feedback and

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develop classroom community to build relatedness.

The Achievement Goal Theory stands as a key framework that separates students into two goal types: mastery goals and performance goals (Liem, 2021). According to the Achievement Goal Theory mastery goals promote students' understanding and learning yet performance goals prioritize showcasing ability in comparison with peers. The evidence shows mastery goals produce profound understanding and internal student motivation yet performance goals into nervousness and naive learning methods (Beymenov et al., 2020; Vasiuk et al., 2022). The aim to shift students towards mastery goals requires teachers to emphasize their students' continuous learning efforts and their self-development rather than peer competition. The integration of these motivational theories into educational practices can have profound implications for teaching and learning. For instance, educators can design curricula and instructional strategies that support students' intrinsic motivation by aligning learning activities with their interests and providing meaningful challenges. Moreover, creating an assessment system that values mastery and personal growth over competition can help students focus on their learning processes rather than just outcomes.

Motivation functions as an overlapping element with psychological constructs including self-concept along with achievement goals. An individual's internal views about their skills and value work as a fundamental influence on how they behave academically and how they become motivated (Chen, 2019). Because positive self-concept gives students confidence about their abilities students become more intrinsically motivated. Students who develop negative self-feedbacks tend to lose

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their motivation resulting in disengagement from study tasks. The strategies students employ for learning depend on their achievement goals between task mastery and outperforming classmates. Students who focus on mastery learning will adopt deep learning methods and handle difficulties with strength whereas performance-oriented students might choose surface methods but experience higher anxieties (Liem, 2021). Mastery orientation development in students happens through instructor-provided chances where they can monitor their learning paths while defining personal targets alongside their accomplishment analysis. The motivation development of Shandong China's fine art undergraduate students requires comprehensive understanding of the interactions between self-concept and achievement goals and learning environments. Higher education art programs prepare creative industry professionals and they improve academic experiences by boosting critical thinking and creative ideas (Naydenova & Bukatova, 2020). The development of learning spaces which satisfy students' psychological requirements leads to substantial improvements in study motivation and participation.

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According to Expectancy-Value Theory motivation develops from the combination of personable success predictions and identified task value (Ruiz-Fuster, 2019). Students motivated by this theory increase their participation in academic activities whenever they perceive success possibilities and find value in their learning tasks. According to this theory educators must focus on developing their students' beliefs regarding their capabilities and the educational content value because perception and belief-shaping are essential educational roles (Bietenbeck, 2020; Efremova & Huseynova, 2020). Through clear instruction and affording positive feedback as well as developing support systems which build student autonomy

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teachers will foster student success expectations. Alongside these fundamental theories educational psychology benefits greatly from Albert Bandura's concept of self-efficacy (Liem, 2021). An individual's belief that they will succeed in particular tasks is properly described as self-efficacy. People who hold strong self-belief demonstrate higher motivation because they both establish demanding educational targets and keep going through challenging situations to reach better educational outcomes (Pechenkina & Petrov, 2021; Křeménková, 2019). Students who have high mathematics self-efficacy tend to take on advanced problems while continuing to work through even difficult math tasks. When self-efficacy stands low students tend to avoid complex tasks and develop a habit of premature surrender that disrupts academic development.

Educational interventions aimed at enhancing motivation often involve strategies such as goal setting, providing feedback, and creating engaging and relevant learning activities (Kalita, 2023; McInerney, 2019). For example, goal-setting interventions help students to set specific, measurable, and achievable goals, which can increase their motivation and commitment to learning tasks (Albrecht & Karabenick, 2018; Arkhipova et al., 2019). When students have clear and attainable goals, they can better focus their efforts and monitor their progress, leading to increased motivation and academic success. Additionally, feedback that is constructive and focused on effort rather than ability can also boost students' motivation by fostering a growth mindset (Liem, 2021; Ruiz-Fuster, 2019). Feedback that emphasizes the importance of effort and strategies over inherent ability encourages students to view challenges as opportunities for growth rather than as insurmountable obstacles. The role of teachers in fostering student motivation is

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crucial. Effective teachers are those who can create a positive classroom climate, provide support and encouragement, and adapt their teaching methods to meet the diverse needs of students (Ballesteros et al., 2023; Asanova & Gagova, 2019). A positive classroom climate, characterized by mutual respect and trust, can enhance students' motivation and engagement. For instance, teachers who show genuine interest in their students' well-being and learning can build strong, supportive relationships that motivate students to engage more deeply with the material. Moreover, teachers who use a variety of instructional strategies and differentiate their teaching to cater to individual learning styles can help all students feel capable and motivated.

Student learning motivation together with class engagement becomes highly enhanced through teacher-student relationships based on trust as well as respect (Zhuravleva et al., 2022; Beymenov et al., 2020). Students who experience teacher-care and teacher-succesful interest show enhanced classroom involvement and assignment completion levels. Students who experience this supportive bond with their educators will build positive self-identities while their motivation receives considerable growth. Student motivation receives important influences from peers. Through social supporteq and shared learning efforts between peers motivation levels get stronger according to Bietenbeck (2020) along with Efremova and Huseynova (2020). Students gain better comprehension while becoming more motivated through educational activities that combine group work and peer tutoring since they interact with diverse perspectives. Some negative behaviors among peers including bullying or unnecessary social competition create environments which weaken student motivation to remain involved in learning activities (Pechenkina & Petrov, 2021;

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Křeménková, 2019). A hostile learning environment arises from negative peer interactions to create anxiety and demotivation among students while simultaneously harming academic performance levels and student overall well-being.

The digital era brings both fresh obstacles alongside new prospects for student education motivation. Online learning spaces expect students to practice self-direction because these environments provide limited direct classroom supervision and comprehensive curricular organization (McInerney, 2019; Vasiuk et al., 2022). The transition to electronic education demands students must learn to properly regulate themselves to handle coursework time commitments and remain dedicated to assignments. Digital teaching tools combined with personalized learning resources motivated individuals more effectively than before (Albrecht & Karabenick, 2018; Ruiz-Fuster, 2019) through their interactive software. Digital educational tools automatically adjust based on personal learning characteristics and speed yet provide immediate performance feedback and numerous multimedia content types that improve student interest and accessibility. Human motivation stands strongly influenced by the surrounding cultural environment. Student motivation together with their perceptions of educational success are affected by diverse cultural environments (Badridduja et al., 2022; Kalita, 2023). Certain cultures prefer to prioritize group objectives and familial demands instead of personal achievement achievements. Some Asian cultures hold educational excellence as a symbol of family prestige which students pursue using their own interests as secondary to meeting both family demands and societal norms (Liem, 2021; Ballesteros et al., 2023). When designing motivational strategies teachers need to be aware of cultural variations because this knowledge helps them create approaches which accommodate students' beliefs and

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experiences. Educational policymakers and teachers need to recognize these cultural dimensions to develop learning environments which match students' priorities and motivations.

Self-concept describes how individuals understand themselves through their mental perceptions which include beliefs regarding abilities together with emotional attitudes toward personal characteristics. Students' perceptions of their academic abilities in education create substantial effects on their academic outcomes (Villarroel, 2021; Aziz et al., 2021; Wu et al., 2021) According to Villarroel (2021) Academic self-concept serves as an intersection between students and education (Aziz et al., 2021; Wu et al., 2021). Academic interventions alongside educational outcomes benefit heavily from knowledge about the interaction between students' perceived sense of self and their academic achievement results. The research of Wu et al. (2021) demonstrates that academic self-concept exhibits a powerful positive link to academic achievement results. The academic success of students demonstrates clear links to their academic self-concept level (Möller et al., 2020). Students experience improved academic performance from maintaining positive self-concept in addition to receiving enhanced self-concept from achieving better grades (Alkhateeb et al., 2022). Wu et al. (2021) performed a meta-analysis which showed academic self-concept effectively predicts academic achievement while academic achievement similarly predicts academic self-concept based on reciprocal effects model findings. Students' academic performance develops through an ongoing relationship with their personal beliefs about themselves. Positive academic self-concepts form at the initial stages of a student's education experience.

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Students with strong self-concept perform better at primary school and their success continues through secondary school and higher education (Carrillo-López et al., 2022; Hosová, 2019). The academic self-confidence students hold about their intellectual knowledge serves as crucial for determining academic achievement success (Carrillo-López et al., 2022). When schools actively promote higher academic self-concept their students demonstrate better academic outcomes. The combination of student encouragement and recognition alongside supportive connections between teachers and students leads to major improvements in learner self-concept and study drive. To understand students' motives toward education it is crucial to investigate their achievement goals patterns. The Achievement Goal Theory establishes mastery goals as separate from the category of performance goals according to Liem (2021). Learning and understanding drive students who set mastery goals whereas students with performance goals seek to prove their competence against others. Studies demonstrate that students who pursue mastery goals develop better mastery and intrinsic motivation and avoid performance goals which create anxiety and surface level learning methods (Beymenov et al., 2020; Vasiuk et al., 2022). Student engagement with course material increases alongside their development of mastery goals which fuels lasting learning interests.

Teaching methods built to boost student motivation incorporate goal planning with feedback provision and activity design that keeps students actively engaged (Kalita, 2023; McInerney, 2019). Achieving mastery of learning assignments with enhanced motivation and performance levels becomes possible through goal-setting interventions that use Albrecht and Karabenick (2018) and Arkhipova et al (2019) methods. Students who have specific learning targets achieve greater focus and track

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their educational development better which results in higher academic achievement and stronger motivation. Students' motivation grows when they receive useful instruction that shows progress based on effort rather than natural talent (Liem, 2021; Ruiz-Fuster, 2019). When educators provide feedback which stresses efforts and strategies students develop a perspective that sees academic challenges as potential for personal growth rather than unmanageable hurdles. Teachers lead student motivation development through their capability to build positive classroom climates along with their ability to support and motivate learners and adjust instructional techniques to student differences (Ballesteros et al., 2023; Asanova & Gagova, 2019). When students experience a respectful learning environment where trust exists between them and their teachers both motivation and engagement improve. When teachers demonstrate substantive student care and classroom involvement it enables them to build strong bonds which drives students toward stronger subject understanding. Utilizing diverse instructional methods combined with teaching modifications based on learner styles will help every student develop confidence alongside motivation.

Higher education shows a substantial relationship between how students view themselves and their academic success. University students who hold strong academic self-concept tend to score better academically with higher grades and better study completion rates (Leon, 2023; Batool et al., 2023). Researchers use the Tennessee Self-Concept Scale to evaluate student self-concept dimensions while measuring academic outcomes. Leon (2023) discovered that self-concept generates a positive relationship with academic performance results among university students thus demonstrating its vital impact on university success. Self-concept research using a

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longitudinal approach shows how fluctuations in personal belief systems influence educational achievement among students. Research following student groups throughout primary and secondary education discovered that academic self-concept falls during the move from primary to secondary education thus affecting educational achievement (Postigo et al., 2022). Research indicates that many students experience decreased academic self-concept because of the expanded educational and social hurdles which develop during this major transition. Through understanding these changing developmental patterns teachers can create intervention programs to maintain or strengthen student self-concept in essential educational transition periods. The psychological framework of self-concept maintains kinship with both personality models and emotional intelligence dimensions. Research finds students with stronger emotional intelligence tend to demonstrate superior academic self-concept leading to better academic success (Herrera et al., 2020). Role interactions imply academic success needs comprehensive treatment of psychological components for success. The ability to recognize and manage your emotions alongside tracking others' emotions through emotional intelligence guides students toward academic success while preserving a strong psychological image of themselves.

Academic attitudes function as intermediaries which translate self-concept into academic achievement results. Student academic self-concept improves with positive school-related attitudes and teacher perceptions which results in better educational performance (Veas et al., 2019). According to Veas et al. (2019) academic self-concept functions as a middle factor between academic attitudes and achievement demonstrating why schools must prioritize both attributes. Students perceive improved academic results when they see positive teachers combined with a

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favorable school environment that develops strong academic self-concept. Educational environments that include strategies to boost self-concept produce major positive outcomes. Student self-concept enhancements result from implementing mentoring programs alongside personalized feedback and giving students independent educational choices. The combination of students with older peers and adult mentors through mentoring programs generates effective academic self-concept growth (Liem, 2021). Feedback built around individual development alongside effort measurement over peer comparison enables students to build stronger self-concept by experiencing meaningful value and capability strengthening. Student autonomy through learning activity choice opportunities helps to build positive self-concept by letting students manage their educational experience. Educational interventions must analyze cultural elements which influence both self-concept development and academic results. The influence of collective goals and family expectations on student self-concept formation appears stronger in cultures studied by Badridduja et al. (2022). Educational interventions become more effective by incorporating lessons from cultural influences through educator-led design. By properly engaging families with educational processes and understanding community values schools improve students' academic self-concept and motivation levels.

Throughout academic activities students establish objectives that define their educational accomplishments. The educational objectives affect students both mentally and behaviorally through their motivational frameworks and academic strategy selection and performance outcomes (Bardach et al., 2020; Senko, 2019). Knowledge of achievement goals provides educators important insights to create teaching methods which improve their students' academic achievements.

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Achievement Goal Theory serves as the predominant theoretical construct which investigates achievement goals. It categorizes goals into two primary types: mastery goals and performance goals (Daumiller et al., 2019; Miller et al., 2021). The learning process for development of personal understanding through competence advancement aligns with mastery goals yet performance goals emphasize outperforming other students in competence demonstration. Two subtypes existed in_performance goals: performance-approach goals referred to beating others while performance-avoidance goals indicated a desire to steer clear of underperformance (Bardach et al., 2020; Senko, 2019). Research shows mastery goals yield positive academic effects which include deep learning along with persistent behavior and intrinsic motivation (Boden et al., 2020; Jaitner et al., 2019). Student achievement in mastery goals-driven approaches leads them toward self-managed study methods while encouraging them to ask for support and maintain perseverance when facing obstacles (Senko, 2019; Daumiller et al., 2019). Research shows that mastery-focused educational spaces produce positive results for academic outcomes thus demanding focused attention on promoting such environments in educational institutions (Miller et al., 2021; Bardach et al., 2020).

When people pursue performance-approach objectives their outcomes tend to be beneficial although these goals sometimes produce conflicting responses. Performance-approach goals drive goal competition which leads students to achieve better performance in their studies while boosting their drive alongside educational results. These types of goals create additional anxiety levels and produce stress in students according to Senko (2019) and Daumiller et al. (2019). Students who set performance-avoidance goals to prevent worse outcomes than others experience

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mainly negative effects that include anxiety and fear of failure and lower academic achievement results (Bardach et al., 2020; Miller et al., 2021). Different achievement goal situations influence how successful they become in helping students achieve their goals. The objective structures teachers establish within classrooms strongly shape which goals students choose to adopt according to Boden et al. (2020) and Jaitner et al. (2019). A classroom environment built with mastery goals combined with supportive feedback encourages students to use matching goals that drives improved academic success according to Senko (2019) and Daumiller et al. (2019). Lochbaum et al. (2023) investigated how achievement goals function both in complexes as well as in isolation. The 3 × 2 achievement goal framework contains six types of goals including task-approach and task-avoidance along with self-approach and self-avoidance along with other-approach and other-avoidance goals. By defining achievement goals with greater specificity this conceptual framework enhances scholars' understanding about student motivations which affect their academic outcomes (Lochbaum et al., 2023). Research indicates that students who adopt task-approach and self-approach goals develop beneficial learning strategies and improved motivation yet avoidance goal orientations regularly result in unfavorable results (Lochbaum et al., 2023).

Students' academic performance depends heavily on how achievement goals interact with psychological elements including self-concept as well as self-efficacy. According to Miller et al. (2021) and Bardach et al. (2020) students who demonstrate high academic self-concept and strong self-efficacy beliefs tend to choose mastery goals and display resilient learning behaviors. Students with inferior levels of self-concept and self-efficacy develop performance-avoidance goals that turn into reduced

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academic success (Senko, 2019; Jaitner et al., 2019). Students' achievement goals develop based on their individual characteristics and their experience with school culture along with classroom practices and peer influence dynamics. Students within schools prioritizing mastery-oriented cultures which value learning over competing demonstrate increased adoption of adaptive achievement goals (Daumiller et al., 2019; Bardach et al., 2020). Educational environments that foster learning growth develop when teachers implement assessment methods which provide developmental feedback against traditional scoring approaches (Liem, 2021). Through their research Lochbaum et al. (2023) have shown how the 3 × 2 achievement goal model measures several dimensions of achievement goals including task-approach, task-avoidance, self-approach, self-avoidance, other-approach and other-avoidance goals. A thorough evaluation of students' motivational patterns discovers more detailed understanding regarding their performance effects in schoolwork. Task-approach and self-approach goals lead to positive learning strategies and motivational outcomes, yet avoidance goals result in negative academic results (Lochbaum et al., 2023).

The relationship between achievement goals combines with psychological elements such as self-concept and self-efficacy produces considerable effects on students' educational accomplishments. Students expressing strong beliefs about their academic competencies and self-feelings tend to choose mastery goals and display resilient educational behaviors (Miller et al., 2021; Bardach et al., 2020). Students with weak self-concept and self-efficacy exhibit higher tendencies to select performance-avoidance goals therefore they exhibit inferior academic progress (Senko, 2019; Jaitner et al., 2019). In addition to individual factors, contextual factors such as school culture, classroom practices, and peer influences also shape students'

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achievement goals. Schools that emphasize a mastery-oriented culture, where learning and improvement are valued over competition, tend to have students who adopt more adaptive achievement goals (Daumiller et al., 2019; Bardach et al., 2020). Teachers can cultivate such an environment by using assessment practices that focus on formative feedback and growth rather than summative evaluation and comparison (Liem, 2021). The role of cultural context in achievement goals has also been investigated. Hofverberg & Winberg (2018) comparing achievement goals across different cultures suggests that cultural values and educational practices can influence how students adopt and pursue these goals. For example, in collectivist cultures, where group harmony and collective success are emphasized, students may be more likely to adopt performance-approach goals (Hofverberg & Winberg, 2018). The impact of achievement goals extends beyond academic performance to include psychological well-being and social behaviors. Students with mastery goals tend to exhibit higher levels of psychological well-being, lower levels of anxiety, and more prosocial behaviors (Boden et al., 2020; Jaitner et al., 2019). Conversely, performance-avoidance goals are often associated with increased stress and negative social behaviors (Daumiller et al., 2019; Miller et al., 2021).

Student achievement goals shape in fundamental ways through teacher-omics practices and feedback methods as described by Boden et al. (2020) and Daumiller et al. (2019). When teachers prioritize mastery goals combined with specific types of feedback they aid student development of growth mindset abilities that boost classroom resilience along with learning motivation (Senko, 2019; Miller et al., 2021). Performance-based teaching methods lead to heightened student worry about failure together with fear of judgment (Boden et al., 2020; Daumiller et al., 2019). The

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adoption of achievement goals is heavily influenced by the impact peers have on each other. The research demonstrates that students' achievement goals develop through peer goal contagion as documented by King & Mendoza (2020). Research shows that when the majority of classroom students prioritize mastery goals the individual students tend to adopt matching goals which combines to enhance collaborative learning partnerships (King & Mendoza, 2020). Achievement goals demonstrate complex relationships with psychological frameworks that combine with self-efficacy and resilience theory. People who believe in their ability to succeed past obstacles tend to choose mastery goals (Najafzadeh et al., 2018). Mastery goals demonstrate positive relationships with both academic success and the ability of students to recover from failures according to Najafzadeh et al. (2018).

Achievement goals maintain their crucial influence on student academic pursuit of success and engagement throughout higher education (Miller et al., 2021). Unversity students exhibiting mastery goals show improved adaptive learning practices through reflective habits and enhanced faculty relationships while using advanced intellectual techniques (Miller et al., 2021). Students who use Performance-approach goals as academic goals often experience positive performance outcomes but their approach also creates competitive educational spaces which become stressful (Daumiller et al., 2019). The nature of achievement goals shifts through time because students respond to theireducation experiences together with feedback students receive. Research using long-term methods shows that students' academic goal motives undergo changes as they advance through different levels of education when facing diverse academic workload (Postigo et al., 2022). The identification of these dynamics helps researchers create interventions that sustain students' adaptive

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achievement goals until the completion of their education (Postigo et al., 2022).

The learning environment encompasses various elements such as the physical setting, the social context, and the psychological atmosphere of educational spaces. These factors collectively impact students' motivation, engagement, and overall academic performance. Research has consistently demonstrated the profound influence of the learning environment on student outcomes (Kurniawan et al., 2023; Cayubit, 2021; Nurdin, 2020). A conducive learning environment significantly enhances students' academic motivation. According to Cayubit (2021), the physical, pedagogical, and psychosocial dimensions of the learning environment positively correlate with college students' academic motivation, choice of learning strategies, and engagement. Researchers measured academic motivation and student engagement with 1002 college students and discovered that supportive educational environments enhance both motivation and academic achievements. Studies conducted by Kurniawan et al. (2023) established how supportive student environments create positive effects on both learning motivation and values formation and personality transformation. The impact of the learning environment serves to build student character development in meaningful ways. Nurdin (2020) conducted research into how junior high school students develop their character by studying three essential environments: family dynamics and schools along with community systems. The research results demonstrate that student character development remains positively and significantly linked to these environments. Students who experience supportive high-quality learning conditions tend to develop improved self-quality which results in better behavioral and academic results. Holistic learning environments stand vital because they bridge academic development with personal development needs.

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Classroom infrastructure stands as a vital factor that produces changes in student educational perspectives about their subjects. Kapici et al. (2020) investigated middle school students' science attitudes through studying conventional hands-on labs versus virtual laboratory exposure. Laboratory learning experiences using both physical tasks and digital platforms produce substantial benefits regarding students' perception of science as a subject. The choice of physical learning environment directly improves student interest and academic engagement towards their coursework. Research carried out at an Australian Faculty of Business and Economics by Closs et al. (2021) demonstrated that students' educational experiences are shaped by continuous interactions between physical elements and pedagogical and psychosocial factors of the learning environment thus showing the importance of integrated educational space design.

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Teaching-learning environments within universities also play a pivotal role in student learning. Entwistle (2018) discussed how various aspects of the university context, including curriculum structure, course organization, and assessment systems, influence student learning. A well-structured and supportive teaching-learning environment can promote deep learning approaches and improve the overall quality of student learning. This idea is further supported by Bonem et al. (2020), who found that autonomy-supportive learning environments significantly enhance students' basic psychological needs satisfaction, motivation, and academic performance. The research demonstrates the need to create educational settings which promote student autonomy while promoting their engagement. Educational settings produce significant influences upon student behavioral patterns as well as their educational

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outcomes. Arifin et al. (2018) demonstrated that the joint components of beliefs and customs and behaviors exist in social environments that determine student behavioral outcomes. A positive school environment enhances student academic results while promoting better student conduct according to the study. Kazeka and Usman (2021) discovered how students' learning difficulties get strongly affected by their family environment as well as their school environment and peer relationships. Research findings reveal that social settings function as powerful factors which determine how students act and receive knowledge.

Student learning interest depends strongly on their educational environment. Muzakki and Efendi (2021) studied how educational settings influence students' interest in science education at junior high school level. Analysis results generated through their study demonstrated a positive correlation that proves why educational spaces must be engaging and supportive for student learning interest development. According to Pargito's (2019) research students' learning interest alongside their academic results heavily depends on the accessibility and cleanliness and noise levels found in their learning environments. The learning outcomes for students gravitate differently based on the diverse classroom environments they encounter. This research investigated four distinct classroom learning environments encompassing assessment-centered face-to-face delivery and online or hybrid setups according to Khatimah (2021). Students achieve better learning results when their classroom environment creates both comfort and motivation. According to Annastasya (2023) research suggests that family and campus and community factors produce meaningful positive outcomes for student achievement in economic education programs.

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The school environment functions as an essential learning resource which affects students' outcomes in cognitive learning and affective learning and psychomotor learning. Research conducted by Aprilla et al. (2021) shows that school environment benefits improve learning outcomes in cognitive and affective and psychomotor learning domains. Second languages taught to Chinese students succeed most effectively through an environment that prioritizes affective learning according to Qi (2023). Research reveals that the learning environment creates extensive effects on different dimensions of student development and educational progress. Student academic performance gets substantially impacted by the circumstances they find in their family environment. Secondary school students in China experience variations in academic performance which Huang et al. (2023) linked to their family environment. Student academic success relies heavily on family relations and household financial stability together with parental educational approaches according to research findings. Afdal et al. (2020) found similar results by proving students achieve better academic outcomes through supportive learning environments at home and at school.

Furthermore, Pargito (2019) noted that environmental factors such as accessibility, cleanliness, and noise levels significantly impact students' learning interest and outcomes. These findings indicate that a well-maintained and accessible learning environment can significantly enhance students' engagement and academic performance. Similarly, Khatimah (2021) discussed the positive effects of various classroom environments, including assessment-centered, face-to-face, online, and hybrid environments. The study concluded that a positive classroom environment promotes comfort and motivation, thereby improving learning outcomes. Annastasya

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(2023) provided additional evidence by demonstrating that the collective impact of family, campus, and community environments positively influences student achievement. These findings underscore the importance of a holistic approach to creating supportive educational environments that encompass various aspects of students' lives.

Shandong art education in China undergoes multiple contextual influences which create unique parameters for both student education and instructor practice. The development of art education in Shandong China depends heavily on four elemental influences such as cultural heritage together with educational policies and socioeconomic factors and traditional versus contemporary art integration. Art education needs to consider existing contextual elements to develop effective teaching programs which promote student creativity and critical thought and cultural engagement. Visual arts education in Shandong faces major challenges due to the region's tremendous cultural historic background. With a heritage that extends throughout time Shandong preserves its historical and cultural traditions which determine both the topics and teaching practices of art education. By incorporating traditional Chinese art techniques like calligraphy and painting and folk art into the curriculum students access their cultural heritage while deepening their understanding of art values (Chen, 2020). Educational institutions prioritize traditional cultural values through their efforts to integrate local cultural heritage into art education programs which builds student identity (Ma, 2022).

Shandong Province's art education system undergoes essential change because of the implementing policies in place. Quality education alongside contemporary

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educational reform initiatives which the Chinese government supports continue to transform how art education is shaped. The "Art Teaching Guide" has changed art education philosophy by adopting Western educational principles and advanced practices (Li, 2021). These educational initiatives work to strengthen fundamental qualities in students while advancing their total educational growth in direct alignment with national educational transformations. Socioeconomic conditions in Shandong influence access to and the quality of art education. Differences in artistic educational access stem from economic gaps across urban regions and rural allocations which impact resource availability and teaching facilities and learning opportunities (Nurdin, 2020). Students who live in cities typically benefit from superior art studios while holding experienced instructors in addition to extracurricular arts programming unavailable in rural settings. The attainment of equitable quality art education for all students throughout the region demands direct attention to these inequality patterns.

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The integration of traditional and contemporary art forms is another important contextual factor. While traditional art forms are deeply valued, there is also a growing recognition of contemporary art practices and their relevance today (Chen, 2020). This dual approach helps students develop a comprehensive understanding of art, combining historical perspectives with modern expressions. Programs that encourage students to explore both traditional and contemporary art forms can foster creativity and innovation (Chen, 2020). Teacher training and professional development are critical for the success of art education programs. Effective art education requires teachers who are knowledgeable about both traditional and contemporary art forms and who can inspire and engage students (Wei, 2020).

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Professional development programs that focus on enhancing teachers' pedagogical skills and their understanding of art education theories are essential. Such programs can help teachers implement innovative teaching methods and create dynamic learning environments (Wei, 2020).

Cultural exchange and international collaboration also influence art education in Shandong. Exposure to diverse art forms and educational practices from around the world enriches the learning experience and broadens students' artistic perspectives (Yin, 2023). Collaborative projects with international institutions and participation in global art competitions can provide students with valuable opportunities to showcase their talents and learn from different cultural contexts (Yin, 2023). The physical environment and infrastructure of schools play a vital role in supporting art education. Well-designed art studios, adequate materials, and access to digital tools are necessary for effective teaching and learning (Kapici et al., 2020). Schools that invest in creating conducive environments for art education can enhance students' engagement and motivation, leading to better learning outcomes (Kapici et al., 2020). Community involvement and support are also crucial for the success of art education programs. Engaging local artists, parents, and community members in art projects and exhibitions can create a supportive network that enriches the educational experience (Chen, 2020). Community-based initiatives that celebrate local art and culture can foster a sense of belonging and encourage students to actively participate in cultural preservation and promotion (Chen, 2020).

The role of technology in art education is becoming increasingly important. Digital tools and online platforms provide new opportunities for teaching, learning,

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and creating art (Bonem et al., 2020). Integrating technology into art education can enhance students' technical skills and open new avenues for artistic expression. Programs that incorporate digital art, animation, and multimedia projects can engage students and prepare them for future careers in the creative industries (Bonem et al., 2020). Societal attitudes towards art education also influence its development. In some contexts, art education may be undervalued compared to other academic subjects, leading to a lack of support and resources (Qiu, 2023). Raising awareness about the importance of art education and its benefits for cognitive and emotional development is essential for garnering support from stakeholders, including policymakers, educators, and parents (Qiu, 2023).

The curriculum and assessment methods used in art education programs are critical for achieving educational goals. A well-designed curriculum that balances theoretical knowledge with practical skills can provide a comprehensive art education (Wei, 2020). Assessment methods that recognize creativity, originality, and artistic expression, rather than rote memorization, can encourage students to develop their unique artistic voices (Wei, 2020). The influence of cultural heritage on art education is evident in efforts to preserve and promote traditional art forms through educational programs. Initiatives that focus on teaching traditional techniques, such as ink painting and calligraphy, help students appreciate their cultural heritage and develop a deep understanding of traditional art (Chen, 2020). These programs often include field trips to cultural sites, workshops with master artists, and participation in traditional festivals (Chen, 2020). The integration of interdisciplinary approaches in art education can enhance students' learning experiences. Programs that combine art with subjects such as history, literature, and science can provide a holistic education

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that fosters critical thinking and creativity (Moffett, 2021). Interdisciplinary projects that encourage students to explore connections between art and other fields can enrich their understanding and appreciation of both art and the broader world (Moffett, 2021).

1.3 Problem statement

Rapid shifts in China's higher-education landscape have magnified the long-standing puzzle of how self-concept, achievement goals, and the learning environment combine to shape motivation. Over the past five years Shandong's fine-art enrolments have jumped by almost a third, forcing programmes to stretch studio space, share equipment and run hybrid critiques. Such conditions expose the "one-size-fits-all" weakness that Yeung and Han (2018) and Wang and Yu (2023) flagged when they showed that cultural norms, gender expectations and socio-economic status channel self-concept in divergent ways. In a typical first-year painting class today, a rural-born student whose family sells calligraphy scrolls alongside vegetables sits beside an urban peer who grew up visiting galleries in Beijing; both arrive with markedly different academic self-images, validating Yeung and Han's conclusion that uniform interventions rarely reach all sub-groups.

The measurement question remains equally stubborn. Studio tutors often rely on informal sketchbook reviews and end-of-semester exhibitions, yet Howard et al. (2021) warned that intrinsic and extrinsic motivators respond differently to subtle shifts in self-concept and that coarse metrics blur these nuances. A

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printmaking lecturer may observe surface “enthusiasm” during critique week, but survey items can reveal wide variance in underlying reasons for staying late or experimenting with new media. Until those differences are isolated, designing effective, data-driven supports for motivation is problematic.

Cayubit (2021) and Kurniawan et al. (2023) confirm that the physical, social and psychological dimensions of the learning environment matter, yet Shandong colleges still display stark contrasts. One provincial campus renovated its figure-drawing studio into a bright, ventilated space that now doubles as a digital-sculpting lab; another continues to stage critiques in a converted dormitory corridor. These extremes mean that the same curriculum can either amplify or erode student enthusiasm, mirroring Kurniawan et al.’s finding that resource gaps translate directly into motivational disparities. Adiyiah et al. (2020) further showed how self-efficacy interventions such as concept-mapping workshops spill over into self-concept and drive curiosity—yet those workshops are typically delivered only where funding exists, underscoring an under-tested need for fine-art-specific strategies that go beyond generic academic prescriptions.

Parental and peer dynamics deepen the tangle. A 2024 informal survey at a coastal academy revealed that nearly half the cohort commute from family homes to save money; parental expectations often tilt toward commercial design careers, aligning with Ummi et al.’s (2021) observation that parental support and self-concept act jointly on motivation. Meanwhile studio crit sessions, designed to build critique culture, can amplify peer comparison pressures akin to the patterns Ningsih et al. (2022) documented, illustrating how democratic versus authoritarian

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feedback climates shift motivational tone. Transition points intensify the challenge as orientation week routinely triggers "culture shock," echoing Kundhare and Ghoti (2019), with freshmen showcasing portfolios to secure space in competitive material labs; without scaffolding, many retreat from risk-taking and undervalue their creative voice, eroding self-concept exactly when foundational habits set in.

Digital expansion compounds the equity puzzle. Since 2022, some studios adopted VR painting modules and AI-assisted colour-script tools, advancing Bonem et al.'s (2020) vision of engaging digital environments, yet licence fees mean rural students must book evening slots weeks ahead, replicating the "digital divide" featured in Bonem's cautionary note. Sharma and Sharma (2018) already detected gender gaps in motivation; if advanced tools remain scarce for specific groups, new inequities will likely surface, revealing a conspicuous gap in understanding how blended physical–digital studio ecologies influence the triad of self-concept, achievement goals and motivation.

Self-Determination Theory (SDT) provides the conceptual glue, proposing that autonomy, competence and relatedness feed motivation (Howard et al., 2021). Fine-art critiques promise autonomy through open-ended briefs, but competence cues can be ambiguous when grading originality. Achievement-Goal Theory adds another layer: mastery goals foster experimentation, yet performance norms dominate public exhibitions. Bardach et al. (2020) and Steinmayr et al. (2019) show mastery-performance splits in outcomes; current studios, however, seldom calibrate tasks to reinforce mastery language, leaving achievement-goal profiles to drift and

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signalling that the alignment between studio-goal structures and students' preferred achievement goals remains under-documented across foundation-to-graduation milestones.

Measurement of goal effects adds complexity. Juned et al. (2019) found performance goals boost grades yet not motivation, hinting that fine-art award structures might mask underlying disengagement. Lou and Li (2023) observed that socioecological mobility alters cost–benefit calculations of mastery goals; within Shandong, first-generation college-goers may view mastery pursuits as luxuries compared with job-ready skill badges, complicating blanket recommendations. Abdulrahman et al. (2023) linked learning engagement to self-efficacy, but isolating self-concept's share of that effect is empirically elusive. Cho and Kim (2019) remind us that middle-school trajectories seed high-school goals, yet fine-art university entrants arrive from widely different art-track exposures; some enjoyed specialist art middle schools with dedicated ateliers, whereas others converted from science streams, echoing Sides and Cuevas (2020) who noted goal-setting interventions suffer when prior goal language is missing.

Another layer is the learning environment's heterogeneity. Open-plan ateliers allow peer feedback but also amplify competition, paralleling Susanti et al.'s (2020) evidence that supportive climates aid motivation. Cayubit (2021) showed that flexible workspace hours doubled strategy use, yet Shandong's curfew rules often close studios at nine, limiting exploration. Physical design matters too: Abe and Hayashi (2023) demonstrated that light-rich creative spaces correlate with higher learning drive, yet many county-level colleges still rely on basement print

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rooms with poor ventilation, mirroring Ramadhanty and Usman (2019). The psychological climate also hinges on critique ethos; Dautkalieva and Ormanova (2020) found student voice essential for intrinsic motivation, but some faculties continue hierarchical "chalk-and-talk" demos. Simbolon et al. (2023) linked teacher quality to motivation, yet part-time studio tutors in design agencies may lack pedagogy training, leaving unanswered which physical, social and instructional components most powerfully shift self-concept and achievement goals concurrently.

Family and community influences remain potent. Havidz and Mujakiah (2023) emphasised that home support predicts persistence. In Shandong coastal fishing towns, students often help family businesses on weekends, truncating studio practice hours and echoing work–study strains that depress motivation. Out-of-school experiences—gallery residencies, nature sketch-trips—boost motivation (Yildirim, 2020), yet transportation costs exclude many. The satisfaction link elaborated by Ibrahim et al. (2023) magnifies the stakes: even well-equipped campuses fail if students feel alienated, a concern that grew during pandemic recovery when exhibition cancellations eroded public-recognition rituals students rely on.

Simultaneously, the digital turn accelerates. Anwar (2019) predicted educational-technology gains; Shandong's 2024 rollout of an AI colour-palette adviser raised engagement in one cohort but remained unreachable in another due to limited tablets, intensifying inequality and paralleling Howard et al.'s (2021) SDT co-occurrence findings. Evidence on how to balance traditional craftsmanship with new media therefore remains scarce, leaving educators without concrete guidance.

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The interconnected challenges—cultural diversity, uneven resources, shifting digital tools and theoretical ambiguities—underscore a pressing need for empirical clarity. Warsiki and Mardiana (2019) reported that self-concept alone explains half of motivation variance, yet unexplained variance remains large. Until fine-art-specific, culturally sensitive interventions are validated, Shandong institutions risk widening motivational divides precisely when creative industries demand agile, self-driven graduates. This study therefore positions itself to close these gaps by investigating how self-concept, achievement goals and the learning environment jointly sculpt motivation across Shandong's heterogeneous fine-art programmes, guided by Self-Determination Theory and Achievement-Goal Theory, and by delivering evidence that can be scaled from studio policy to provincial art-education reform.

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1.4 Purpose of the study

The primary purpose of this study is to analyze the impact of self-concept, achievement goals, and learning environment on the motivation of fine art undergraduates in Shandong, China. Understanding these relationships is essential to develop effective educational strategies and interventions that can enhance student motivation and academic performance. By examining how these factors interact, the study aims to provide insights into the specific needs of art students and suggest ways to create more supportive and motivating educational environments.

Firstly, the study seeks to explore the role of self-concept in influencing student motivation. Self-concept, defined as an individual's perception of their own

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abilities and characteristics, is a critical factor in academic motivation. It shapes how students perceive their potential for success and their overall engagement in learning activities. For art students, who often face unique challenges related to creativity and self-expression, a positive self-concept can significantly enhance their motivation to pursue artistic endeavors. This study aims to identify the specific aspects of self-concept that most strongly impact motivation among fine art undergraduates and how these aspects can be nurtured within the educational framework.

Secondly, the study aims to investigate the influence of achievement goals on student motivation. Achievement goals refer to the goals students set for their academic work, which can be broadly categorized into mastery and performance goals. Mastery goals focus on learning and personal growth, while performance goals emphasize demonstrating competence relative to others. Understanding which type of achievement goals are more prevalent among art students and how these goals affect their motivation can help educators tailor their teaching strategies to better support student needs. This aspect of the study will explore whether art students are more motivated by personal improvement and creative mastery or by external validation and competition.

The third major focus of the study is the impact of the learning environment on student motivation. The learning environment encompasses the physical, social, and psychological aspects of the educational setting. For art students, factors such as access to art materials, studio space, supportive peer interactions, and encouraging teacher feedback are crucial components of a motivating learning environment. This study aims to assess how different elements of the learning environment contribute to

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or detract from student motivation. It will examine both the physical resources available to students and the broader educational culture in which they are immersed.

By integrating these three areas which are self-concept, achievement goals, and learning environment where the study aims to provide a comprehensive understanding of what drives motivation among fine art undergraduates in Shandong, China. The findings are expected to offer valuable insights for educators, administrators, and policymakers to develop targeted interventions that enhance student motivation and academic success. This research will also contribute to the broader field of educational psychology by highlighting the unique motivational dynamics of art students, which may differ from those in other academic disciplines. Ultimately, the study aims to foster an educational environment where art students in Shandong can thrive, both academically and creatively. By identifying the key factors that influence their motivation, the research seeks to support the development of more effective teaching practices and learning environments that align with the specific needs and aspirations of art students. Thus, this can lead to improved educational outcomes and a more vibrant, innovative art community.

1.5 Objectives of the study

The research objectives of this study are developed as follows:

RO1: To determine the impact of self-concept on the motivation of fine art undergraduates in Shandong, China.

RO2: To investigate the influence of achievement goals on the motivation of fine art

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undergraduates in Shandong, China.

RO3: To analyze the effects of the learning environment on the motivation of fine art undergraduates in Shandong, China.

1.6 Research questions

The research questions were formulated in to achieve the research objectives. The research questions are as follows:

RQ1: What is the impact of self-concept on the motivation of fine art undergraduates in Shandong, China?

RQ2: How do achievement goals impact the motivation of fine art undergraduates in Shandong, China?

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RQ3: Which aspects of the learning environment impact the motivation of fine art undergraduates in Shandong, China?

1.7 Research hypothesis

H1: Self-concept has a significant positive impact on the motivation of fine art undergraduates in Shandong, China.

H2: Achievement goals have a significant positive impact on the motivation of fine art undergraduates in Shandong, China.

H3: The learning environment has a significant positive impact on the motivation of fine art undergraduates in Shandong, China.

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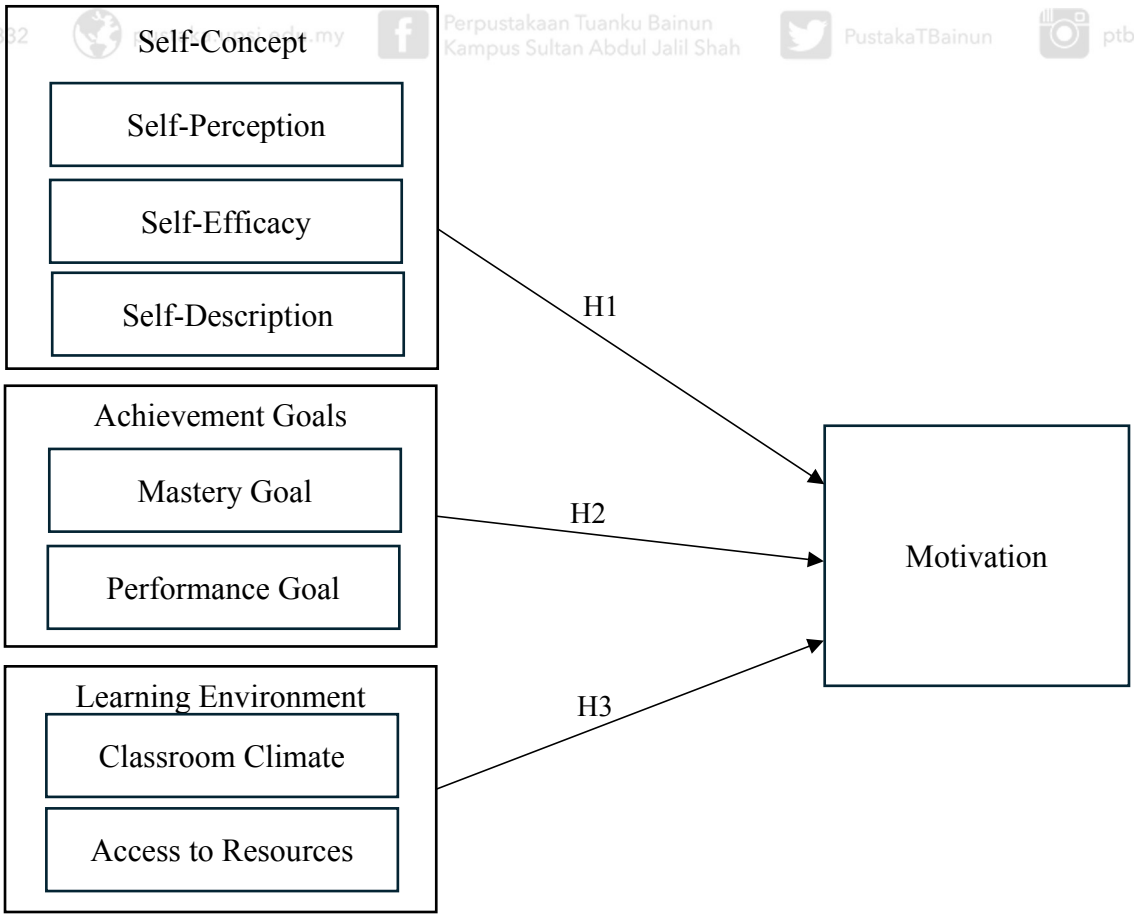
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1.8 Conceptual framework

The conceptual framework illustrated in Figure 1.1 serves as a comprehensive model for understanding the factors influencing motivation among fine art undergraduates in Shandong, China. This framework is structured around three primary constructs: Self-Concept, Achievement Goals, and Learning Environment, each hypothesized to impact student motivation in distinct but interrelated ways. The hypotheses (H1 to H3) establish the specific relationships between these constructs and motivation, forming the foundation for the study's investigative approach.

Figure 1.1

Conceptual Framework



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Self-Concept is the first construct within the framework, comprising three key components: Self-Perception, Self-Efficacy, and Self-Description. Self-Perception refers to how students view their own abilities and characteristics, influencing their sense of competence (Ryan & Deci, 2020). A positive self-perception is likely to enhance students' intrinsic motivation, as they feel more capable and confident in their abilities. In Hypothesis H1, it has been determined that self-perception positively influences motivation, suggesting that students who view themselves positively are more motivated to engage in academic and artistic activities. Self-efficacy is related to the students' beliefs in their ability to succeed in specific tasks. According to Bandura (1997), higher self-efficacy can lead to greater motivation, as individuals are more likely to set challenging goals and persist in the face of obstacles. Hypothesis H21 also asserts that self-efficacy has a positive effect on motivation. This means that students who believe in their capabilities are more likely to be motivated to achieve their academic and artistic goals. Self-description involves how students articulate their identity and attributes, often reflecting their sense of relatedness and belonging within the educational context (Ryan & Deci, 2020). A positive self-description can enhance motivation by fostering a sense of belonging and acceptance. Hypothesis H1 had suggested that self-description positively impacts motivation, implying that students who have a clear and positive self-identity are more likely to be motivated in their studies.

Achievement goals form the second construct and are divided into Mastery Goals and Performance Goals. Mastery Goals, also known as learning goals, focus on the development of competence and understanding (Bardach et al., 2020). Students with mastery goals strive to improve their skills and knowledge, which is generally

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associated with higher levels of intrinsic motivation and positive educational outcomes. Hypothesis H2 posits that mastery goals positively influence motivation, indicating that students who aim to master their subjects are more intrinsically motivated. Performance goals are oriented towards demonstrating competence relative to others (Elliot & Church, 1997). These goals are further categorized into performance-approach goals, which involve striving to outperform peers, and performance-avoidance goals, which involve avoiding failure and negative judgments. While performance-approach goals can enhance motivation and performance by encouraging students to seek recognition, they can also increase anxiety and competitiveness. Performance-avoidance goals, however, are often associated with fear of failure and lower academic performance (Elliot & McGregor, 2001). Hypothesis H2 proposes that performance goals have a dual effect on motivation, where performance-approach goals might enhance motivation, while performance-avoidance goals might undermine it.

The learning environment is the third construct, encompassing Classroom Climate and Access to Resources. Classroom Climate refers to the quality of the interactions and relationships within the classroom, including teacher support, peer relationships, and the overall atmosphere conducive to learning and creativity (Wang & Degol, 2018). A positive classroom climate can significantly enhance student motivation by fostering a supportive and engaging environment. Hypothesis H3 posits that classroom climate positively affects motivation, suggesting that a nurturing and well-structured classroom environment boosts students' motivation to learn and engage in academic activities. Access to resources involves the availability and quality of educational materials, technological tools, and other resources necessary for

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effective learning. Adequate access to resources can support students' autonomy and competence, thereby enhancing their motivation (Cheng, 2023). Hypothesis H3 suggests that access to resources positively influences motivation, indicating that students who have better access to learning materials and tools are more likely to be motivated in their academic pursuits.

The conceptual framework illustrates a holistic approach to understanding motivation among fine art undergraduates in Shandong, China. By examining the interconnections between self-concept, achievement goals, and learning environment, this framework provides a holistic perspective on the various factors that influence student motivation. The hypotheses (H1 to H3) guide the research in testing these relationships, aiming to provide empirical evidence that can inform educational practices and policies to enhance student motivation and academic success.

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1.9 Theoretical framework

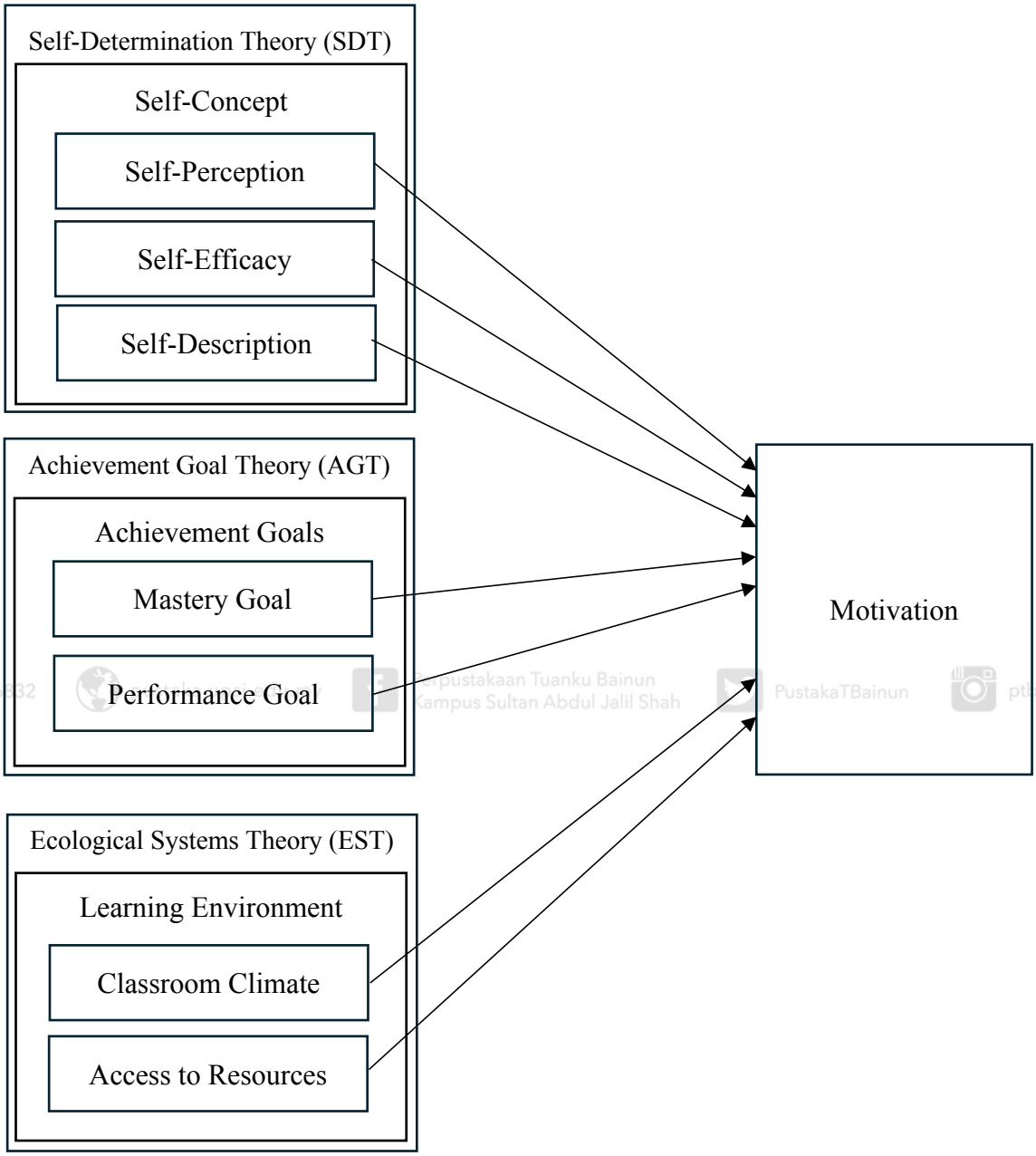
The Self-Determination Theory (SDT) provides a comprehensive framework for understanding the role of self-concept in student motivation, particularly among fine art undergraduates in Shandong, China (Ryan & Deci, 2020). SDT establishes that human motivation is driven by the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. These needs are essential for fostering intrinsic motivation and well-being, which are closely linked to an individual's self-concept. This theoretical framework integrates SDT to explore how self-perception, self-efficacy, and self-description influence student motivation.

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Figure 1.2

Theoretical Framework



Self-concept refers to an individual's perception of their abilities, traits, and characteristics. It encompasses self-perception, self-efficacy, and self-description, each of which plays a critical role in shaping motivation. SDT emphasizes that fulfilling the needs for autonomy, competence, and relatedness is vital for maintaining a positive self-concept and high levels of motivation (Ryan & Deci, 2020). These

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components of SDT provide a basis for examining how self-concept influences student motivation in the context of art education. Self-perception, or how students view their own abilities and characteristics, is closely tied to the need for competence in SDT. Competence refers to the feeling of being effective and capable in one's activities. When students perceive themselves as competent, they are more likely to be motivated to engage in learning and achieve their goals (Ryan et al., 2019). Research by Mikhailova (2021) supports this notion, demonstrating that students who perceive themselves as competent are more motivated and perform better academically. In the context of fine art undergraduates, a positive self-perception can lead to greater engagement in creative activities and persistence in overcoming challenges. For instance, an art student who perceives themselves as skilled in painting may be more inclined to spend additional hours practicing, experimenting with new techniques, and participating in art exhibitions. This positive self-perception not only enhances their intrinsic motivation but also contributes to their overall academic performance and satisfaction with their educational experience. Conversely, a negative self-perception can hinder motivation, leading to disengagement and reduced academic performance.

Self-efficacy is another critical component of self-concept, which relates to an individual's belief in their ability to succeed in specific tasks. According to SDT, self-efficacy is linked to the need for autonomy, as it involves the belief in one's capability to achieve goals through self-directed actions (Ryan & Deci, 2020). Higher self-efficacy enhances motivation by fostering a sense of control and confidence in one's abilities. A study by Vansteenkiste et al. (2018) highlights the importance of self-efficacy in motivating students to pursue challenging goals and persist despite

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setbacks. For fine art undergraduates, self-efficacy is crucial in developing artistic skills and achieving academic success in their creative endeavors. For example, an art student with high self-efficacy might confidently tackle complex projects, believing in their ability to complete them successfully. This belief in their capabilities drives them to put in the necessary effort and overcome obstacles. On the other hand, students with low self-efficacy may avoid challenging tasks, doubting their ability to succeed and thus missing opportunities for growth and learning. Enhancing self-efficacy through positive feedback, skill development, and supportive educational environments can significantly boost students' motivation and academic achievement.

Self-description which involves how students describe their identity and attributes, is connected to the need for relatedness in SDT. Relatedness refers to feeling connected and valued by others. Positive self-description enhances motivation by fostering a sense of belonging and acceptance within the educational community (Ryan & Deci, 2020). Research by Nalipay, King, and Cai (2019) demonstrates that students who feel related and supported are more motivated and engaged in their studies. In the context of art education, self-description can influence how students perceive their role and identity as artists, which in turn affects their motivation to pursue artistic goals. For instance, if art students describe themselves as part of a supportive and vibrant artistic community, they are more likely to feel motivated to contribute to and engage with that community. This sense of relatedness can drive students to participate in collaborative projects, attend art-related events, and seek feedback from peers and mentors. The positive reinforcement and sense of belonging they experience further enhance their intrinsic motivation and commitment to their artistic endeavors.

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In contrast, students who struggle with a negative self-description may feel isolated and undervalued, which can diminish their motivation and engagement. For example, if a student perceives themselves as an outsider in the art community, they may be less likely to seek out collaborative opportunities or participate in group activities, leading to decreased motivation and a sense of disconnection from their educational environment. Addressing these issues through inclusive practices, community-building activities, and fostering a supportive educational culture can help improve students' self-description and, consequently, their motivation.

SDT also highlights the interplay between these components of self-concept and the broader educational environment. Educators play a crucial role in supporting students' psychological needs by creating an environment that fosters autonomy, competence, and relatedness. For example, providing opportunities for students to make choices in their learning process can enhance their sense of autonomy. Offering constructive feedback and opportunities for skill development can boost their sense of competence. Creating a supportive and inclusive classroom environment can strengthen their sense of relatedness. In the context of art education, teachers can support autonomy by allowing students to choose their projects or artistic mediums, fostering a sense of ownership over their learning. They can enhance competence by providing targeted feedback that highlights students' strengths and areas for improvement, encouraging a growth mindset. To foster relatedness, educators can facilitate group projects, peer reviews, and community art events that help students build connections and feel valued within the art community. By understanding and applying the principles of SDT, educators can create a learning environment that not only enhances students' self-concept but also fosters higher levels of intrinsic

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motivation and academic achievement. This is particularly important for fine art undergraduates, whose educational journey is deeply intertwined with their self-perception and creative identity.

The learning environment plays a crucial role in supporting the basic psychological needs outlined by Self-Determination Theory (SDT) and in shaping students' self-concept. An environment that provides autonomy support, opportunities for competence development, and a sense of relatedness can enhance self-concept and motivation (Ryan et al., 2021). For example, a study by Olafsen and Deci (2020) found that supportive learning environments that promote autonomy and competence are associated with higher levels of intrinsic motivation and better academic outcomes. In art education, creating a supportive environment that encourages self-expression and skill development can significantly boost students' motivation and self-concept. In the context of art education, a supportive learning environment might include studios and classrooms that are well-equipped with a variety of artistic tools and materials, allowing students to explore different mediums and techniques. This setting not only fosters a sense of competence as students develop their skills but also supports autonomy by providing choices in how they approach their projects. Additionally, a collaborative environment where students can share their work and receive constructive feedback from peers and instructors can enhance their sense of relatedness, further boosting their motivation and engagement.

The integration of traditional and contemporary art forms in the curriculum can also impact self-concept and motivation. Traditional art forms can provide a sense of cultural identity and relatedness, while contemporary art practices can offer

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opportunities for developing competence and autonomy (Chen, 2020). This dual approach can help students build a well-rounded self-concept that supports their motivation to engage in diverse artistic activities. For instance, learning traditional Chinese painting techniques might help students feel connected to their cultural heritage, while experimenting with modern digital art can foster a sense of innovation and personal achievement. Teacher quality and instructional practices are critical in creating a learning environment that supports the basic psychological needs of students. Effective teachers who provide autonomy support, constructive feedback, and opportunities for skill development can enhance students' self-concept and motivation (Simbolon et al., 2023). A study by Forner et al. (2020) highlights the importance of teachers' roles in fostering autonomy, competence, and relatedness among students, which are essential for maintaining high levels of motivation. In art education, teachers who encourage creative expression and provide supportive guidance can significantly impact students' motivation and self-concept. For example, an art teacher who allows students to choose their own projects and themes can support their sense of autonomy. Providing positive, constructive feedback that highlights students' strengths and offers specific suggestions for improvement can enhance their sense of competence. Additionally, fostering a classroom environment where students feel comfortable sharing their work and collaborating with peers can enhance their sense of relatedness. Such practices not only support students' psychological needs but also contribute to a more engaging and motivating educational experience.

Family and community environments also play a significant role in shaping students' self-concept and motivation. Supportive family environments that value

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education and artistic pursuits can enhance students' self-perception, self-efficacy, and self-description, leading to higher motivation (Havidz & Mujakiah, 2023). A study by Lou and Li (2023) found that family support positively influences students' academic motivation and performance, highlighting the importance of a supportive home environment. For art students, community support through local art exhibitions and cultural events can further enhance their self-concept and motivation. For instance, parents who show interest in their children's art projects and provide encouragement can boost their children's confidence and motivation. Participation in local art exhibitions and cultural events can give students a sense of belonging to a broader artistic community, enhancing their self-description as artists and motivating them to pursue their artistic goals. Community programs that offer opportunities for young artists to showcase their work and receive feedback from professionals can also play a crucial role in supporting their development and motivation.

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Technological integration in art education can provide new opportunities for fostering self-concept and motivation. Digital tools and online platforms can support autonomy and competence by offering personalized learning experiences and opportunities for creative expression (Anwar, 2019). For example, digital art software allows students to experiment with various techniques and styles at their own pace, fostering a sense of autonomy and competence as they see their skills improve. Online platforms for sharing art can also provide a sense of relatedness as students connect with other artists and receive feedback on their work. However, it is crucial to address the digital divide to ensure equitable access to these resources across different socio-economic groups. A study by Nalipay et al. (2019) emphasizes the need for equal access to technological resources to support all students' motivation and learning

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outcomes. Ensuring that all students have access to digital tools and the internet is essential for providing equal opportunities for learning and creative expression. Schools and communities can support this by providing resources and training for students and teachers, ensuring that technology enhances rather than hinders educational equity.

The transition periods in students' educational journeys, such as moving from high school to university, pose specific challenges for maintaining a positive self-concept and high motivation. Supportive learning environments that address the unique needs of students during these transitions are essential (Susanti et al., 2020). Research by Cho and Kim (2019) highlights the importance of providing support during these critical periods to ensure sustained motivation and academic success. For art students, transitions can be particularly challenging due to the need for developing new artistic skills and adapting to different educational expectations. For example, first-year university students might benefit from orientation programs that introduce them to the resources available in their new environment, such as art studios, libraries, and digital tools. Mentorship programs that pair incoming students with upperclassmen can provide social support and practical advice, helping them navigate the challenges of their new academic setting. Additionally, workshops and seminars on time management, stress reduction, and creative problem-solving can equip students with the skills they need to succeed during these transitions.

Achievement Goal Theory (AGT) provides a comprehensive framework for understanding how different types of achievement goals influence student motivation. This theory establishes that students adopt different goal orientations such as mastery

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goals and performance goals, which in turn affect their motivation, engagement, and academic outcomes. By exploring these relationships, this theoretical framework aims to elucidate the impact of achievement goals on the motivation of fine art undergraduates in Shandong, China. Achievement Goal Theory distinguishes between mastery goals and performance goals. Mastery goals, also known as learning goals, are oriented towards the development of competence and understanding. Students with mastery goals strive to improve their skills and knowledge, emphasizing personal growth and learning for its own sake (Bardach et al., 2020). These students focus on the intrinsic value of learning, seeking to enhance their abilities and knowledge base. In contrast, performance goals focus on demonstrating competence relative to others. Performance-approach goals involve striving to outperform peers, while performance-avoidance goals involve avoiding failure and negative judgments (Howard et al., 2021). This dichotomy in goal orientation significantly influences how students approach their academic and creative endeavours.

Mastery goals are generally associated with positive educational outcomes and high levels of intrinsic motivation. Students who adopt mastery goals are more likely to engage deeply with learning materials, exhibit persistence in the face of challenges, and enjoy the learning process (Liu, 2021). For instance, research by Bardach et al. (2020) highlights that mastery goals foster a learning-oriented environment where students are encouraged to take intellectual risks and view mistakes as opportunities for growth. This type of goal orientation is particularly beneficial for fine art undergraduates, who often need to experiment and take creative risks in their work. The nature of art education, which values originality and innovation, aligns well with mastery goals, as students are motivated to explore new techniques and concepts

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without the fear of failure. In contrast, performance goals can yield mixed outcomes depending on whether they are approach or avoidance goals. Performance-approach goals can enhance motivation and performance by encouraging students to strive for excellence and seek recognition for their achievements (Steinmayr et al., 2019). For instance, art students who adopt performance-approach goals may be driven to produce exceptional work to receive praise from instructors or win competitions. However, these goals can also lead to increased anxiety and competitiveness, which may undermine intrinsic motivation. The pressure to constantly outperform peers can create a stressful learning environment, detracting from the joy and satisfaction of the creative process.

Performance-avoidance goals, which focus on avoiding failure and negative judgments, are often associated with negative outcomes such as fear of failure, disengagement, and lower academic performance (Guan et al., 2020). Students who are motivated by performance-avoidance goals may avoid taking creative risks or engaging deeply with challenging tasks, fearing that any mistakes will result in negative evaluations. This avoidance behavior can stifle creativity and hinder artistic development, as students may prioritize safety over innovation. The fear of failure can also lead to procrastination and disengagement, further impacting academic and artistic performance. The impact of achievement goals on motivation can be further understood through the lens of cultural context. In the highly competitive educational environment of China, where academic success is often heavily emphasized, performance goals may be particularly prevalent. This cultural emphasis on achievement can create an environment where students feel pressured to excel and avoid failure at all costs. However, fostering an educational setting that values

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mastery goals and personal growth can help mitigate the negative effects of performance-oriented pressure. By encouraging students to focus on their own progress and development, educators can promote a healthier and more sustainable form of motivation.

In art education, it is crucial for educators to recognize the different motivational needs of students and create an environment that supports mastery goals. This can be achieved through various instructional strategies and classroom practices. For example, providing constructive feedback that emphasizes effort and improvement rather than comparison with peers can help students develop a mastery-oriented mindset. Additionally, offering opportunities for self-directed projects and exploration can foster a sense of autonomy and intrinsic motivation. Creating a classroom culture that celebrates creativity, effort, and personal growth can encourage students to adopt mastery goals and engage deeply with their artistic pursuits. Moreover, educators can play a significant role in shaping students' achievement goals by modeling a mastery-oriented approach themselves. When teachers demonstrate a passion for learning and a willingness to take intellectual risks, students are more likely to adopt similar attitudes. Providing a supportive and non-judgmental environment where mistakes are seen as part of the learning process can help students feel safe to explore and innovate. This approach can be particularly beneficial in art education, where the creative process often involves trial and error and where the final product can be highly subjective.

The contextual features of the learning environment play a crucial role in shaping students' achievement goals. According to Achievement Goal Theory (AGT),

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the goal structures established by educators and the broader school environment influence the types of goals students adopt (Bardach et al., 2020). For example, classrooms that emphasize mastery goals through supportive teaching practices and a focus on learning and improvement are more likely to foster mastery-oriented goals in students. Conversely, environments that prioritize competition and normative comparison can lead to a greater adoption of performance goals (George & Richardson, 2019). Understanding these contextual influences is essential for designing educational interventions that promote adaptive goal orientations. Classrooms that cultivate a mastery goal structure emphasize individual progress, understanding, and the intrinsic value of learning. These environments encourage students to take intellectual risks, view mistakes as learning opportunities, and persist in the face of challenges. Such an approach is particularly beneficial for art students, who need to experiment and innovate in their creative endeavors. Bardach et al. (2020) argue that a mastery-oriented classroom fosters a positive learning climate that enhances intrinsic motivation and engagement. In contrast, performance-oriented classrooms that emphasize grades, rankings, and outperforming peers can create a competitive atmosphere that may increase anxiety and diminish intrinsic motivation. George and Richardson (2019) highlight that students in these environments may adopt performance-approach or performance-avoidance goals, with varying effects on their motivation and academic outcomes.

Cultural factors also significantly affect the adoption and impact of achievement goals. Research indicates that cultural values and educational practices can shape how students perceive and pursue achievement goals. For example, Liu (2021) found that in Singapore, an incremental mindset where the belief that abilities

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can be developed through effort was associated with mastery-approach goals and higher intrinsic motivation in mathematics. This suggests that cultural contexts that value effort and growth can enhance the adoption of mastery goals, which in turn positively impacts motivation. In contrast, cultures that emphasize normative comparison and competition may foster performance goals, with varying effects on motivation and achievement (Hofverberg & Winberg, 2018). Understanding these cultural influences is crucial for developing educational practices that support adaptive goal orientations. Teacher practices and instructional strategies are critical in promoting adaptive achievement goals. Effective teachers who create supportive and mastery-oriented learning environments can enhance students' motivation by fostering mastery goals (Chazan et al., 2021). Teachers play a pivotal role in shaping students' perceptions of their abilities and the value of their efforts. Simbolon et al. (2023) found that high-quality teaching practices that emphasize structure, autonomy support, and relatedness are associated with higher student motivation. This underscores the importance of professional development programs that equip teachers with the skills to create environments conducive to mastery goals. For instance, providing constructive feedback that focuses on effort and improvement, rather than solely on outcomes, can help students develop a growth mindset and mastery orientation.

Parental and community influences also play a significant role in shaping students' achievement goals and motivation. Supportive family environments that emphasize the value of learning and personal growth can encourage the adoption of mastery goals (Rothes et al., 2022). Families that foster a positive attitude towards education and support their children's academic and personal development contribute significantly to students' intrinsic motivation and engagement. Conversely, parental

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pressure to perform and achieve high grades can lead to a greater focus on performance goals, with potential negative impacts on motivation and well-being (Alamer & Lee, 2019). Understanding these influences is crucial for developing holistic approaches to fostering adaptive achievement goals. For example, educational interventions that engage parents and communities in supporting mastery-oriented goals can enhance students' motivation and academic outcomes. The broader educational system and policy context also influence the adoption of achievement goals. Educational policies that emphasize standardized testing and high-stakes assessments can inadvertently promote performance goals and undermine intrinsic motivation. Alternatively, policies that support diverse assessment methods, personalized learning, and the development of a growth mindset can foster mastery goals and enhance motivation. Policymakers and educators must work together to create educational systems that balance accountability with the need to support intrinsic motivation and personal growth.

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Technological integration in education also offers new opportunities to foster adaptive achievement goals. Digital learning platforms and tools can provide personalized learning experiences that support mastery goals. For instance, adaptive learning technologies can tailor educational content to individual students' needs and progress, helping them focus on personal growth and mastery. Additionally, online collaborative projects can promote relatedness and the sharing of knowledge, further enhancing motivation. However, it is essential to address the digital divide to ensure that all students have equitable access to these technologies. The integration of technology in education offers new opportunities for promoting mastery goals and enhancing motivation. Digital tools and online learning platforms can provide

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personalized learning experiences that support mastery-oriented goals (Cheng, 2023). For instance, Anwar (2019) highlighted that educational technologies can enhance motivation by offering interactive and engaging learning environments. However, ensuring equitable access to these technologies is essential to avoid exacerbating existing disparities in motivation and achievement. Transition periods in students' educational journeys, such as moving from high school to university, pose specific challenges for maintaining motivation. Research by Cho and Kim (2019) suggests that supportive transitions that emphasize mastery goals can help sustain motivation during these critical periods. For fine art undergraduates, transitions can be particularly challenging due to the need to develop new artistic skills and adapt to different educational expectations. Providing targeted support during these transitions can help maintain high levels of motivation and academic success. The impact of out-of-school learning environments on student motivation is also noteworthy. Yildirim (2020) demonstrated that experiences such as nature trips and museum visits can enhance students' motivation for learning by providing real-world contexts that make learning more engaging and relevant. These experiences can support the development of mastery goals by encouraging curiosity and a love of learning. However, logistical, and financial constraints often limit the availability of such opportunities, particularly for students from disadvantaged backgrounds.

Ecological Systems Theory (EST), developed by Urie Bronfenbrenner, provides a comprehensive framework for understanding the influences on student motivation within the learning environment (Bronfenbrenner, 1979). This theory posits that individuals are influenced by different layers of environmental systems that interact with each other, shaping their development and behaviors. In the context

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of education, EST can be particularly insightful in examining how the classroom climate and access to resources affect student motivation among fine art undergraduates in Shandong, China.

The classroom climate, an integral component of the microsystem in Bronfenbrenner's EST, encompasses the interactions and relationships between students, teachers, and the physical environment within the classroom. A positive classroom climate is characterized by supportive teacher-student interactions, a sense of community among students, and an environment conducive to learning and creativity (Wang & Degol, 2018). Studies have shown that such an environment can significantly enhance student motivation and academic performance (Rudasill et al., 2018). For instance, a supportive classroom climate where teachers employ constructive feedback and encourage student participation can foster a sense of belonging and motivation. Cipriano et al. (2018) found that students' perceptions of classroom support were significantly associated with their motivation levels. This support includes emotional support from teachers, opportunities for student autonomy, and a positive peer environment, all of which contribute to a more engaging and motivating classroom atmosphere. Furthermore, the physical aspects of the classroom, such as seating arrangements, lighting, and access to learning materials, play a crucial role in shaping the classroom climate. These factors can influence students' comfort and ability to focus, thereby affecting their motivation and engagement in learning activities (Ballew et al., 2019). Ensuring that classrooms are well-equipped and designed to meet students' needs can thus enhance the overall learning environment. For fine art undergraduates, a well-designed classroom that includes spaces for individual and collaborative work, proper lighting for detailed art projects, and easy

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access to a variety of art supplies can significantly boost their creative output and motivation.

Beyond the immediate classroom environment, Bronfenbrenner's mesosystem highlights the interactions between different microsystems, such as the relationships between home and school. Positive connections between these environments can reinforce students' motivation and educational outcomes. For example, when parents are involved in their children's education and maintain regular communication with teachers, students often feel more supported and motivated (Fan & Williams, 2018). In the context of art education, parents who attend student exhibitions and encourage artistic pursuits at home contribute to a cohesive support system that spans both the home and school environments, thereby enhancing their children's motivation. The exosystem, another layer of Bronfenbrenner's EST, includes broader social systems that do not directly involve the student but still impact their learning environment. These can include school policies, community resources, and educational programs. For instance, art programs and resources available within the community, such as local art museums, galleries, and community art projects, provide additional opportunities for students to engage with the arts outside of school. These resources can inspire students, provide them with new perspectives, and enhance their motivation to pursue their artistic endeavors (Upitis & Smithrim, 2017). Schools that form partnerships with local art institutions can offer students enriched learning experiences that extend beyond the classroom.

At the broader level of the macrosystem, cultural values, societal norms, and economic conditions can influence students' educational experiences and motivation.

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In China, the cultural value placed on education and artistic achievement can drive students to excel in their studies (Zhang & Carrasquillo, 2017). However, societal pressures and expectations can also create stress and impact students' intrinsic motivation. Understanding these cultural and societal influences is crucial for educators in Shandong to create supportive environments that balance high expectations with encouragement and support. The chronosystem encompasses the dimension of time, reflecting the impact of life transitions and historical events on students' development and motivation. Transitions such as moving from high school to university or changes in the educational curriculum can pose challenges that affect students' motivation. Support systems that help students navigate these transitions, such as orientation programs and academic advising, are vital in maintaining motivation and engagement (Ellerbrock et al., 2018). For fine art undergraduates, transitioning to higher education often involves adapting to new artistic standards and expectations, which can be both exciting and daunting. Providing guidance and support during these periods is essential for sustaining their motivation.

The interaction between classroom climate and access to resources is complex. A positive classroom climate can amplify the benefits of resource availability by providing an environment where students feel supported and motivated to utilize those resources effectively. Conversely, a lack of resources can undermine a supportive classroom climate by limiting students' opportunities to engage and succeed (Rudasill et al., 2018). For example, in a study by Kitchen et al. (2019), it was found that both the quality of the classroom environment and the availability of educational resources were crucial for student motivation. Classrooms that provided a supportive atmosphere and adequate resources saw higher levels of student

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engagement and motivation compared to those that lacked either element. This finding underscores the importance of addressing both aspects simultaneously to enhance student outcomes.

The influence of cultural and contextual factors on the learning environment cannot be overstated. In Shandong, China, traditional educational values and practices play a crucial role in shaping the classroom climate and the distribution of resources. Understanding these cultural aspects is essential for designing interventions that are culturally sensitive and effective (Lou & Li, 2023). For instance, fostering a classroom climate that respects and integrates local cultural values can enhance students' sense of belonging and motivation. In a region where educational success is highly valued, creating an environment that acknowledges and celebrates cultural heritage can help students feel more connected to their learning experience. Moreover, the role of family and community in supporting students' educational experiences is particularly significant in Chinese culture. Families and communities that value education and provide additional resources and support can positively impact students' motivation and academic success (Havidz & Mujakiah, 2023). This communal support system is deeply embedded in the societal structure of Shandong, where collective well-being often takes precedence over individual achievement. Engaging families and communities in the educational process can strengthen the overall learning environment. Activities such as parent-teacher meetings, community art exhibitions, and cultural festivals can provide platforms for active family and community involvement, thereby reinforcing the importance of education and creating a support network that enhances student motivation.

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The integration of technology in the classroom offers new opportunities to enhance the learning environment. Digital tools and online platforms can provide students with access to a wealth of resources and personalized learning experiences (Anwar, 2019). For art students, technology can facilitate the exploration of new media and techniques, broadening their creative horizons and enhancing their motivation to learn. Digital tools such as graphic design software, online art galleries, and virtual reality can allow art students to experiment with different artistic styles and present their work to a global audience. However, ensuring equitable access to technology is a critical challenge. Socioeconomic disparities can result in unequal access to digital resources, exacerbating existing inequities in education. Research by Cheng (2023) highlights the need for policies and initiatives that address the digital divide, ensuring that all students have the tools they need to succeed in a technologically enriched learning environment. Providing adequate technological resources and training for both students and teachers is essential for maximizing the benefits of digital integration in education.

Educational policies and practices play a significant role in shaping the learning environment. Policies that prioritize the allocation of resources and support for creating positive classroom climates can have a profound impact on student motivation and achievement (Simbolon et al., 2023). For example, professional development programs for teachers that emphasize creating supportive and inclusive classrooms can enhance the overall learning environment. These programs can equip teachers with the skills to implement teaching strategies that foster student engagement, such as differentiated instruction, collaborative learning, and formative assessment. Furthermore, policies that address broader systemic issues, such as

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funding inequities and resource distribution, are essential for ensuring that all students have access to high-quality education. Ensuring that schools have the necessary resources and support to create positive learning environments is a critical step towards enhancing student motivation and academic success (Rothes et al., 2022). Adequate funding for arts education programs, access to high-quality art supplies, and well-maintained classroom facilities are fundamental components of a supportive learning environment. Additionally, educational policies should promote inclusivity and equity, ensuring that all students, regardless of their background, have equal opportunities to succeed. This includes providing support for students with disabilities, language barriers, or other challenges that may affect their learning experience.

1.10 Operational definition

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1.10.1 Self-perception

Grounded in SDT's competence need, self-perception denotes how students judge their artistic abilities and traits. It is operationalized through a self-assessment questionnaire that maps directly onto the five Likert items already listed (e.g., confidence in completing complex art projects), thereby translating the abstract construct into observable scores that quantify perceived competence (Liu, 2021; Simbolon et al., 2023; Lou & Li, 2023). Higher scores indicate a more positive self-perception, which, consistent with Bardach et al. (2020) and Rudasill et al. (2018), is expected to bolster intrinsic motivation in this study's fine-art cohort.

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1.10.2 Self-efficacy

Rooted in Bandura's efficacy theory but aligned here with SDT's autonomy pathway, self-efficacy reflects students' confidence to master course demands. The six-item scale (e.g., "I can learn the techniques taught in my art classes") links the theoretical belief construct to empirical responses (Anwar, 2019; Johnson et al., 2020; Kitchen et al., 2019). Item scores will be summed to form a self-efficacy index, whose predictive value for motivation is tested via regression, following Howard et al. (2021), Cho & Kim (2019) and Havidz & Mujakiah (2023).

1.10.3 Self-description

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Self-description captures the narrative aspect of identity. Open-ended prompts and a six-item rating scale such as "Describe how you see yourself as an artist" translate the construct into qualitative themes and quantitative coherence scores (George & Richardson, 2019; Cheng, 2023; Simbolon et al., 2023). These dual metrics allow triangulation when correlating identity clarity with motivation, as suggested by Guan et al. (2020) and Liu (2021).

1.10.4 Mastery goals

Drawing from Achievement-Goal Theory, mastery goals emphasise growth. The six listed items such as "I aim to learn as much as possible in my art classes"

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operationalize this orientation (Bardach et al., 2020; Howard et al., 2021; Liu, 2021). Aggregate scores will index mastery focus, hypothesized to predict deeper engagement consistent with Chazan et al. (2021), Cho & Kim (2019) and Anwar (2019).

1.10.5 Performance goals

Performance goals, also grounded in Achievement-Goal Theory, stress comparative competence. The six items provided such as "I want to outperform peers" quantify this construct (George & Richardson, 2019; Guan et al., 2020; Liu, 2021). Resulting scores will test whether such goals relate to the mixed motivational patterns found by Cheng (2023), Howard et al. (2021) and Bardach et al. (2020).

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1.10.6 Classroom climate

Classroom climate embodies SDT's relatedness dimension. The six-item survey such as "My teacher encourages me to participate" translates interpersonal and physical atmosphere into measurable perceptions (Rudasill et al., 2018; Johnson et al., 2020; Ballew et al., 2019). Composite scores will be correlated with motivation to assess the supportive-climate effect reported by Cipriano et al. (2018), Gain et al. (2020) and Lou & Li (2023).

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1.10.7 Access to resources

Access to resources reflects structural autonomy support. The six questionnaire items such as the availability of art supplies and studio space operationalize this construct (Partelow, 2018; Havidz & Mujakiah, 2023; Kitchen et al., 2019). Higher scores denote better access, posited to enhance motivation per Rudasill et al. (2018), Johnson et al. (2020) and Anwar (2019).

1.11 Study limitations

One of the primary limitations of this study is its cross-sectional design. Cross-sectional studies collect data at a single point in time, which restricts the ability to make causal inferences about the relationships between variables. This design can identify associations but cannot determine causality (Gopalan et al., 2020). For example, while this study may find a significant correlation between self-efficacy and motivation among fine art undergraduates, it cannot conclusively determine whether high self-efficacy leads to increased motivation or if motivated students develop higher self-efficacy over time (Ross & Bibler Zaidi, 2019). The inability to establish temporal precedence is a critical limitation, as educational processes and outcomes often unfold over extended periods (Slater, 2021). Additionally, the cross-sectional nature of this research does not account for potential changes in fine art students' self-perception, self-efficacy, and motivation over time. Longitudinal studies, which follow the same participants over a period, would be more suitable for capturing these dynamic processes and understanding how changes in one variable might influence

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changes in another (Halakeri, 2018). Future research could benefit from adopting a longitudinal design to better understand the causal pathways and temporal dynamics involved in student motivation and related constructs.

Another significant limitation is the potential impact of cultural differences on the findings. The study focuses on fine art undergraduates in Shandong, China, a context that has unique cultural, educational, and social characteristics. Cultural factors can influence how students perceive and report their self-concept, achievement goals, and learning environment on motivation (Lou & Li, 2023). For instance, Chinese students might place a higher value on collective achievement and social harmony, which could affect their responses differently compared to students from Western cultures where individualism is more emphasized (Cipriano et al., 2018). Moreover, the educational system in China, with its specific curricular and pedagogical practices, may shape fine art students' learning environments and experiences in ways that are not generalizable to other contexts (Simbolon et al., 2023). Thus, the findings of this study may not be directly applicable to fine art students in other countries or regions. Comparative studies involving multiple cultural contexts could provide a more comprehensive understanding of how cultural factors influence the relationships between self-concept, achievement goals, and learning environment on motivation (Gain et al., 2020).

The study's focus on a limited set of variables—self-perception, self-efficacy, self-description, mastery goals, performance goals, classroom climate, and access to resources—could present another limitation. While these variables are critical to understanding student motivation, they do not capture the full complexity of factors

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that can influence educational outcomes. For example, individual differences such as personality traits, cognitive abilities, and emotional intelligence also play significant roles in shaping fine art undergraduates' motivation and achievement (George & Richardson, 2019). Additionally, external factors such as family support, peer influence, and broader socio-economic conditions can significantly impact fine art students' educational experiences and outcomes. By not including these variables, the study may overlook important contextual and individual factors that contribute to motivation (Rudasill et al., 2018). Future research should consider a more comprehensive set of variables to provide a holistic understanding of the factors influencing student motivation in educational settings (Cheng, 2023).

Furthermore, the reliance on self-reported data is a notable limitation where self-reports are subject to various biases, including social desirability bias, where respondents might provide answers they believe are socially acceptable rather than true reflections of their thoughts and feelings (Kitchen et al., 2019). Additionally, fine art undergraduates may lack self-awareness or have difficulty accurately assessing their abilities and motivations, leading to inaccuracies in the data collected (Johnson et al., 2020). Second, the study's sample size and sampling method may limit the generalizability of the findings. If the sample size is small or not representative of the broader population of fine art undergraduates in Shandong, the results may not be widely applicable. Ensuring a sufficiently large and diverse sample is crucial for enhancing the reliability and validity of the study's findings (Partelow, 2018). Third, the measurement tools used to assess the study variables may have inherent limitations. For example, questionnaires and scales must be validated to ensure they accurately measure the constructs of interest. If the tools used in this study have not

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been rigorously tested for reliability and validity, the results may be questionable (Havidz & Mujakiah, 2023). Future research should employ well-validated instruments and consider using multiple methods of data collection, such as interviews and observations, to triangulate the findings (Slater, 2021).

Finally, the study's context-specific nature might limit the applicability of the findings to other disciplines or educational levels. While the focus on fine art undergraduates provides valuable insights into this group, the factors influencing motivation in other fields of study or among students at different educational levels such as high school or graduate school may differ (Cipriano et al., 2018). Broadening the scope of future research to include diverse academic disciplines and educational stages could provide a more detailed understanding of student motivation across contexts (Liu, 2021).

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1.12 Importance of research

1.12.1 Practical importance

The practical significance of this research lies in its potential to provide actionable insights and recommendations that can enhance educational practices and policies, particularly in the context of art education for undergraduates in Shandong, China. By exploring the variables of self-concept, achievement goals, and learning environment, this study aims to identify key factors that influence student motivation, thereby offering practical strategies to improve educational outcomes.

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One of the primary contributions of this research is its focus on the interplay between self-concept and student motivation. Understanding how students perceive their abilities and identity in an academic setting can inform the development of targeted interventions to boost self-esteem and confidence. For instance, if the research finds that positive self-perception significantly enhances motivation, educators can implement practices that help students build a more positive self-image. This might include personalized feedback, encouragement, and opportunities for students to reflect on their progress and achievements (Johnson et al., 2020; Lou & Li, 2023). Furthermore, the study's examination of self-efficacy provides critical insights into how students' beliefs about their capabilities affect their motivation and academic performance. By identifying the specific aspects of self-efficacy that most strongly correlate with motivation, educators can tailor their instructional strategies to reinforce these beliefs. For example, incorporating mastery experiences, providing verbal encouragement, and modeling successful behaviors can help students develop a stronger sense of self-efficacy (Simbolon et al., 2023; George & Richardson, 2019). Such interventions can lead to improved academic performance and greater persistence in the face of challenges.

The research also highlights the importance of achievement goals in shaping student motivation. Differentiating between mastery goals and performance goals allows for a detailed understanding of how different types of goals impact motivation. If the study reveals that mastery goals (focused on personal growth and learning) are more effective in fostering intrinsic motivation than performance goals (focused on outperforming peers), educators can design curricula and assessments that emphasize learning and improvement rather than competition (Bardach et al., 2020; Howard et

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al., 2021). This shift can create a more supportive and engaging learning environment that promotes sustained academic interest and effort. Another significant practical implication of this research is its analysis of the learning environment, specifically classroom climate and access to resources. A positive classroom climate, characterized by supportive teacher-student relationships, collaborative peer interactions, and a safe and inclusive atmosphere, is crucial for student motivation (Rudasill et al., 2018). If the study finds that classroom climate has a strong impact on motivation, schools can prioritize professional development for teachers that focuses on creating positive classroom environments. This might include training in social-emotional learning, classroom management, and inclusive teaching practices (Cipriano et al., 2018).

Access to resources is another critical factor that can significantly influence student motivation and academic success. If the research indicates that access to high-quality educational materials, technology, and extracurricular opportunities enhances motivation, policymakers and educational leaders can advocate for equitable resource allocation. This could involve increasing funding for under-resourced schools, providing grants for technology and art supplies, and developing community partnerships to offer additional learning opportunities (Gain et al., 2020; Partelow, 2018). Ensuring that all students have the resources they need to succeed is fundamental to promoting educational equity and excellence. Cultural considerations are also essential in the practical application of this research. Given that the study is situated in Shandong, China, it must consider the unique cultural and educational context of the region.

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Cultural values and norms can significantly influence how students perceive their abilities, set goals, and respond to their learning environment (Lou & Li, 2023). By integrating culturally responsive practices, educators can better support the diverse needs of their students. This might include incorporating culturally relevant curriculum content, respecting cultural differences in communication, and learning styles, and fostering an inclusive school culture that values diversity (Cheng, 2023). Moreover, the findings of this research can inform the development of comprehensive educational policies that support student motivation and academic success. Policymakers can use the insights gained from this study to create policies that promote positive self-concept, self-efficacy, and achievement goals, as well as supportive learning environments. For instance, policies that mandate regular assessments of classroom climate and student well-being can help schools identify areas for improvement and implement targeted interventions (Rudasill et al., 2018). Additionally, policies that ensure equitable access to resources can help bridge the gap between advantaged and disadvantaged students, fostering a more inclusive and supportive educational system.

1.12.2 Theoretical importance

The theoretical significance of this research lies in its potential to contribute to and expand upon existing educational theories, particularly those related to self-concept, achievement goals, and learning environments. By exploring these variables among fine art undergraduates in Shandong, China, the study not only provides empirical evidence to support theoretical constructs but also offers new insights that can refine

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and enhance theoretical frameworks in educational psychology and related fields.

One of the key theoretical contributions of this research is its examination of self-concept within the context of art education. Self-concept, which includes self-perception, self-efficacy, and self-description, is a critical factor influencing student motivation and academic achievement. This study operationalizes these components and investigates their distinct impacts on motivation. By doing so, it provides a detailed understanding of how different aspects of self-concept interact with and influence student motivation. This can help refine existing theories of self-concept by highlighting the importance of context-specific factors, such as the unique demands and expectations of art education (Johnson et al., 2020; Lou & Li, 2023).

Furthermore, the research contributes to Achievement Goal Theory (AGT) by examining the differential effects of mastery and performance goals on student motivation. AGT posits that students adopt different types of goals, which in turn influence their motivation and behavior. This study's findings on the specific impacts of mastery and performance goals in the context of art education can provide valuable insights into how these goals function in a creative and skill-based discipline. By identifying which types of goals are most conducive to fostering motivation and engagement among art students, the research can inform refinements to AGT and suggest ways to tailor goal-setting strategies to different educational contexts (Bardach et al., 2020; Howard et al., 2021).

The study also makes significant theoretical contributions through its exploration of the learning environment, particularly the dimensions of classroom

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climate and access to resources. Ecological Systems Theory (EST) serves as the theoretical underpinning for this aspect of the research, emphasizing the complex interplay between individual and environmental factors. By investigating how classroom climate and resource availability affect student motivation, the study provides empirical support for EST's assertion that learning environments are crucial to educational outcomes. The findings can help elaborate on EST by detailing how specific elements of the classroom environment, such as teacher-student interactions and resource adequacy, contribute to or hinder student motivation (Rudasill et al., 2018; Simbolon et al., 2023).

Moreover, this research highlights the cultural dimensions of educational theories by focusing on fine art undergraduates in Shandong, China. Cultural factors significantly influence educational processes and outcomes, and this study provides insights into how cultural context shapes self-concept, achievement goals, and learning environments. By incorporating cultural considerations into its analysis, the research can help bridge gaps in existing theories that often overlook the role of cultural context. This can lead to the development of more comprehensive and universally applicable educational theories that account for cultural variability (Gain et al., 2020; Lou & Li, 2023).

Another important theoretical implication of this study is its methodological approach. By employing a combination of quantitative and qualitative methods, the research demonstrates the value of mixed methods approaches in educational research. This methodological rigor enhances the reliability and validity of the findings and provides a more holistic understanding of the studied phenomena. The use of mixed

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methods can serve as a model for future research, encouraging scholars to integrate diverse methodological approaches to capture the complexity of educational processes (Cipriano et al., 2018; George & Richardson, 2019).

The study's findings on the relationship between self-efficacy and motivation also contribute to Social Cognitive Theory (SCT). SCT posits that self-efficacy influences behavior and motivation by affecting individuals' beliefs in their ability to succeed. This research provides empirical evidence supporting this claim and extends SCT by showing how self-efficacy operates in the specific context of art education. By highlighting the role of self-efficacy in motivating art students, the study suggests potential interventions that can enhance self-efficacy, such as mastery experiences and positive feedback, thereby improving educational outcomes (Anwar, 2019; Johnson et al., 2020). Additionally, the research's focus on access to resources underscores the importance of equity and inclusion in educational theory. By examining how resource availability affects student motivation, the study draws attention to the disparities in educational opportunities and outcomes that arise from unequal resource distribution. This can inform theoretical discussions on educational equity and suggest strategies for ensuring that all students have the necessary resources to succeed. These insights are particularly relevant for policymakers and educators seeking to create more equitable educational environments (Partelow, 2018; Havidz & Mujakiah, 2023).

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1.13 Summary

In summary, this chapter presented an overview of the study's background, problem statement, research questions, objectives, hypotheses, significance, and limitations. It began by discussing the background, highlighting the importance of self-concept, achievement goals, and learning environment on motivation in the academic achievement of fine art undergraduates. This was followed by the research problem, focusing on the need to investigate the relationship between self-concept, achievement goals, and learning environment on motivation among fine art undergraduates in Shandong, China. The research questions were then outlined to guide the study toward achieving its objectives. The study's objectives included investigating the relationship between self-concept, achievement goals, and learning environment on motivation, and examining differences in these variables among fine art undergraduates in Shandong, China.

The hypotheses of the study were also presented, which were designed to test the relationships between the variables under investigation. The theoretical and conceptual frameworks of the study were also discussed, providing a basis for the study's methodology and analysis. Finally, the chapter concluded by highlighting the importance of the study, including providing insights into the factors that influence academic achievement among fine art undergraduates, informing educational policies and practices, and adding to the existing body of knowledge in the field of educational psychology. The limitations of the study were also presented, acknowledging the potential challenges that may arise during the study.

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CHAPTER 2

LITERATURE REVIEW

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2.1 Introduction

This literature review chapter aims to provide a comprehensive overview of the key concepts related to self-concept, achievement goals, and learning environment on motivation among fine art undergraduates in Shandong, China. The literature review for this study will focus on exploring previous research related to self-concept, achievement goals, and learning environment on motivation among fine art undergraduates. It will also examine the dimensions of the independent variables which are self-perceptions, self- efficacy, self-description, mastery goals,

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performance goals, classroom climate, and access to resource in determining the motivation among fine art undergraduates in Shandong, China. The purpose of this review is to provide a comprehensive understanding of the current state of knowledge on these topics and identify gaps in the literature that can be addressed by the present study. The review will be organized into the following sections which are motivation, self- concept, achievement goals, motivation, and the relationship between the variables.

2.2 Motivation

Davidovitch and Dorot (2023) argue that undergraduate students exhibit higher levels of motivation than high-school students because tertiary study is voluntary. Within the fine-arts domain this maturity effect means students voluntarily shoulder long studio hours and complex technique drills, viewing them as pathways to professional identity. However, Jach and Trolian (2020) caution that employment commitments erode first-year motivation; for fine-arts majors the overlap of gallery deadlines with part-time retail work compounds time scarcity. Collectively these findings reinforce that motivation among campus artists is partly a function of perceived autonomy and available time, variables institutions can modify through bursaries or flexible scheduling.

Scifres et al. (2021) complicate the intrinsic–extrinsic binary by showing that business majors, stereotypically extrinsically driven, harbor genuine enjoyment in mastery. Fine-arts students similarly chase both creative fulfilment and external

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recognition at juried shows, suggesting that dual motivation may be typical rather than contradictory in applied disciplines. Gao (2019) confirms heterogeneity, identifying profile clusters that mix high prevention motives with high approach motives. Such pluralistic configurations mean that blanket interventions such as a single critique format will excite some painters yet leave others cold, requiring educators to map profile distributions before redesigning assignments.

Litalien et al. (2019) add that environments rich in autonomy support amplify intrinsic motivation and academic yield. In a studio context this translates to freedom in theme selection, choice of medium, and self-directed pacing, all known predictors of creative originality. Piumatti (2018) warns that diminished motivation can precipitate depression, an issue aggravated in art programmes where assessment is subjective and public critique can feel personal. By combining autonomy-supportive practice with mental-health scaffolds, educators can pursue dual aims: sustained motivational energy and emotional resilience.

First, Corpus et al. (2020), Litalien et al. (2019) and Gao (2019) all report a mid-semester sag in intrinsic drive, yet none examines whether studio-critique rituals could cushion that slide. Second, Jach and Trolian (2020) together with Koyuncuoglu (2020) flag time poverty and vague career paths but leave institutional remedies such as paid gallery assistantships remains untested. Third, new evidence from Zhang and Chen (2023) and Lin (2024) shows motivation rebounds when coursework feeds directly into public exhibitions, stressing authentic audiences. The common gap is how to weave time management, career visibility and authentic display into a single motivational ecology, a pressing need in Shandong's

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resource-tight programmes. Filling it would advance the 2021 'Opinions on Enhancing Aesthetic Education in Universities' national arts-education reform agenda.

Koyuncuoglu (2020) explored academic motivation and career decidedness, establishing that clearer vocational images coincide with higher drive. For fine-arts majors this suggests pairing studio critique with career-planning clinics run by alumni curators. Corpus et al. (2020) documented waning intrinsic motivation during first year; embedding collaborative exhibitions could refresh interest by showcasing early wins. Maharaj et al. (2018) showed family support buoyed engineering students' motivation; fine-arts faculties might emulate by inviting parents to semester-end showcases, converting abstract studio labour into tangible achievements. Such cross-study echoes strengthen the case for blended academic-family interventions.

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Motivational trajectories also intersect with delivery mode. Malinauskas and Pozeriene (2020) found online students report higher intrinsic motivation, likely due to autonomy in pacing. For fine-arts programmes, asynchronous video demonstrations could free studio hours for experimentation, aligning with Yun and Park's (2018) emphasis on interest-enhancement strategies. Yuan et al. (2021) observed that extracurricular engagement satisfies both internal curiosity and portfolio ambitions; universities should broker community mural projects that award course credit. Together these studies show modality choice and co-curricular design are powerful yet under-leveraged levers.

Declines in motivation over time remain a recurrent warning. Corpus et al. (2020) charted a significant drop by the second semester;

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Xiang et al. (2022) later quantified similar falls in mastery-approach goals. Scifres et al. (2021) hint that intrinsic and extrinsic motives can buffer one another; thus rotating projects that alternate self-expressive freedom with juried competitions may arrest the slide. Such staging exploits the energising novelty effect documented by Lin (2024) while still delivering résumé-friendly outcomes.

Vocational identity offers another lens. Wong and Kaur (2018) linked clear identity to stronger engagement; in the arts this could mean early declaration of a preferred medium or theme. Koyuncuoglu's (2020) career-decidedness finding and Rahmawati et al. (2022) reading-motivation study converge on the idea that relevance sparks effort. Embedding artist talks from local illustrators can thus connect theory modules often cited as dull by fine-arts undergraduates to lived practice, sustaining both cognitive and affective commitment.

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Finally, health and well-being interplay with motivation. Piumatti (2018) traced protective effects against depression, while Hossain et al. (2019) showed that physical strain predicts mental fatigue. For studio artists who may labour overnight with toxic solvents, wellness programmes are not peripheral but central to sustaining drive. Integrating yoga breaks or ergonomic training aligns with the self-efficacy mechanisms highlighted by Griffiths et al. (2021), signaling institutional care that can translate directly into persistence.

The extant scholarship indicates a holistic but fragmented picture: autonomy, time, identity, health, delivery mode and authentic audience each surface as potent levers. However, no study integrates them within a single framework calibrated for

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fine-art education in provincial China. The present research therefore positions Shandong undergraduates as a critical test bed, applying Self-Determination Theory and Achievement-Goal Theory to examine how these levers interact. Findings will inform policy, studio design and support services, answering the national call for aesthetically enriched, psychologically sustainable university programmes. Moreover, the literature seldom interrogates differential effects for sub-groups such as first-generation or rural students, whose financial and cultural capital diverge markedly from urban peers. Addressing subgroup heterogeneity is indispensable because unequal motivational scaffolding ultimately translates into unequal creative opportunities and labour-market access. By foregrounding equity, the study aligns with UNESCO's 2022 Framework for Culture and Arts Education, which urges member states to integrate inclusion metrics into programme evaluation and continuous quality improvement.

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2.3 Self-concept

Lebedeva and Vasilyeva (2023) argue that self-concept is influenced by cultural values and economic development, indicating that students from different cultural backgrounds may exhibit varying levels of self-concept. For fine art students, cultural dimensions of individualism versus collectivism might manifest in their artistic expression and self-perception of their abilities. Fine art students in more collectivist settings, such as Shandong, China, might struggle to assert their unique artistic identities due to societal expectations prioritizing harmony over individualism. This underscores the importance of considering cultural context when addressing self-

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concept in fine art education. Cooper et al. (2018) explore how student characteristics impact academic self-concept in active learning environments. They discovered that male students and native English speakers had higher academic self-concept compared to their female and non-native English-speaking peers. In fine arts education, similar dynamics may occur, where male students or those from dominant cultural or linguistic groups feel more confident in critiquing or presenting their work, while female and less dominant cultural groups may experience lower self-concept due to social comparison and bias in critiques. This suggests a need for inclusive practices to reduce gender and cultural disparities in fine arts classrooms.

Roy and Saha (2023) investigate self-concept among postgraduate students, revealing significant differences based on residence but not gender or academic stream. For fine art students, urban students may have higher self-concept due to greater exposure to diverse artistic opportunities, galleries, and resources, while rural students may feel disadvantaged due to limited access to art education infrastructure. Addressing these disparities by providing targeted support for rural fine art students could help foster a more equitable learning environment. Leon (2023) found a low positive correlation between self-concept and academic performance among university students. For fine art students, this suggests that while self-concept might influence their ability to take creative risks or persist through challenging projects, other factors such as access to materials, peer critique dynamics, and teacher support might play a more significant role in their academic and artistic success. This highlights the need for a holistic approach to improving outcomes in fine arts education.

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Kumar and Ahmad (2021) compare self-concept among teacher trainees in general and special education programs, finding that special education trainees had lower self-concept. In fine arts, students specializing in less conventional forms of art or experimental techniques might face similar challenges due to societal biases favoring traditional art forms. This could negatively impact their self-concept and confidence in their artistic pursuits. Providing additional validation and exposure to diverse art forms could enhance their self-concept and motivation. Alkhateeb et al. (2022) explored the relationship between academic self-concept and academic achievement among Qatari university students, revealing a significant but weak relationship. For fine arts students, while a positive self-concept may encourage creative experimentation, it alone may not guarantee success, as external factors like mentorship, networking, and access to artistic platforms significantly shape their academic and career trajectories. Comprehensive strategies that integrate self-concept development with external support systems are essential for fine arts education.

Kania and Juandi (2023) demonstrate that self-concept significantly influences mathematics learning achievement, categorizing self-concept into high, medium, and low. For fine arts students, those with a higher artistic self-concept are likely to take more creative risks, participate actively in critiques, and produce innovative work. However, students with lower self-concept might shy away from experimenting, fearing negative feedback or failure. Educational practices that celebrate effort and creativity over perfection could help foster a positive self-concept among fine art students. Zamorano et al. (2023) found that self-concept varies significantly across educational stages, with older students exhibiting lower self-concept. For fine arts students, this may reflect the increased academic and professional pressures they face

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as they transition to advanced levels, such as creating portfolios or preparing for exhibitions. This decline in self-concept could hinder their willingness to push creative boundaries. Continuous support and interventions throughout their academic journey are critical to sustaining their confidence and motivation.

Baiduri (2022) explored the relationship between self-concept and learning achievement among mathematics education students, finding a very weak correlation. Similarly, in fine arts education, self-concept might influence motivation but may not directly correlate with measurable academic achievements, such as grades or project evaluations. Factors like subjective grading systems and individual artistic interpretations might overshadow the impact of self-concept. A balanced focus on skill development and self-perception could help fine arts students achieve holistic success. Batool et al. (2023) examined the relationship between self-concept and academic achievement among female university students, finding a positive correlation. For fine arts students, this highlights the importance of fostering both social and academic self-concepts. Enhancing their confidence in presenting artwork and interacting within artistic communities could significantly impact their academic and career achievements. Institutions should consider implementing mentorship and peer support systems to strengthen these dimensions of self-concept among fine art students.

Self-concept offers a holistic lens on identity, capturing how artistic, academic and social selves merge during studio practice, thereby illuminating pathways for integrated interventions. Yet most scales were normed in Western or STEM contexts, risking cultural misfit when rural Chinese students appraise “individual creativity,” a

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trait less valorized in collectivist settings (Lebedeva & Vasilyeva, 2023). Moreover, high self-concept can mask skill deficits if positive bias goes unchallenged during critique, while low self-concept may reflect humility rather than lack of competence. Future work must cross-validate measures and triangulate with portfolio performance.

Kumar and Ahmad (2021) note lower self-concept among trainees in marginal specializations. Likewise, fine-art students pursuing avant-garde media may feel undervalued beside traditional painters. Alkhateeb et al. (2022) observe weak links between self-concept and achievement, hinting that showcase opportunities, not self-belief alone, drive exhibition success. Kania and Juandi (2023) divide self-concept into high, medium and low profiles; applied to sculpture classes, such profiling could guide tiered feedback. Zamorano et al. (2023) document declining self-concept with academic seniority, echoing fine-art seniors' anxiety over portfolio reviews. Batool et al. (2023) link self-concept and performance among female students, underscoring the need for mentoring that amplifies women's creative voice.

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2.3.1 Self-perception

Henri et al. (2018) assert that self-perception of autonomy among university students remains constant despite their academic progression. For fine art students, this might manifest in their struggle to feel independent in their artistic direction as course expectations increase. The "moving goalpost" hypothesis suggests that as these students are introduced to more advanced techniques and critical feedback, their standards elevate, potentially stalling their perception of autonomy. Targeted

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interventions are necessary to help fine art students navigate these challenges and develop genuine autonomy in their artistic pursuits. Dhingra and Annu (2022) found a positive correlation between self-perception and academic performance among secondary school students, with no significant gender differences. In the context of fine arts, fostering a strong self-perception could improve students' confidence in their creative abilities and their willingness to showcase their work. Personalized feedback and supportive critique sessions could play a crucial role in enhancing self-perception among fine art undergraduates.

Miroshkin et al. (2018) explored the self-perception and cognitive features of students with different sociometric statuses. They discovered that leaders within peer groups had higher self-perception compared to outsiders. For fine art students, this suggests that those who receive positive peer recognition, such as praise for their artwork or leadership in group projects, may experience heightened self-perception. Conversely, students who feel excluded or undervalued in collaborative settings may struggle with low self-perception. Creating inclusive and supportive peer dynamics is essential to ensuring all fine art students can thrive. Devi and Nidhi (2022) compared self-perception and social skills among secondary school students, finding a significant relationship between these variables. For fine art students, higher self-perception may be tied to their ability to articulate and defend their artistic choices during critiques or presentations. Conversely, students with weaker social skills might face challenges in engaging with peers and instructors, negatively impacting their self-perception. Programs that enhance both social and artistic communication skills could address these challenges effectively.

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Shogren et al. (2020) investigated the relationship between teacher perceptions of implementation fidelity of the Self-Determined Learning Model of Instruction and student outcomes. For fine art students, teacher perceptions of their abilities could significantly shape their self-determination and self-perception. If teachers focus on fostering student autonomy and providing constructive feedback, fine art students might develop stronger confidence in their creative processes. Enhancing teacher training to emphasize these aspects is critical. Zamfir and Mocanu (2020) examined factors influencing perceived academic self-efficacy among Romanian upper secondary education students, highlighting parental and teacher support as significant predictors. In fine arts education, supportive environments from both instructors and families can play a pivotal role in boosting self-perception, particularly when students face criticism of their work or struggle with creative blocks. Strengthening these support systems could enhance fine art students' resilience and motivation.

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Santi et al. (2023) explored the relationship between perceived self-efficacy and course satisfaction among teaching students. For fine art students, higher self-efficacy in mastering techniques or completing projects could directly contribute to their satisfaction with their program, fostering a more fulfilling learning experience. Educational programs should prioritize the development of self-efficacy to ensure greater engagement and academic success. Patricio-Gamboa et al. (2021) conducted a systematic review of perceived self-efficacy in education, identifying its critical role in success. For fine art students, this underscores the importance of developing confidence in their artistic abilities, as low self-efficacy could deter them from experimenting with new styles or techniques. Tailored interventions that build self-efficacy could have far-reaching impacts on their educational and creative growth.

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Cole and Beck (2022) examined developmental trajectories of self-perception among biology students and found initial disparities in self-efficacy among underrepresented groups. For fine art students, similar disparities may exist, particularly for students from rural backgrounds or those without prior exposure to art education. These disparities could affect their confidence in navigating studio courses or critiques. Addressing these gaps through targeted mentoring and resources is essential. Önder et al. (2020) studied the predictive effect of teacher-child relationships on young children's self-perception, emphasizing the importance of supportive interactions. In fine arts education, close and encouraging relationships with instructors can help students build self-confidence in their creative expression and technical skills. Establishing trust between instructors and students could yield long-lasting benefits for their self-perception.

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Hossain et al. (2019) explored the association between self-perception of physical health and mental health among Bangladeshi university students. For fine art students, physical health concerns, such as fatigue from long studio hours, could affect their mental well-being and, consequently, their self-perception. Addressing these issues through wellness programs could improve their overall academic and creative performance. Blândul and Bradea (2022) found that students with higher self-efficacy evaluated their academic performance more accurately. For fine art students, this could translate into better self-assessment of their creative work, helping them refine their skills and address weaknesses more effectively. Educational practices that build self-efficacy could therefore enhance their ability to objectively evaluate and improve their work.

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Barick (2021) examined the relationship between self-perception and Machiavellianism among college students, noting higher self-perception among first-born students. In fine arts, birth order dynamics might influence how students approach competitive environments, such as securing exhibition opportunities or scholarships. First-born students may feel more confident in these settings, while last-born students may struggle with self-perception. Understanding these dynamics could inform tailored support strategies for students from diverse family backgrounds. Torres et al. (2020) highlighted the importance of teacher feedback in shaping student self-perception. For fine art students, constructive and empathetic feedback during critiques is vital for building confidence in their creative abilities. Harsh or dismissive feedback, on the other hand, could damage their self-perception and hinder their growth. Enhancing feedback practices could significantly improve students' academic self-concept.

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Räty et al. (2019) found that self-perceived capabilities influenced employability perceptions among Finnish students. For fine art students, self-perception of their artistic competencies could shape their confidence in pursuing careers in competitive creative industries. Universities should integrate career-readiness programs that help fine art students build confidence in their professional skills. Chong et al. (2018) emphasized the importance of teacher support in fostering youth competencies. For fine art students, this might involve teachers encouraging experimentation and risk-taking in creative processes, which could enhance both their self-perception and artistic competencies. Educational strategies should prioritize fostering these relationships to maximize student outcomes.

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Guo et al. (2020) found that self-efficacy influenced student satisfaction and learning outcomes. For fine art students, developing confidence in their artistic abilities could not only improve their technical skills but also increase their enjoyment and engagement in the learning process. Building self-efficacy should therefore be a key focus in fine arts programs. Adams et al. (2019) found that academic self-efficacy mediated the relationship between feedback and attainment. For fine art students, this highlights the importance of feedback in developing their confidence and technical proficiency, directly influencing their academic and artistic achievements. Effective feedback mechanisms could thus play a central role in enhancing self-perception and educational outcomes in fine arts.

Peer affirmation repeatedly surfaces as a catalyst for confidence. Miroshkin et al. (2018) showed outsiders' self-perception sagging without recognition, whereas Santi et al. (2023) found peer showcases elevated leaders' and non-leaders' self-belief alike. Devi & Nidhi (2022) corroborate that critique circles enhance both social skills and self-perception. Hu & Zhao (2024) add that autonomy-oriented studio policies amplify these peer effects.

2.3.2 Self-efficacy

Santi et al. (2023) argue that perceived self-efficacy significantly impacts students' experiences in academic courses. For fine art students, self-efficacy might directly influence their confidence in executing creative projects, particularly when they face critiques and competitive studio environments. This highlights the need for

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interventions that build confidence in their artistic abilities to enhance both their academic satisfaction and creative outcomes. Xu and Qi (2019) found that self-efficacy mediates the relationship between teacher-student relationships and academic achievement. In the context of fine arts, supportive teacher-student relationships could help students feel more confident in taking creative risks and developing their artistic identity. Improving these interactions is critical to fostering self-efficacy and ensuring better academic and artistic performance.

Extracurricular activities (ECAs) also play a significant role in enhancing self-efficacy among students. Griffiths, Dickinson, and Day (2021) found that participation in ECAs is associated with higher self-efficacy in academic and social tasks. For fine art students, ECAs such as art exhibitions, competitions, or collaborative projects could offer platforms to showcase their skills, build confidence, and gain constructive feedback from broader audiences. Encouraging participation in such activities can holistically support their academic and creative growth. Mafla et al. (2019) investigated self-efficacy among Colombian dental students and found disparities based on socioeconomic background. Similarly, fine art students from underprivileged backgrounds may struggle with self-efficacy due to limited access to resources such as quality art supplies or exposure to professional opportunities. Targeted interventions to address these inequities could bridge performance gaps and promote inclusivity in fine arts education.

Ribeiro and Fernandes (2020) highlighted variations in self-efficacy across different student demographics and fields of study. For fine art students, these variations might be influenced by factors such as prior training in art, exposure to

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professional networks, or cultural attitudes toward art as a viable career path. Tailored support systems are essential to address these disparities and enhance their confidence in artistic pursuits. Purwandari et al. (2023) emphasized the role of mentorship and practical training in boosting self-efficacy among nursing students. For fine art students, hands-on experiences like internships with established artists, mentorship programs, or opportunities to work on real-world creative projects could similarly enhance their confidence in their craft. Educational structures that provide such practical opportunities are crucial for their development.

Safura and Helmanda (2022) found that self-efficacy significantly influences teaching effectiveness among student teachers. In fine arts education, self-efficacy could determine how confidently students present their portfolios, engage with critiques, or express their artistic perspectives. Building this confidence through constructive feedback and supportive mentorship is vital for their future success. Hechenleitner-Carvallo et al. (2019) found that self-efficacy tends to decline as students' progress through academic programs. Fine art students might experience this decline as they transition from foundational courses to more specialized and demanding projects, facing heightened expectations and competition. Continuous support through peer networks and professional development workshops could help sustain and enhance their self-efficacy.

Lev, Tatar, and Koslowsky (2018) explored the impact of teacher self-efficacy on student perceptions of teaching. For fine art students, an instructor's confidence in delivering art-specific knowledge and guiding creative processes could significantly influence students' trust in their guidance, shaping their own self-efficacy.

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Professional development programs for art educators could, therefore, have a profound impact on student outcomes. Talsma et al. (2018) conducted a meta-analysis on the reciprocal relationship between self-efficacy and academic performance. For fine art students, this reciprocal relationship could manifest as improved confidence after successful completion of challenging projects, which in turn motivates them to tackle even more complex creative tasks. Educational strategies that encourage self-efficacy can establish this positive feedback loop, enhancing both academic and creative achievements.

Most cited efficacy scales grew out of STEM cohorts and emphasise discrete task accuracy; Zhang & Li (2023) reveal that fine-art undergraduates instead anchor confidence in expressive originality, a nuance lost in Bandura-based items. Without art-specific validation, score inflation or underestimation may mislead interventions and obscure latent artistic talent signals.

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2.3.3 Self-description

Lebedeva and Vasilyeva (2023) demonstrate that self-description, particularly mathematical and verbal self-esteem, is significantly influenced by cultural values and economic development. For fine art students, cultural influences may shape their self-description as creative individuals, potentially impacting how they perceive their artistic skills and express their achievements. This highlights the need for culturally sensitive approaches in art education to help students develop a positive self-description. Syah et al. (2020) explores the relationship between personality traits and

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self-description using linguistic analysis. In the context of fine arts, students' language in self-descriptions might reveal underlying insecurities about their creative abilities or their confidence in presenting their work. Educators can leverage these insights to address psychological barriers and enhance students' self-esteem and engagement.

Bakx et al. (2021) found that high-performing students emphasize academic achievements in their self-descriptions, while others focus on extracurricular activities. For fine art students, this divide could reflect differences in how they value technical mastery versus creative exploration. Creating environments that celebrate diverse aspects of artistic growth can encourage all students to articulate their strengths confidently. Esnaola et al. (2018) highlighted gender differences in self-concept, with boys showing higher mathematical self-concept and girls excelling in verbal self-concept. For fine art students, gendered perceptions might influence how they approach different artistic disciplines, such as technical drawing versus narrative-based art forms. Tailored interventions can address these differences and foster a balanced self-concept.

Batool et al. (2023) found a strong correlation between self-concept and academic performance among female students. For fine art students, enhancing self-concept can lead to greater confidence in their artistic expressions and academic achievements, particularly for female students navigating competitive creative environments. Programs designed to boost self-confidence can help students thrive. Simanungkalit and Rondonuwu (2020) emphasized the role of mentorship in shaping self-descriptions. For fine art students, mentorship focused on building both technical skills and personal artistic identity could significantly enhance their self-description

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and academic outcomes. Mentorship programs that integrate personal development with creative practice are essential.

Ma and Yu (2020) linked self-concept to moral judgment ability, suggesting that positive self-concept supports ethical development. In fine arts, ethical considerations in creative expression such as originality and cultural sensitivity are critical, and fostering a strong self-concept could enhance students' ability to navigate these challenges. Integrating character education with self-concept strategies can support ethical artistry. Hosová (2019) confirmed the association between school self-concept and academic performance. For fine art students, a strong academic self-concept might translate into greater confidence in tackling challenging projects or presenting their work publicly. Educational programs should include initiatives to enhance students' confidence in their creative abilities.

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Sadeghi et al. (2020) emphasized the importance of classroom relationships in developing self-concept. For fine art students, a collaborative and supportive studio environment can foster positive peer interactions and enhance self-concept, especially in group critiques or shared projects. Schools should prioritize creating inclusive and cooperative learning spaces. Toti et al. (2020) highlighted the link between self-identity and academic achievement. For fine art students, developing a clear artistic identity is crucial for their academic and professional growth. Educational programs should help students explore and refine their unique creative voices to support long-term success.

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Leung (2019) demonstrated that students differentiate between competence and affect in academic domains. Fine art students may experience similar separations, where they feel technically competent but lack emotional confidence in their creative ideas. Addressing both aspects in art education can help students develop a more cohesive and positive self-concept. Kumar and Ahmad (2021) identified lower self-concept among special education trainees compared to general education peers. Fine art students with learning disabilities or other challenges might similarly face barriers in developing a positive self-description, requiring targeted support. Inclusive art education practices can help all students build confidence in their creative abilities.

Yu and Levesque-Bristol (2020) found that autonomy support enhances self-concept and motivation. For fine art students, opportunities to make independent creative decisions and explore personal themes in their work could significantly boost their self-concept. Autonomy-supportive environments should be a cornerstone of art education. Vulin (2022) emphasized the role of self-evaluation in enhancing self-concept. For fine art students, self-critique and reflective practices are integral to their creative processes and can contribute to a stronger self-concept when guided effectively. Educators should teach students how to critically evaluate their work constructively. Gorospe and Ferrer (2022) linked physical activity to higher self-concept. For fine art students, incorporating activities like movement-based workshops or kinesthetic learning could enhance their overall self-concept by integrating physicality into their creative practices. This interdisciplinary approach can foster holistic growth.

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Esnaola et al. (2018) report boys highlighting technical prowess while girls emphasize narrative flair. Batool et al. (2023) conversely show female students outperforming on self-description after mentoring. This divergence underscores how gendered feedback norms shape artistic identity. China's Ministry of Education Gender-Equality Guidelines (2022) now require critique protocols as an opportunity to test whether equal airtime during studio reviews narrows self-description gaps and boosts motivation across genders and promotes inclusive studio culture.

2.4 Achievement goals

Bardach et al. (2020) highlight the importance of aligning classroom goal structures with students' achievement goals to enhance outcomes. For fine art students, this alignment could involve fostering mastery goals that emphasize the development of artistic skills and creative expression rather than performance goals centered on grades or competition. Educators should create studio environments that prioritize experimentation and personal growth, enabling students to achieve their artistic potential. King and Mendoza (2020) explore goal contagion, showing how peers influence individual achievement goals. In fine arts, peer dynamics can significantly shape students' motivation, particularly in collaborative projects or critique sessions. A supportive peer environment that encourages mastery goals can help students focus on skill improvement and innovative thinking rather than fear of failure.

Guterman (2020) reveals cultural influences on performance goals and academic achievement. For fine art students, cultural values may affect their approach

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to creativity and self-expression, with some students feeling pressured to conform to traditional styles or expectations. Addressing these cultural nuances through inclusive teaching can help students navigate their unique motivational challenges and embrace diverse artistic perspectives. Daumiller et al. (2019) examine university instructors' achievement goals and their impact on teaching. In fine arts education, instructors who adopt mastery-oriented teaching can inspire students to develop their creativity and technical skills without the pressure of competition. This highlights the importance of teacher training that promotes motivational strategies aligned with fostering artistic exploration and self-confidence.

Gerasimova et al. (2018) identifies distinct goal profiles among students using a person-centered approach. For fine art students, personalized teaching methods that recognize varying motivational profiles such as those driven by technical mastery versus conceptual innovation can better address individual needs. Tailored feedback and flexible project options can help students achieve their academic and creative goals. Richey et al. (2018) emphasize the need for class-level and task-level measures of achievement goals. In fine arts, task-specific goals, such as completing a painting or sculpture, may better predict performance than general classroom objectives. Educators should integrate both levels of goal setting to ensure students remain motivated across short-term assignments and long-term projects.

Senko (2019) shows that performance goals predict achievement when task demands are clear, while mastery goals are more effective when interests align with the subject. For fine art students, clarity in project expectations—such as defining success criteria for technical proficiency or creative originality—can enhance

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motivation. Providing structured guidance while allowing space for personal interpretation can optimize both mastery and performance goals. Hemi et al. (2021) highlights the role of perceived peer and teacher goals in shaping achievement goals. For fine art students, the competitive or collaborative nature of their studio environment heavily influences their motivational orientations. Building a culture of mutual support and constructive critique can encourage mastery-oriented approaches, reducing the stress associated with performance-focused goals.

Miller et al. (2021) show that mastery-approach orientations enhance engagement in higher-order learning and student-faculty interaction. In fine arts, fostering a mastery orientation can lead to greater involvement in exploratory projects, critical discussions, and deeper artistic investigations. Encouraging students to view challenges as opportunities for growth can significantly enhance their creative engagement. Juned et al. (2019) emphasize the role of teacher practices in moderating the relationship between achievement goals and academic performance. For fine art students, teaching practices that include individualized mentoring and goal setting can bridge the gap between students' motivational needs and their artistic success. Teacher education programs should equip instructors with strategies to support diverse achievement goals, fostering both creativity and academic performance.

Evidence contrasts goal efficacy when tasks lack explicit rubrics, a common fine-art condition. Pérez-González et al. (2023) found mastery goals predicted innovative composition quality in Spanish design schools, whereas performance goals only heightened anxiety without improving jurors' scores. Bardach et al. (2020) similarly note mastery alignment benefits, yet Senko (2019) argues performance goals

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excel with clear benchmarks. Because studio briefs prize originality over standard answers, mastery orientation appears better suited to nurture risk-taking, feedback cycles and sustained engagement. Nevertheless, mastery can drift into aimless exploration without timelines, while performance framing may suppress experimentation where dual drawbacks Achievement-Goal Theory alone cannot reconcile.

2.4.1 Mastery goal

Palmer (2019) distinguishes between positive and negative mastery goal states, identifying that students with positive mastery goals express a "wanting to learn" attitude, whereas those with negative states exhibit disengagement. For fine art students, such states could manifest as an enthusiasm for exploring new techniques versus a reluctance to experiment due to fear of failure. This underscores the need for fine art educators to create supportive environments that inspire curiosity and reduce anxiety related to creative experimentation.

Theis et al. (2019) highlights the relationship between basic needs fulfillment and mastery goals, emphasizing that autonomy, competence, and social relatedness are crucial for fostering mastery goals and improving academic performance. Fine art students, who often work independently, require structured guidance and access to resources to meet these needs while maintaining their artistic autonomy. Educators must balance providing creative freedom with sufficient support to ensure that fine art students stay motivated and productive. Emery et al. (2018) find that inconsistent

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evaluation practices can undermine the benefits of mastery learning. In fine art programs, subjective grading criteria for creative projects may lead to confusion and frustration, dampening students' motivation. Establishing clear and consistent evaluation methods that focus on growth and innovation can help sustain motivation in fine art contexts.

Katz-Vago & Benita (2023) identify mastery goals as predictors of daily progress, effort, and well-being, compared to the emotional strain linked to performance goals. For fine art students, mastery goals foster the perseverance needed to develop artistic skills and overcome creative blocks. Encouraging mastery-oriented goal setting can promote emotional well-being and sustained artistic progress. Guo et al. (2022) demonstrate that mastery-approach goals predict positive achievement and well-being outcomes across diverse cultural contexts. For fine art students, these goals can bridge cultural differences in artistic expression, promoting both personal growth and global relevance in their work. Integrating mastery-approach goals into fine art curricula can foster resilience and adaptability in diverse creative fields.

Darnon et al. (2018) highlight that social class moderates the relationship between mastery-approach goals and achievement. For fine art students from lower socio-economic backgrounds, mastery goals may offer a pathway to skill development and career opportunities, especially in competitive industries. Tailored strategies are needed to support these students in achieving their artistic and professional goals. Mose et al. (2019) find that mastery-approach goals positively correlate with learning readiness among undergraduates. In fine art education, fostering these goals can prepare students to embrace rigorous training and critiques

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essential for honing their craft. Encouraging a mastery orientation can help fine art students remain engaged and receptive to feedback.

Senko (2019) notes that mastery goals are effective when tasks align with students' interests. For fine art students, aligning projects with their creative passions—such as specific media or themes can optimize motivation and achievement. Designing curricula that resonate with students' artistic inclinations is critical to leveraging the benefits of mastery goals. Xiang et al. (2022) observe a linear decline in mastery-approach goals over time, suggesting the need for sustained support. In fine art education, this decline could result in waning enthusiasm for artistic exploration during extended programs. Continuous mentorship and opportunities for showcasing progress can help maintain motivation.

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Schweder (2020) emphasizes that positive emotions mediate the relationship between mastery goals and learning behaviors. For fine art students, cultivating a positive studio atmosphere can enhance their engagement with self-directed creative projects. Encouraging constructive feedback and celebrating small achievements can boost emotional well-being and productivity. Benita & Matos (2021) highlight the benefits of autonomy-supportive teaching strategies in promoting mastery goals. Fine art educators who provide autonomy, such as allowing students to select themes or media for projects, can foster deeper engagement and creativity. Avoiding overly controlling practices ensures that students remain inspired and committed to their artistic development.

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Edwards et al. (2021) find that the effectiveness of mastery goal interventions varies based on context. For fine art students, generic interventions may not address the unique challenges of balancing creativity and technical skill acquisition. Tailored interventions that consider the specific demands of fine art education are essential for success. Hidayat et al. (2023) connects mastery goals with holistic well-being through the PERMA model. Fine art students can experience life satisfaction by achieving task-based competence in their artistic work, particularly when their creative efforts are recognized and appreciated. Promoting mastery goals that emphasize skill-building and meaningful artistic expression can enhance their overall well-being.

Across disciplines, mastery goals consistently predict well-being. Xiang et al. (2022) trace declines. However, Kim & Gu (2024) show studio courses with reflective journals reverse the slide and raise positive affect. Katz-Vago & Benita (2023) link mastery orientation to daily progress, suggesting emotional buoyancy and incremental skill gains operate symbiotically in creative training for students.

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2.4.2 Performance goal

Senko (2019) asserts that performance goals predict academic achievement more reliably than mastery goals, particularly in structured contexts where task demands are well-defined. For fine art students, this presents a challenge, as the subjective and open-ended nature of creative tasks often lacks clear benchmarks, making it difficult to align performance goals with expected outcomes. Educators must carefully design evaluation criteria that clarify expectations while fostering students' motivation to

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perform effectively in artistic disciplines.

King and Mendoza (2020) explore the concept of goal contagion, noting that performance goals can spread among peers, influencing individual achievement goals. In fine art classrooms, this phenomenon could lead to competitive behaviors that may stifle creativity, particularly if students feel pressured to outperform peers rather than focus on personal artistic growth. Cultivating a collaborative and supportive peer environment is essential to balance healthy competition with creative exploration. Li et al. (2021) found that performance goals among Chinese medical students correlated with academic performance and adaptability but also heightened stress levels. Similarly, fine art students pursuing performance goals may experience stress due to constant comparisons and the subjective nature of art evaluation. Institutions should encourage balanced goal setting that maintains the motivational benefits of performance goals while minimizing their emotional toll.

Darnon et al. (2018) reveal that socioeconomic disparities influence the effectiveness of performance goals, with upper-class students benefiting more than their lower-class peers. For fine art students, this disparity might be reflected in access to resources such as quality art supplies, workshops, or mentorship, which could affect how effectively they pursue performance goals. Tailored interventions that address resource inequities are crucial to support the success of students from diverse socioeconomic backgrounds. Guterman (2020) highlights the role of cultural and linguistic backgrounds in shaping performance goals. Fine art students from different cultural contexts may prioritize different artistic styles and themes, which could influence how they set and pursue performance goals. Educators should adopt

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culturally responsive approaches that validate and incorporate diverse artistic traditions, ensuring all students feel supported in their creative pursuits.

Good and Shaw (2021) emphasize that reputational concerns often drive students to adopt performance goals, potentially leading to avoidance of challenges. For fine art students, this could manifest as reluctance to experiment with unconventional styles or media for fear of negative judgment, limiting creative growth. Creating an environment that values effort and innovation over perfection can help reduce these reputational pressures and encourage risk-taking in art. Bruno et al. (2019) found that performance-avoidance goals exacerbate educational inequities, particularly for lower-class students. Fine art students with performance-avoidance goals may shy away from showcasing their work due to fear of criticism, further widening the gap between confident and less confident students. Interventions that promote constructive feedback and peer support can help mitigate these effects, fostering a more equitable learning environment.

Crouzevialle and Darnon (2019) reveal that performance-approach goals can intensify achievement gaps between social classes. In fine art education, competitive settings might disadvantage students with limited access to resources or formal training, making it harder for them to meet high expectations. Shifting the focus to cooperative learning and shared artistic projects can help bridge these gaps and support all students. Mouratidis et al. (2018) identify that performance-approach goals directly predict higher academic grades, but through distinct motivational mechanisms. For fine art students, aligning these goals with individual artistic milestones—such as mastering a technique or completing a portfolio—could enhance

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both motivation and performance. Educators should tailor goal-setting practices to align with students' unique creative aspirations and learning processes.

Roy and Saha (2019) argue that action-based goals have a stronger motivational impact than performance-based goals. In fine art, emphasizing actionable steps, such as completing specific sketches or mastering a medium, can drive engagement more effectively than focusing solely on end results like exhibition success. This approach encourages students to stay proactive and focused on their artistic development. Sattar et al. (2022) found that goal clarity significantly influences academic outcomes. For fine art students, providing clear, actionable goals such as preparing pieces for a themed gallery or achieving proficiency in a particular technique can enhance focus and productivity. Clear goals not only guide artistic efforts but also help students track their progress, fostering a sense of accomplishment and motivation.

Performance goals can fuel exhibition polish yet invite corrosive stress. Li et al. (2021) observe achievement gains shadowed by heightened anxiety, while Good & Shaw (2021) note reputational fears curb experimentation. Crouzevialle & Darnon (2019) add that competition widens resource-based achievement gaps. In the juried-show culture of Shandong academies, emphasising rank over originality may deter risky media choices, undermining learning. Balancing transparent assessment with privacy-protected formative feedback could retain motivational edge without strangling creative audacity or long-term artistic career prospects.

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2.5 Learning environment

Lerdpornkulrat et al. (2018) emphasize disparities in how students perceive their learning environments across disciplines. For fine art students, the hands-on and experiential nature of their specialized classrooms fosters greater involvement compared to general education settings, yet the lack of structured frameworks in these environments can lead to inconsistent engagement. Tailoring educational strategies to address these unique needs can help create more supportive learning spaces that enhance fine art students' cooperation and engagement. Cayubit (2021) underscores the profound influence of positive learning environments on students' motivation and engagement. Fine art students, who often require significant creative inspiration and emotional support, particularly benefit from environments that encourage self-expression and experimentation. Institutions must prioritize creating spaces that are both physically conducive to creativity, such as well-equipped studios, and emotionally supportive to foster better outcomes for these students.

Trif (2020) highlights the importance of course materials, quality resources, and feedback mechanisms in improving student performance. For fine art students, limited access to quality materials or constructive critiques can hinder their creative growth and learning outcomes. Ensuring access to resources like quality art supplies and consistent feedback from instructors can significantly enhance their educational experiences and artistic development. Paone (2019) argues that learning environments serve as bridges between school and community. For fine art students, this connection is vital as their work often reflects cultural and societal themes, requiring environments that integrate emotional and cognitive development. Teachers must act

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as facilitators who create supportive spaces that address both the technical and emotional challenges of artistic education, ensuring holistic student development.

Brouwer et al. (2019) explore the impact of student-centered learning environments, highlighting belongingness and peer interactions as key factors. Fine art students thrive in collaborative settings, such as studio-based learning communities, where peer critiques and collective projects enhance their creative processes. Educators should focus on fostering these collaborative environments to maximize students' artistic and academic success. Shrestha et al. (2019) found that nursing students' satisfaction with their learning environments declined over time, with social self-perception scoring lowest. Similarly, fine art students may face diminishing satisfaction as they progress, particularly if social and collaborative opportunities wane due to increased individual project demands. Addressing this challenge requires fostering consistent social support and peer engagement throughout the program to sustain student satisfaction and motivation.

Bonem et al. (2020) compare various learning environments, finding that flipped and blended models improve performance and flexibility. For fine art students, incorporating these approaches—such as online tutorials combined with in-studio practice can enhance self-efficacy and engagement by allowing them to explore techniques at their own pace. Integrating such innovative methods into fine art education can make learning more adaptable and effective. Stepanenko et al. (2021) emphasizes the need for learning environments to inspire creativity, independence, and a love for learning. For fine art students, environments that encourage experimentation and risk-taking are critical, as traditional didactic approaches may

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stifle creativity. Schools must prioritize adaptive and inspiring spaces that cater to fine art students' intellectual and emotional growth.

Thai et al. (2020) found that flipped and blended classrooms improve performance and self-efficacy. Applying these methods to fine art education, such as combining digital platforms for theory with studio-based practice, could enhance technical skills and artistic confidence. These approaches provide flexibility while maintaining the immersive, hands-on experiences essential for fine art training. John et al. (2023) discusses nursing students' perceptions of academic and clinical environments, noting low engagement in practical learning. For fine art students, the equivalent challenge lies in bridging theoretical knowledge with practical applications, such as transitioning from concept development to execution in projects. Strengthening practical opportunities, such as live art exhibitions or collaborative public projects, can help fine art students connect their learning to real-world applications, fostering deeper engagement and readiness for professional challenges.

Three strands converge across the learning-environment literature. Physically, Abe & Hayashi (2023) show daylight-rich studios spur persistence, while China's Fine-Art Studio Safety Standards (2023) mandate ventilation that may also boost alertness. Socially, Brouwer et al. (2019) highlight belongingness as an engagement driver, echoed by Wang et al. (2020) linking supportive climates to well-being. Digitally, Bonem et al. (2020) and Thai et al. (2020) report flipped models raising self-efficacy. However, few studies examine how these strands interact whether well-lit hybrid studios amplify the confidence gains of online sketching, or if safety protocols unintentionally limit peer gathering. Mapping such intersections is

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crucial for resource-constrained Shandong campuses designing multifunctional art spaces.

2.5.1 Classroom climate

Barksdale et al. (2021) emphasize that a positive classroom climate hinges on relationships, organization, and safety. For fine art students, these factors are particularly critical as their creative expression often depends on a safe and inclusive environment where they feel supported to experiment and take risks. This underscores the importance of fostering emotional safety in classrooms, where fine art students can freely explore their creativity without fear of judgment, thereby enhancing their academic and personal growth. Gentova and Madrigal (2020) highlight the multidimensional nature of classroom climate, emphasizing its influence on academic performance. In fine art education, the psychological and physical aspects of the classroom, such as access to materials and a supportive atmosphere, directly impact students' ability to focus on their craft. This highlights the need for holistic strategies that address not only academic requirements but also the unique needs of fine art students to promote both their creative and academic success.

Soepudin et al. (2023) found that open classroom climates foster engagement and critical thinking. For fine art students, open discussions during critiques and collaborative projects are essential in developing their creative skills and confidence. Encouraging participatory and interactive learning environments can significantly enhance their educational experience by promoting critical engagement with their

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own and others' work. Wang et al. (2020) reveal that supportive classroom climates positively impact motivation, engagement, and well-being. In fine art contexts, where personal expression can be emotionally taxing, socioemotional support within the classroom plays a critical role in helping students navigate challenges and remain motivated. This underscores the importance of educators prioritizing both academic and emotional support to foster a thriving learning environment.

Gascoigne (2021) emphasizes the role of peer interactions in shaping classroom climate. For fine art students, peer critiques and collaborations are vital components of their learning process, enabling them to refine their artistic skills and broaden their perspectives. Encouraging such interactions can create a more dynamic and engaging classroom atmosphere, ultimately enhancing both the creative and academic outcomes for these students. Jabar et al. (2023) note that classroom climate is influenced by teacher behavior and student attitudes. In fine art settings, inconsistent feedback or lack of enthusiasm from instructors can hinder students' creative development. Addressing these factors by fostering a more supportive and engaging teacher-student dynamic can significantly enhance the classroom climate and student motivation.

Valentin and Grauerholz (2019) found an increased use of classroom climate statements in course syllabi, particularly for sensitive topics. In fine art education, where critiques can sometimes be intense or personal, explicitly addressing classroom climate in syllabi can help set the tone for respectful and constructive interactions. This practice can ensure a more inclusive and supportive learning environment for fine art students. Ranđelović and Dimić (2020) identify gender differences in

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perceptions of classroom climate, with boys reporting higher social climate scores and girls expressing more fear of failure. For fine art students, this may translate into differing levels of confidence in sharing their work during critiques or participating in collaborative projects. Recognizing and addressing these gendered experiences is essential to fostering an equitable and supportive classroom climate.

Cimpian et al. (2021) validate the Classroom Climate Questionnaire – Primary (CCQ-P), offering a tool for assessing classroom climate. In fine art education, applying such tools can provide valuable insights into how classroom dynamics impact students' creativity and academic performance. Using these assessments, educators can identify and address challenges specific to fine art classrooms to create more supportive environments. Çelik and Şahin (2023) highlight teachers' views on classroom climate, identifying student disinterest and uninvolved parenting as major challenges. For fine art students, these issues may manifest as a lack of motivation or support for pursuing creative endeavors. Addressing these challenges through tailored strategies, such as fostering parental engagement or providing individualized encouragement, can help fine art students thrive academically and artistically.

Gendered perceptions warrant scrutiny where Ranđelović & Dimić (2020) find higher social-climate scores among men, whereas girls report fear of failure; UN-Women's 2022 education review flags similar patterns worldwide. Translating to studio critique, male dominance in vocal feedback can overshadow female contributions, suggesting that rotating facilitation roles and anonymous digital comments may balance participation and raise collective motivation for art classes.

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2.5.2 Access to resources

Kofo et al. (2022) underscore the critical role of online learning resources in academic success but reveal significant challenges in their utilization. For fine art students, limited access to digital tools and platforms, often due to technical difficulties or lack of awareness, poses a significant barrier to their creative and academic growth. Addressing these gaps through the provision of art-specific resources, such as digital drawing tablets and high-speed internet, is essential to bridge the digital divide and support their unique needs. Grimaldi et al. (2019) highlight the potential of Open Educational Resources (OER) to reduce educational costs, though their impact on learning outcomes remains unclear. In fine art education, OER could provide affordable access to high-quality tutorials, design software, and art history archives, which are often prohibitively expensive for students. Their study emphasizes the need for detailed assessment methods to evaluate the true benefits of OER, especially for disciplines requiring specialized materials.

Crozier (2018) discusses how high textbook costs burden students and how OER initiatives can mitigate these challenges. For fine art students, the high cost of art supplies and specialized texts adds to financial strain. Promoting OER adoption through collaborations between educators and librarians could alleviate these pressures and enhance students' access to affordable, high-quality educational resources tailored to their field. Chan et al. (2021) examines disparities in access to Learning Management Systems (LMS) among dental students, emphasizing the need for improved engagement strategies. For fine art students, disparities in access to digital portfolios or virtual critique platforms hinder their ability to share and refine

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their work. Addressing these challenges through better data analytics and targeted interventions could enhance resource accessibility and student engagement in fine arts programs.

Nurse et al. (2018) found a positive correlation between access to online library resources and academic success in distance-learning contexts. Fine art students, particularly those in remote or underserved regions, face similar challenges in accessing art archives and digital galleries. Robust online library systems that include art-focused databases could significantly support their academic and creative endeavors. Sarsekeyev and Sarsenova (2023) highlight OER's transformative potential to improve accessibility and reduce costs. For fine art students, access to free, high-quality digital art tools and tutorials could democratize learning opportunities, enabling them to develop their skills without financial constraints. Institutional policies promoting OER in fine arts curricula could thus foster greater inclusivity and innovation.

Muthuvennila and Thanuskodi (2018) reveal that awareness of open access resources does not always translate into their effective use. For fine art students, this gap may stem from inadequate training in using specialized digital tools or resources. Regular workshops and hands-on sessions could equip them with the skills needed to fully leverage open access materials in their creative processes. Wynter et al. (2019) note a shift among medical students towards using e-learning tools over traditional textbooks. Similarly, fine art students increasingly rely on digital platforms for tutorials and design software, yet these tools are often inaccessible due to financial or technical barriers. Integrating such tools into fine art curricula could enhance

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flexibility and support diverse learning styles.

Roux et al. (2023) discusses the diversity in resource utilization among mathematics students. In fine art programs, students similarly depend on a combination of material resources (e.g., supplies), human resources (e.g., mentors), and linguistic resources (e.g., critiques). Educational institutions must ensure a broad range of accessible resources to support the multifaceted nature of fine art education. Bala and Partap (2018) identify barriers such as lack of training in using open access resources among management students. For fine art students, similar barriers exist in navigating digital archives or graphic design platforms. Addressing these issues through targeted training programs could enable students to fully utilize these resources for their academic and artistic growth.

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Letriz (2022) emphasizes the need for cost-effective OER strategies at smaller institutions. For fine art students in such institutions, access to faculty-curated OER, including tutorials on specific techniques or case studies, could bridge gaps in learning resources. Adopting these strategies can ensure equitable access to essential educational materials. Tappeiner et al. (2019) detail initiatives to replace costly textbooks with OER, aligning with the goal of access and equity. For fine art students, replacing expensive design manuals and software guides with OER could reduce financial barriers. Institutional commitment to OER adoption in fine arts could significantly enhance student learning experiences and outcomes.

Reed and Jahre (2019) underscore the pivotal role of libraries in supporting OER initiatives. In fine art education, libraries could curate digital art archives, technique

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guides, and software tutorials to address the specific needs of fine art students. Expanding library roles in this way could facilitate greater resource access and student success. Thompson and Wallach (2023) found that OER in precalculus courses-maintained learning outcomes while reducing costs. Similarly, integrating OER into fine art programs could provide cost-effective alternatives to expensive textbooks and software, benefiting students without compromising educational quality. This approach offers a sustainable solution to improve accessibility and affordability in fine arts education.

OER promises equal access, yet high-resolution art files strain institutional bandwidth and copyright clearances. Chen & Wei (2024) show 40 % of Chinese art students encounter lag or watermark limits when downloading texture libraries, dampening project quality. Grimaldi et al. (2019) already warn usage data seldom captures such discipline-specific hurdles. Sustainable solutions include campus cloud nodes and negotiated creative-commons addenda, but cost and licensing uncertainties remain barriers warranting policy-level attention, especially in provincial institutions with limited IT staff and slower internet.

2.6 Relationship between variables

2.6.1 Relationship between self-perception on motivation

Bakadorova and Raufelder (2018) found that positive teacher-student relationships significantly enhance students' perceived need satisfaction, which in turn boosts

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motivation. Their longitudinal study of German secondary school students demonstrated that a supportive classroom environment fosters feelings of competence, relatedness, and autonomy, all of which are essential for intrinsic motivation. Bakadorova and Raufelder (2018) argue that the quality of interactions between teachers and students is crucial for developing a positive self-perception among students. This positive self-perception, grounded in the satisfaction of basic psychological needs, drives students to engage more deeply and persistently in their academic tasks, leading to improved motivation and, ultimately, better educational outcomes. Howard et al. (2021) conducted a meta-analysis examining different types of motivation and their effects on student outcomes. They found that intrinsic motivation, which is closely tied to self-perception, significantly predicts student success and well-being. Howard et al. (2021) emphasizes that fostering a positive self-perception is fundamental to enhancing motivation and academic performance. Intrinsic motivation, being self-driven and internally regulated, relies heavily on students' beliefs about their own abilities and worth. When students perceive themselves positively, they are more likely to be motivated from within, leading to greater engagement and achievement.

Mărincaș et al. (2021) explored the relationship between basic psychological needs and motivation in Romanian students. Their findings revealed that autonomy, competence, and relatedness, which are components of self-perception, correlate strongly with intrinsic motivation. Mărincaș et al. (2021) suggest that enhancing self-perception through these needs can significantly boost students' intrinsic motivation. The satisfaction of these psychological needs creates a sense of self-efficacy and belonging, which are critical for fostering a strong, positive self-perception. This, in

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turn, drives students to pursue their academic goals with greater enthusiasm and commitment. Bakkaloğlu and Pilten (2023) examined the link between reading motivation and self-efficacy perceptions among fourth-grade students. They found a moderate positive relationship between reading motivation and self-efficacy, indicating that students who perceive themselves as competent readers are more motivated. Bakkaloğlu and Pilten (2023) argue that positive self-perception can enhance motivation in specific academic areas. In this case, students who believe in their reading abilities are more likely to engage with reading activities, demonstrating how self-perception directly influences motivation and academic behavior. This relationship highlights the importance of building students' self-efficacy to foster a motivated and proactive approach to learning.

Kaur (2020) investigated the relationship between self-beliefs and achievement motivation among engineering students. The study found that higher levels of academic and social self-efficacy were positively correlated with achievement motivation. Kaur (2020) suggests that students with a strong belief in their abilities are more likely to be motivated to achieve their goals. This finding underscores the critical role of self-perception in shaping students' motivational drives. When students have confidence in their academic and social capabilities, they are more inclined to set challenging goals and persist in their efforts to achieve them, resulting in higher levels of motivation and academic success. Marjanović et al. (2019) explored the relationship between perceived motivational climate, achievement goals, and self-talk in physical education. They found that a mastery climate, which fosters a positive self-perception, indirectly influenced students' self-talk and motivation through task goal orientation. The researchers highlight the role of positive self-

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perception in enhancing motivation in various educational settings. A mastery-oriented climate, which emphasizes personal improvement and effort, helps students develop a constructive self-view, encouraging them to engage in positive self-talk and set task-oriented goals. This, in turn, enhances their motivation and performance in physical education and beyond.

Converse et al. (2019) examined the role of self-control in autonomous motivation. They found that individuals with high trait self-control were more likely to pursue goals autonomously, driven by internal motivation rather than external pressures. Converse et al. (2019) suggest that self-perception, particularly in terms of self-control, plays a critical role in determining the quality of motivation. High self-control allows individuals to regulate their behavior and stay focused on their goals, fostering a sense of autonomy and internal motivation. This relationship highlights the importance of developing self-control skills to enhance self-perception and promote autonomous motivation. Peyton et al. (2019) explored how leaders' use of power influences followers' motivation. They found that perceived soft power use (expert, referent, and informational power) by leaders was related to higher levels of optimal motivation among followers. Peyton et al. (2019) highlight the influence of external perceptions on internal motivational states. When leaders use soft power effectively, they enhance followers' self-perception by recognizing their abilities and providing valuable information. This positive reinforcement boosts followers' motivation, demonstrating the significant impact of external validation on internal motivational processes.

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Oh and Roh (2019) investigated the role of self-concept clarity in predicting work motivation. They found that clear self-concept was positively related to perceived work meaningfulness, which mediated the relationship between self-concept clarity and work motivation. Oh and Roh (2019) emphasize the importance of a well-defined self-concept in enhancing motivation. When individuals have a clear understanding of their strengths, values, and goals, they are more likely to find their work meaningful and motivating. This clear self-concept provides a strong foundation for sustained motivation and engagement in work tasks. Li et al. (2023) studied the relationship between achievement motivation and general self-efficacy in Chinese college students. Their findings revealed that perceived social support played a mediating role, suggesting that positive social perceptions can enhance self-efficacy and, consequently, motivation. Li et al. (2023) underscores the interconnectedness of social perceptions and self-perception in driving motivation. When students feel supported by their social networks, they develop a stronger sense of self-efficacy, which in turn boosts their motivation to achieve academic and personal goals. This highlights the importance of fostering supportive social environments to enhance students' self-perception and motivation.

Kačmár et al. (2019) examined how perceived progress mediates the relationship between self-concordance and ongoing effort expenditure. They found that perceived progress was a significant mediator, suggesting that positive self-perception of progress can enhance sustained motivation. Kačmár et al. (2019) argue that when individuals perceive themselves as making progress towards their goals, they are more likely to remain motivated and continue their efforts. This perception of progress reinforces their self-concordant goals, providing a continuous source of

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motivation and driving them to persist in their endeavors. Stavrulaki, Li, and Gupta (2020) investigated the mediating role of motivation orientation in the relationship between perceived parenting styles and life satisfaction or GPA. They found that intrinsic and identified extrinsic motivations were positively correlated with GPA, indicating that positive self-perceptions fostered by supportive parenting can enhance academic motivation. Stavrulaki et al. (2020) highlight the role of parenting styles in shaping children's self-perception and motivation. Supportive parenting practices that encourage autonomy and competence help children develop positive self-perceptions, which in turn foster intrinsic motivation and lead to better academic outcomes and higher life satisfaction.

Kirk and Oetjen (2020) explored how self-consciousness moderates the relationship between goal-concordant motivation and subjective well-being. Their study found that private self-consciousness, particularly insight, moderated this relationship, highlighting the role of self-perception in influencing motivational outcomes. Kirk and Oetjen (2020) argue that self-awareness and insight into one's own goals and motivations can enhance the alignment between goal-concordant motivation and well-being. When individuals have a clear understanding of their motivations and how they relate to their personal goals, they are more likely to experience subjective well-being and maintain high levels of motivation. Luther et al. (2019) identified that metacognition moderates the relationship between self-reported and clinician-rated motivation in schizophrenia patients. They found that high metacognition levels enhanced the alignment between self-perceptions and clinician assessments of motivation, emphasizing the role of self-awareness in accurate motivational self-assessment. Luther et al. (2019) highlights the importance of

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metacognitive skills in understanding and regulating one's own motivation. By developing metacognitive abilities, individuals can gain a better understanding of their motivational states, leading to more accurate self-assessments and improved motivation management. Fernandes and Lemos (2020) examined the association between motivation to learn and various individual and contextual factors among middle school students. Their study revealed that quality of life, learning strengths, and self-perceived health significantly influenced learning motivation. The researchers highlight the importance of self-perception in educational motivation. When students perceive themselves as healthy, capable, and enjoying a good quality of life, they are more likely to be motivated to learn. This relationship underscores the need to address both individual and contextual factors to enhance students' self-perception and motivation in educational settings.

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2.6.2 Relationship between self-efficacy on motivation

Li (2023) explores the relationship between employee self-efficacy and motivation, finding that higher self-efficacy leads to increased intrinsic and extrinsic motivation. This relationship is crucial in the workplace, where self-efficacy enhances employees' confidence in their abilities, thereby boosting their motivation to achieve specific goals. Li (2023) posits that when employees believe in their capabilities, they are more likely to take on challenging tasks, persist through difficulties, and show higher levels of engagement and productivity. This underscores the importance of fostering self-efficacy in organizational settings to enhance overall employee performance and motivation. Cruz et al. (2023) examines the correlation between self-efficacy,

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motivation, and academic performance among students during flexible learning. Their study reveals that although self-efficacy and motivation are closely linked, they do not directly affect academic grades, suggesting other intervening factors might be at play during remote learning settings. Cruz et al. (2023) suggests that elements such as access to resources, technological proficiency, and support systems may mediate the impact of self-efficacy and motivation on academic performance. This indicates that while self-efficacy and motivation are crucial, their effectiveness can be influenced by the broader learning environment.

Wu et al. (2020) investigate the mediating roles of self-efficacy and learning engagement in the relationship between motivation and academic performance among medical students. Their findings indicate that while both intrinsic and extrinsic motivation influence self-efficacy, it is learning engagement that plays a more direct role in academic success. Wu et al. (2020) argue that fostering an environment that promotes active learning and engagement is essential for translating motivation into academic achievement. This highlights the need for educational strategies that not only enhance motivation and self-efficacy but also actively engage students in the learning process. Nurwendah and Suyanto (2019) explore the relationship among self-motivation, self-efficacy, and academic achievement in high school biology students. Their research demonstrates a strong positive correlation between self-efficacy and academic achievement, indicating that students with higher self-efficacy are more motivated and perform better academically. Nurwendah and Suyanto (2019) emphasize that enhancing students' beliefs in their academic capabilities can lead to increased motivation and better academic outcomes. This suggests that educational interventions aimed at boosting self-efficacy could significantly improve student

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performance.

Çetin and Aşkun (2018) analyze the impact of occupational self-efficacy on work performance through intrinsic motivation. Their study shows that intrinsic motivation mediates the relationship between self-efficacy and work performance, highlighting the importance of fostering self-efficacy to enhance employee motivation and performance. Çetin and Aşkun (2018) argue that when employees feel competent and capable, their intrinsic motivation to perform well increases, leading to higher job satisfaction and productivity. This underscores the need for organizations to invest in initiatives that build employee self-efficacy as a means of improving overall performance. Li et al. (2023) examines the relationship between achievement motivation and general self-efficacy among college students. They find that perceived social support mediates this relationship, suggesting that a supportive social environment can enhance self-efficacy and, consequently, motivation. Li et al. (2023) highlights the importance of creating supportive academic and social networks to bolster students' confidence in their abilities, which in turn fosters greater motivation and academic success. This underscores the interconnectedness of social support, self-efficacy, and motivation in the educational context.

Rogowska et al. (2022) investigate the role of self-efficacy in sports success, finding that self-efficacy mediates the relationship between motivational systems and sports success. Their study highlights the significance of self-efficacy in enhancing motivation and performance in athletic contexts. Rogowska et al. (2022) argue that athletes who believe in their abilities are more likely to be motivated to train hard and perform well, leading to better outcomes in sports. This suggests that developing self-

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efficacy is crucial for athletes seeking to achieve high levels of performance and success. Furqon (2021) studies the impact of academic self-efficacy on the motivation of junior high school students. His findings show that self-efficacy significantly influences academic motivation, suggesting that students who believe in their academic capabilities are more motivated to succeed. Furqon (2021) emphasizes that fostering self-efficacy in students can lead to greater engagement and perseverance in their studies, ultimately resulting in better academic performance. This highlights the importance of developing strategies to build students' self-efficacy to enhance their motivation and educational outcomes.

Shrestha and Tuladhar (2021) explore the relationship between self-efficacy and academic motivation among nursing students in Nepal. Their study reveals a significant correlation between self-efficacy and academic motivation, emphasizing the need for nurse educators to boost students' self-efficacy to enhance their motivation. Shrestha and Tuladhar (2021) argue that when nursing students feel confident in their skills and knowledge, they are more likely to be motivated to engage in their studies and perform well in their clinical practice. This underscores the importance of educational practices that build self-efficacy in nursing students to improve their motivation and academic success. Haidari et al. (2023) conduct a meta-analytic structural equation modeling study to examine the contributions of locus of control, self-efficacy, and motivation to student achievement. They find that self-efficacy and motivation are significant predictors of academic achievement, indicating that enhancing self-efficacy can lead to improved academic outcomes. Haidari et al. (2023) suggest that interventions aimed at strengthening students' self-efficacy could have a profound impact on their academic performance. This

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highlights the critical role of self-efficacy in the educational context and the need for strategies to develop it among students.

Fernández et al. (2020) investigate the influence of self-efficacy on the academic performance of secondary school student-athletes. Their study shows that higher self-efficacy is associated with better academic performance and motivation, suggesting that self-efficacy is a crucial factor in students' academic success. Fernández et al. (2020) argue that student-athletes who believe in their academic abilities are more likely to balance their academic and athletic commitments effectively, leading to better outcomes in both areas. This emphasizes the importance of fostering self-efficacy to enhance the overall success of student-athletes. Motahari et al. (2020) explore the relationship between clinical self-efficacy and academic achievement motivation among nursing students. Their findings indicate a significant relationship between self-efficacy and motivation, suggesting that fostering self-efficacy can enhance students' motivation and academic success. Motahari et al. (2020) argue that when nursing students feel confident in their clinical skills, they are more likely to be motivated to excel in their studies. This underscores the need for educational interventions that build clinical self-efficacy to improve nursing students' motivation and academic performance.

Pietluch (2018) examines the role of self-efficacy in the Directed Motivational Currents (DMC) theory, finding a strong correlation between self-efficacy and intense motivational surges. This suggests that self-efficacy is a critical factor in maintaining high levels of motivation. Pietluch (2018) argues that individuals who possess high self-efficacy are more likely to experience sustained motivational energy and

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commitment towards their goals. This highlights the importance of developing self-efficacy as a means of fostering long-term motivation and goal attainment. Burić and Kim (2020) analyze the relationship between teacher self-efficacy, instructional quality, and student motivational beliefs. They find that while teacher self-efficacy is positively related to instructional quality, it does not directly influence student motivation. However, high instructional quality positively impacts student motivation, indicating an indirect effect. Burić and Kim (2020) argue that enhancing teacher self-efficacy can lead to better instructional practices, which in turn foster a more motivating learning environment for students. This suggests that investing in teacher development is crucial for improving both instructional quality and student motivation.

Trautner and Schwinger (2020) investigate the concept of self-efficacy for motivation regulation, finding that higher self-efficacy in motivation regulation leads to more effective use of motivational strategies and better academic outcomes. Trautner and Schwinger (2020) argue that students who believe in their ability to regulate their motivation are more likely to employ effective strategies to stay focused and achieve their academic goals. This underscores the importance of developing self-efficacy in motivation regulation as a key factor in academic success. Cave et al. (2018) study the relationship between self-efficacy and motivation among ESL students, finding that self-efficacy-building strategies significantly enhance both self-efficacy and motivation. Cave et al. (2018) argue that targeted interventions aimed at boosting self-efficacy can lead to improved motivation and better educational outcomes for ESL students. This demonstrates the effectiveness of self-efficacy-building strategies in enhancing student engagement and performance.

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Liu and Cheng (2018) examine the relationship between self-efficacy and achievement motivation in adolescents, finding that self-identity and hope moderate this relationship. Liu and Cheng (2018) argue that the interplay between various psychological factors, such as self-identity and hope, can significantly shape motivation. This highlights the complexity of motivational dynamics and the need for holistic approaches that consider multiple facets of students' psychological makeup to enhance their motivation. Adesola and Li (2018) investigate the relationships between self-efficacy, self-regulation, test anxiety, and motivation among computer science students. Their study reveals that high self-efficacy is associated with better self-regulation and motivation, suggesting that self-efficacy is a key factor in academic success. Adesola and Li (2018) argue that fostering self-efficacy can help students manage test anxiety and improve their self-regulation, leading to better academic outcomes. This underscores the importance of self-efficacy in the context of academic performance and the need for strategies to enhance it.

Wang et al. (2022) explore the relationship between general self-efficacy and employability among financially underprivileged college students in China. They find that achievement motivation and career aspirations mediate this relationship, highlighting the importance of self-efficacy in enhancing employability. Wang et al. (2022) argue that students who believe in their capabilities are more likely to develop strong career aspirations and achievement motivation, leading to better employability outcomes. This underscores the significance of self-efficacy in shaping students' future career prospects and the need for interventions that build self-efficacy to enhance employability.

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2.6.3 Relationship between self-description on motivation

Howard et al. (2021) explores into the holistic nature of motivation, particularly examining how self-perception, or the way individuals describe themselves, profoundly influences intrinsic motivation. They argue that when students view themselves in a positive light and align their self-description with personal goals, they are more inclined to engage deeply with their studies. This alignment not only fosters perseverance but also enhances overall academic success. Thus, the intricate relationship between self-description and motivation becomes evident, underscoring the necessity for educational environments to cultivate positive self-perceptions among students to bolster intrinsic motivation and academic achievements. Wangwongwiroj and Bumrabphan (2021) contribute to this discourse by exploring the correlations between motivational regulations and basic psychological needs. Their research suggests that a positive self-description plays a pivotal role in enhancing intrinsic motivation through the fulfillment of autonomy, relatedness, and competence. They contend that students who perceive themselves as competent and autonomous are more likely to be intrinsically motivated, which subsequently leads to improved academic outcomes. This perspective highlights the fundamental need for educational systems to support and nurture positive self-descriptions, as these are crucial for satisfying basic psychological needs and fostering intrinsic motivation.

Sazonova et al. (2022) shifts the focus to professional settings, exploring how self-motivation in the workplace is significantly influenced by self-description. They argue that managers with a positive self-description exhibit higher levels of self-motivation, which not only enhances their professional efficiency but also positively

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impacts the motivation of their subordinates. This insight underscores the critical role of self-description in professional environments, suggesting that fostering a positive self-image among employees can lead to enhanced self-motivation and, consequently, better overall performance within organizations. Mărincaș et al. (2021) extend the examination of self-description and motivation to secondary and high school students, focusing on the interplay between basic psychological needs, motivation, and self-efficacy. They posit that students' self-description, particularly in terms of competence and autonomy, is a significant predictor of intrinsic motivation. A positive self-description, they argue, not only enhances intrinsic motivation but also leads to better engagement and academic performance. This relationship emphasizes the importance of fostering environments that promote positive self-descriptions to enhance students' intrinsic motivation and academic success.

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Rus et al. (2022) explore the connection between self-esteem and motivation in state organizations, finding that employees' self-description significantly impacts their motivation levels. They argue that a positive self-description enhances self-esteem, which in turn boosts motivation and job satisfaction. This finding highlights the importance of fostering a positive self-image in workplace settings to improve employee motivation and satisfaction. It also suggests that organizational strategies aimed at enhancing self-description can have profound effects on overall workplace productivity and morale. Sharma and Sharma (2018) investigate the relationship between self-concept, motivation, and academic achievement among late childhood school students. They contend that a positive self-description is strongly correlated with higher levels of motivation and academic achievement. This relationship underscores the importance of fostering a positive self-concept in students to

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significantly enhance their motivation and academic success. By promoting positive self-descriptions, educational institutions can create environments that support and encourage academic excellence.

Ryan and Deci (2020), through their self-determination theory, emphasize the importance of quality over quantity of motivation. They argue that self-description influences the type of motivation individuals experience. Positive self-description aligns with autonomous motivation, which is associated with better academic and psychological outcomes. This highlights the critical role of self-description in shaping the quality of motivation, suggesting that fostering positive self-perceptions is essential for promoting autonomous, high-quality motivation in various contexts. Converse et al. (2019) examine the roles of self-control and self-regulation in autonomous motivation, linking these closely to self-description. They argue that individuals with a positive self-description and high self-control are more likely to pursue goals autonomously, enhancing their overall motivation and success. This finding underscores the importance of self-description in fostering self-regulation and autonomous goal pursuit, which are critical for achieving sustained motivation and success.

Li (2019) explores the role of self-determination in adult motivation and learning, suggesting that self-description significantly impacts motivation. They argue that adults with a positive self-description are more likely to be intrinsically motivated, leading to better learning outcomes and personal growth. This perspective highlights the enduring importance of self-description in adult education and personal development, emphasizing that positive self-perceptions are crucial for fostering

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lifelong intrinsic motivation. Howard et al. (2018) focus on workplace motivation, finding that self-description significantly impacts the quality of motivation. They argue that employees with a positive self-description exhibit higher levels of self-determination, which correlates with better job performance and satisfaction. This insight underscores the importance of fostering a positive self-image in professional settings to enhance motivation and job satisfaction. By promoting positive self-descriptions, organizations can create more motivating and satisfying work environments.

Lee and Ewert (2019) investigate the motivations behind serious leisure participation, finding that self-description plays a crucial role. They argue that positive self-description aligns with identified and intrinsic motivations, which are associated with higher levels of commitment and personal rewards. This suggests that self-description significantly influences motivation in leisure activities, highlighting the broader applicability of self-description in various motivational contexts. Howard et al. (2020) conducts a longitudinal analysis of motivation profiles at work, finding that self-description plays a significant role in shaping motivation profiles. They argue that positive self-description aligns with higher self-determination, leading to better motivation and job satisfaction over time. This perspective emphasizes the long-term impact of self-description on motivation, suggesting that fostering positive self-perceptions can have enduring benefits for employees' motivation and satisfaction.

Roth (2019) highlights the importance of quality motivation in educational settings, arguing that self-description significantly influences the type of motivation

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students experience. They contend that positive self-description aligns with autonomous motivation, which is linked to better academic and psychological outcomes. This underscores the role of self-description in shaping motivation quality in educational contexts, suggesting that promoting positive self-perceptions is essential for enhancing students' autonomous motivation. McInerney (2019) discusses the cultural aspects of motivation, finding that self-description plays a crucial role in shaping motivation across different cultural contexts. They argue that positive self-description enhances intrinsic motivation, which is associated with better academic and psychological outcomes. This suggests that fostering a positive self-description is essential for enhancing motivation across diverse cultural settings, highlighting the universal importance of self-perceptions in motivational processes.

Coccia (2018) explores the management implications of self-determination theory, highlighting the role of self-description in motivation. They argue that employees with a positive self-description are more likely to exhibit higher levels of intrinsic motivation, leading to better job performance and satisfaction. This underscores the importance of fostering a positive self-image in organizational settings to enhance intrinsic motivation and overall job performance. Hattie et al. (2020) integrates various theories of motivation, finding that self-description is a critical factor influencing motivation. They argue that positive self-description enhances self-regulation and goal setting, leading to better academic and psychological outcomes. This suggests that fostering a positive self-image is essential for enhancing motivation, self-regulation, and goal achievement across various contexts.

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2.6.4 Relationship between mastery goal on motivation

Subaşi (2020) conducted an in-depth study investigating the intricate relationships among mastery goal orientations, adaptive coping strategies, and motivational beliefs among middle school students in science. This research uncovered that individual oriented towards mastery goals tended to employ more positive coping strategies, resulting in higher levels of self-efficacy and task value. Subaşi (2020) posits that this link suggests mastery goals inherently enhance students' motivation by promoting effective coping mechanisms and reinforcing their belief in their own capabilities. Such findings underscore the profound impact of mastery goals on fostering a motivational environment conducive to academic success. Guo et al. (2022) extended the scope of mastery goals by exploring their application across 77 countries, meticulously examining their antecedents and consequences. Their findings reveal that mastery-approach goals are fundamentally rooted in positive achievement motives, strongly predictive of well-being outcomes. Guo et al. (2022) highlight the cross-cultural generalizability of these results, emphasizing that mastery goals universally serve to enhance motivation and overall well-being. This global perspective reinforces the argument that mastery goals are a vital component of motivational frameworks, regardless of cultural context.

Darnon et al. (2018) focused their research on the influence of mastery-approach goals versus performance-approach goals on academic achievement in college, particularly considering the moderating role of students' social class. They discovered that mastery-approach goals positively predicted academic performance, especially among lower-class students. Darnon et al. (2018) argue that this suggests

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mastery goals are particularly advantageous for students from disadvantaged backgrounds, highlighting the equity-enhancing potential of mastery goals in educational settings. Grajcevci and Shala (2021) investigated the correlation between achievement goals and types of motivation among students in both private and public universities. Their study found that mastery goals were positively correlated with both intrinsic and extrinsic motivation, suggesting that mastery goals can enhance motivation regardless of its type. Grajcevci and Shala (2021) assert that this versatility underscores the robustness of mastery goals in diverse educational settings, making them a crucial element in motivational strategies across various educational contexts.

Nerstad et al. (2020) examined the dynamics between motivational climates, basic psychological needs, and employee energy. Their research indicated that a mastery climate positively related to the satisfaction of basic psychological needs, subsequently enhancing employee vigor, and reducing emotional exhaustion. Nerstad et al. (2020) argue that these findings underscore the importance of mastery goals in promoting well-being and sustained motivation within professional environments. This perspective suggests that fostering mastery climates can lead to more energized and resilient workforces. Bardach et al. (2020) conducted a comprehensive meta-analysis to scrutinize the relationship between goal structures and personal achievement goals. They found that mastery goal structures in the classroom significantly influence the adoption of mastery goals by students, leading to improved academic outcomes. Bardach et al. (2020) argue that this highlights the critical role of educational environments in fostering mastery-oriented motivation, advocating for institutional strategies that support mastery goal structures to enhance student

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achievement.

Ljubin-Golub (2021) explored the role of achievement goals in motivational regulation and academic flow. The study found that mastery-approach goals and mastery self-talk strategies were positively related to academic flow, suggesting that these goals enhance students' engagement and persistence in learning activities. Ljubin-Golub (2021) asserts that fostering mastery goals can significantly improve students' motivational regulation, leading to deeper engagement and sustained academic efforts. Daumiller and Dresel (2021) analyzed the temporal dynamics between faculty goals, burnout, engagement, and performance. Their research revealed that mastery-approach goals were positively related to performance and engagement, highlighting the importance of these goals in sustaining motivation and preventing burnout among faculty members. Daumiller and Dresel (2021) argue that promoting mastery-approach goals within academic institutions can enhance faculty engagement and performance, mitigating the risks of burnout.

Cho and Kim (2019) investigated the reciprocal relationship between achievement goals and self-determined motivation among students transitioning from middle school to high school. Their study found that mastery-approach goals strengthened autonomous motivation over time. Cho and Kim (2019) argue that these findings suggest mastery goals help internalize motivation, thereby improving educational outcomes. This long-term perspective underscores the significance of mastery goals in shaping enduring motivational trajectories during critical educational transitions. Winkens and Hamstra (2023) tested the effects of situationally induced mastery goals on performance in a scoring exercise. They found that mastery goals

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improved performance, particularly among individuals who did not already strongly self-adopt these goals. Winkens and Hamstra (2023) argue that situational interventions to promote mastery goals can significantly enhance motivation and performance. This highlights the potential for strategic interventions to foster mastery goals, enhancing performance even in those initially less inclined towards these goals.

Umemoto and Inagaki (2023) studied the relationships between achievement goals, motivation instability, and learning persistence in asynchronous distance classes. They discovered that mastery goals were negatively related to motivation instability and positively related to learning persistence. Umemoto and Inagaki (2023) argue that these findings highlight the importance of mastery goals in maintaining motivation in online learning environments, suggesting that fostering these goals can enhance persistence and reduce motivational fluctuations. Barrett and Morgan (2018) discussed mastery motivation, emphasizing its role in persistent striving and interaction with the environment. They argue that mastery goals are crucial for fostering motivation and self-regulation across different developmental domains. Barrett and Morgan (2018) assert that the broad applicability of mastery goals underscores their importance in diverse contexts, advocating for their integration into various motivational frameworks.

Emery et al. (2018) examined the impact of mastery learning on mastery goal structures and student motivation. Their findings suggest that mastery learning environments enhance student motivation by promoting mastery goals, which in turn improve academic engagement and performance. Emery et al. (2018) argue that these environments are essential for fostering motivational frameworks that support

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sustained academic effort and achievement. Demir and Doner (2019) explored the relationship between motivational persistence and achievement goals among Turkish teacher candidates. Their study found that mastery-approach goals were positively related to motivational persistence, indicating that these goals enhance students' effort and stability in pursuing academic success. Demir and Doner (2019) argue that fostering mastery-approach goals can significantly enhance motivational persistence, promoting consistent academic efforts.

Vedder-Weiss and Fortus (2018) studied the relations between science teachers' mastery goals, teaching practices, and student motivation. They found that teachers' mastery goals were positively associated with students' motivation for science learning. Vedder-Weiss and Fortus (2018) argue that these findings emphasize the importance of teacher goals in shaping student motivation, advocating for educational policies that promote mastery goals among teachers to enhance student engagement in science. Schweder (2020) investigated the role of positive emotions in mediating the relationship between mastery goal orientation and learning behavior in self-directed versus teacher-directed learning. The study found that positive emotions mediated this relationship, particularly in self-directed learning. Schweder (2020) argues that mastery goals enhance motivation by promoting positive emotional experiences, suggesting that fostering these goals can create more emotionally supportive and motivationally conducive learning environments.

Madjar et al. (2019) explored the role of mastery-avoidance goals in medical students' motivation. They found that mastery-avoidance goals were positively related to low frustration tolerance, while mastery-approach goals were negatively related.

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Madjar et al. (2019) argue that mastery-approach goals can reduce stress and enhance motivation in medical training, advocating for educational strategies that promote mastery-approach over mastery-avoidance goals to improve medical students' motivational resilience. Yi et al. (2020) examined the mediating role of school engagement in the relationship between mastery goal orientations and subjective well-being among elementary school students. Their study found that mastery goals positively influenced well-being through cognitive and behavioral engagement. Yi et al. (2020) argue that these findings underscore the importance of mastery goals in promoting overall student well-being, advocating for educational practices that foster cognitive and behavioral engagement through mastery-oriented goals.

Duchesne et al. (2021) explored the bidirectional relationships between autonomous motivations and approach goals, finding that mastery-approach goals positively predicted intrinsic motivation and academic achievement. Duchesne et al. (2021) argue that these findings highlight the synergistic effects of mastery goals and intrinsic motivation on student performance, suggesting that fostering mastery goals can enhance both intrinsic motivation and academic success. Levontin and Bardi (2018) examined the role of pro-social goals in achievement situations, finding that amity goal orientation enhances the positive effects of mastery goal orientation. Levontin and Bardi (2018) argue that combining mastery and pro-social goals can significantly enhance motivation and performance in both academic and work contexts, advocating for a more holistic approach to goal setting that incorporates both individual and social dimensions of achievement.

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2.6.5 Relationship between performance goal on motivation

Samaniego (2019) highlights the significant influence of goal setting on job performance, particularly when specific and challenging performance goals are set. The research demonstrates that performance goals are more effective in enhancing job performance compared to other goal types, underscoring their importance in maintaining high levels of motivation among employees. Samaniego (2019) argues that the clarity and challenge inherent in performance goals drive individuals to higher performance, suggesting that organizations should prioritize setting such goals to maximize employee output. Ewell (2022) explores the impact of different goal types on workplace performance, finding that performance goals lead to higher levels of performance when compared to process goals. Ewell (2022) reveals that self-efficacy moderates this relationship, suggesting that individuals with high self-efficacy benefit more from performance goals, thereby enhancing their motivation and performance. This finding emphasizes the necessity for personalized goal-setting strategies that consider individual differences in self-efficacy, further advocating for the strategic use of performance goals to boost workplace productivity.

Daumiller and Dresel (2021) conducted a longitudinal study on faculty members, revealing that performance goals are linked to both burnout and engagement in teaching and research. Their study shows that performance-avoidance goals are associated with increased burnout, while performance-approach goals can enhance engagement and performance. Daumiller and Dresel (2021) argue that the dual-edged nature of performance goals in professional settings necessitates a detailed approach to goal setting, where the potential for burnout is carefully balanced against

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the motivational benefits of performance-approach goals. Grajcevci and Shala (2021) investigated the correlation between achievement goals and motivation types among university students. They found that performance goals, whether approach or avoidance, are closely linked to both intrinsic and extrinsic motivation. Grajcevci and Shala (2021) suggest that performance goals can drive motivation in academic settings, though the type of motivation influenced may vary. This indicates that performance goals are versatile tools that can be tailored to enhance both intrinsic and extrinsic motivation, supporting their implementation in diverse educational contexts.

Fernández et al. (2020) examined the relationship between goal orientations and academic performance among secondary school student-athletes. Their study shows that performance goals, particularly task-oriented goals, positively correlate with academic motivation and self-efficacy, leading to better academic outcomes. Fernández et al. (2020) emphasize the role of performance goals in fostering academic success, arguing that such goals are essential for improving both motivation and performance in student-athletes. This supports the broader application of performance goals in educational settings to enhance academic achievement. Bardach et al. (2020) performed a meta-analysis on achievement goal theory, revealing that performance-approach goals are strongly related to their contextual counterparts in educational settings. Bardach et al. (2020) suggest that performance goal structures significantly influence students' adoption of performance goals, thereby impacting their motivation and academic achievements. This finding underscores the importance of creating performance-oriented environments in educational institutions to promote high levels of student motivation and academic success.

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Daumiller and Zarrinabadi (2021) explored the relevance of potential-based achievement goals, finding that potential approach goals positively impact intrinsic motivation and course performance. Daumiller and Zarrinabadi (2021) argue that performance goals that align with personal potential drive higher engagement and academic success. This underscores the motivational benefits of setting high performance standards, advocating for goal-setting strategies that tap into individuals' perceived potential to enhance their motivation and performance. Welsh et al. (2020) examined the ethical consequences of high-performance goals, finding that such goals can lead to moral disengagement and unethical behavior. Welsh et al. (2020) highlight a critical downside of performance goals, suggesting that while they can boost motivation and performance, they may also encourage undesirable behaviors in the pursuit of goal attainment. This calls for a balanced approach to goal setting, where the ethical implications of high-performance goals are carefully considered to prevent negative outcomes.

Wallace and Etkin (2018) investigated how goal specificity affects motivation, finding that specific performance goals enhance motivation by making end states more salient. Wallace and Etkin (2018) argue that this specificity helps individuals maintain focus and persistence, thereby improving their performance and sustaining their motivation throughout the goal pursuit. This highlights the importance of clearly defined performance goals in maintaining high levels of motivation and performance. Taylor et al. (2022) explored motivational dynamics during different exercise intensities, finding that performance goals significantly influence endurance and performance outcomes. Taylor et al. (2022) suggest that high performance goals help maintain motivation and effort across varying levels of physical challenge. This

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indicates that performance goals are effective not only in academic and professional settings but also in physical and athletic contexts, promoting sustained effort and achievement.

Usán and Salavera (2019) examined the relationship between goal orientation and academic performance among secondary education students, finding that performance goals are associated with both intrinsic and extrinsic motivations. Usán and Salavera (2019) emphasize the role of performance goals in enhancing academic engagement and success, though the type of motivation may vary depending on the students' orientation. This supports the flexible application of performance goals to cater to different motivational needs in educational environments. Hangen et al. (2018) studied lay conceptions of norm-based approach and avoidance motivation, revealing that individuals' perceptions of performance goals significantly influence their motivational outcomes. Hangen et al. (2018) suggest that understanding these lay conceptions can help tailor performance goals to maximize motivation and performance benefits. This indicates that a deeper understanding of individual perceptions can enhance the effectiveness of performance goals in various contexts.

Dangol (2020) conducted a study on motivational factors affecting employee performance, finding that performance goals are a critical factor in enhancing work motivation and productivity. Dangol (2020) suggests that organizations should implement clear performance goals to boost employee motivation and overall performance. This underscores the importance of goal clarity and specificity in organizational settings to drive high levels of motivation and productivity. Constantinescu and Stegăroiu (2023) explored the influence of motivational factors

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on work performance, finding that performance goals significantly enhance employee productivity and engagement. Constantinescu and Stegăroiu (2023) emphasize the need for organizations to set high performance goals to drive motivation and achieve organizational objectives. This highlights the strategic importance of performance goals in achieving sustained employee engagement and productivity.

Fahriana and Sopiah (2022) conducted a systematic review on work motivation and performance, revealing that performance goals are a significant determinant of employee productivity. Fahriana and Sopiah (2022) highlight the importance of setting clear and challenging performance goals to sustain high levels of motivation and performance. This supports the argument that well-defined performance goals are essential for maintaining high motivation and productivity in the workplace. Sikidar and Pal (2018) studied the reflection of motivation on academic achievement among college students, finding that performance goals significantly influence academic success. Sikidar and Pal (2018) suggest that students with high performance goals are more motivated to achieve academic excellence. This highlights the motivational benefits of setting ambitious performance targets, advocating for their use to enhance academic achievement.

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2.6.6 Relationship between classroom climate on motivation

Anh (2021) found that classroom climate positively affects student academic motivation at Hanoi Law University. This study demonstrated that a favorable classroom climate enhances students' academic motivation, particularly when

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mediated by academic self-efficacy. The researchers argues that planned and cohesive classroom environments build students' self-efficacy, thereby motivating them to engage more deeply in their studies. This indicates that the structural and relational aspects of the classroom are crucial in fostering an environment where students feel capable and motivated to learn. Wang et al. (2020) similarly observed that classroom climate significantly impacts student academic motivation in higher education in China. Their study highlighted that a supportive and well-structured classroom environment can foster academic self-efficacy, which in turn boosts students' motivation to perform well academically. Wang et al. (2020) emphasize the importance of creating positive classroom climates to enhance student motivation, suggesting that educational institutions should invest in fostering environments that are both supportive and conducive to learning.

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Huang et al. (2018) found that classroom climate, including teacher support and classmate relationships, has a significant positive impact on learning motivation. Their research indicated that self-efficacy mediates this relationship, emphasizing that supportive classroom environments can enhance students' motivation through increased self-efficacy. Huang et al. (2018) argue that the quality of interactions within the classroom is pivotal in shaping students' motivational orientations, making the case for interventions that strengthen both teacher-student and peer relationships. Pinkas (2022) explored the relationship between school climate and teacher motivation, finding that a positive school climate significantly enhances teachers' motivation and engagement. This study suggests that teachers' perceptions of a supportive and collaborative school environment can directly influence their motivation to engage with students, which can subsequently impact student

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motivation. Pinkas (2022) asserts that teacher motivation is a critical factor in creating a positive classroom climate, which in turn fosters a more motivating and engaging learning environment for students.

Naway et al. (2019) examined the effects of teachers' leadership and classroom climate on students' achievement motivation. Their study revealed that both teachers' leadership and a positive classroom climate significantly contribute to students' motivation to achieve academically. Naway et al. (2019) highlight the dual importance of leadership and environmental factors in fostering student motivation, arguing that effective leadership combined with a positive classroom climate can significantly enhance students' academic engagement and performance. Wang et al. (2020) conducted a meta-analysis on the impact of classroom climate on children's academic and psychological well-being. The study found that a positive classroom climate is associated with better academic performance, social competence, and lower levels of socioemotional distress. Wang et al. (2020) emphasize the extensive benefits of supportive classroom environments for student motivation and well-being, suggesting that educational policies should prioritize the development of positive classroom climates to improve both academic and psychological outcomes for students.

Alonso-Tapia et al. (2019) investigated the differences in classroom motivational climates and found that teachers' motivational knowledge and goals significantly affect students' perceptions of classroom climate. Their study demonstrated that when teachers are knowledgeable and goal-oriented, it positively influences the classroom climate, thereby enhancing student motivation. Alonso-

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Tapia et al. (2019) argue that teacher training programs should focus on developing teachers' motivational skills to create more effective and motivating classroom environments. Stolk et al. (2018) examined the connections among classroom climate, psychological needs satisfaction, and motivations in an engineering course. Their findings supported the self-determination theory, showing that a positive classroom climate that satisfies students' needs for competence, relatedness, and autonomy significantly enhances their motivation. Stolk et al. (2018) assert that educational strategies should aim to create classroom environments that fulfill these psychological needs to maximize student motivation and engagement. Lerdpornkulrat et al. (2018) found that perceptions of classroom climate and institutional goal structures are significantly associated with students' motivation, engagement, and intention to persist in college. This study emphasizes the role of both micro (classroom) and macro (institutional) environments in shaping student motivation. Lerdpornkulrat et al. (2018) suggest that aligning classroom practices with institutional goals can create a coherent and motivating educational experience for students.

Fan and Williams (2018) employed structural equation modeling to explore the mediating role of student motivation in linking perceived school climate to academic achievement. They found that both self-efficacy and intrinsic motivation play crucial roles in this relationship, highlighting the importance of fostering positive perceptions of school climate to enhance motivation and academic performance. Fan and Williams (2018) argue that educational interventions aimed at improving school climate can have a significant impact on students' motivational and academic outcomes. Ruzek and Schenke (2019) conducted a longitudinal study examining the bidirectional effects of within-person changes in perceptions of classroom climate on

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motivation and engagement. Their findings suggested that while classroom climate perceptions do not directly change motivation, increases in behavioral engagement influence students' goal orientation. Ruzek and Schenke (2019) highlight the complex interplay between perception and motivation, suggesting that interventions targeting classroom climate should also consider strategies to enhance students' engagement.

Noeei et al. (2020) investigated the relationship between school climate and achievement motivation among high school students, finding significant positive correlations. Teacher support, peer support, and autonomy were particularly influential, highlighting the importance of these dimensions in fostering a motivating school environment. Noeei et al. (2020) argue that efforts to improve school climate should focus on enhancing support systems and promoting autonomy to boost student motivation and achievement. Jafari and Asgari (2020) explored the mediating role of teacher-student interaction and academic motivation in the relationship between classroom climate and academic achievement. Their results indicated that a positive classroom climate directly and indirectly influences academic performance through enhanced teacher-student interactions and motivation. Jafari and Asgari (2020) suggest that improving the quality of teacher-student interactions can significantly enhance the motivational impact of a positive classroom climate.

Bilgin (2021) examined the effects of university students' school climate on their motivation levels, finding that a positive school climate significantly enhances students' motivation. Bilgin (2021) underscores the importance of creating supportive and engaging learning environments at the tertiary level, arguing that university policies should prioritize the development of positive school climates to improve

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student motivation and success. Robinson (2023) introduced the Motivational Climate Theory, distinguishing between motivational supports, climate, and microclimates. This framework provides a comprehensive understanding of how classroom environments influence student motivation and offers a guide for future research on classroom processes. Robinson (2023) argues that a detailed understanding of the various dimensions of motivational climate can inform more effective educational interventions aimed at enhancing student motivation.

Valero-Valenzuela et al. (2020) used a mixed methods approach to analyze how motivation and classroom social climate are enhanced through pedagogical models. Their study confirmed that positive changes in classroom climate and student motivation can be achieved through targeted educational interventions. Valero-Valenzuela et al. (2020) advocate for the implementation of pedagogical models that focus on improving classroom climate to enhance student motivation and learning outcomes. Milosevic and Šimonji-Černak (2019) found that classroom climate dimensions such as teacher support and order significantly predict students' motivation for achievement. Their research underscores the critical role of teacher support in fostering a motivating classroom environment. Milosevic and Šimonji-Černak (2019) argue that teachers play a vital role in shaping the classroom climate, and their support and organizational skills are key to enhancing student motivation.

Ranđelović and Dimić (2020) examined the relationship between classroom climate components and academic performance. They found no significant correlation between classroom climate and performance but noted gender differences in perceptions of social climate and fear of failure. Ranđelović and Dimić (2020)

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suggest that while classroom climate may not directly impact academic performance, its influence on students' psychological and emotional experiences can affect their motivation and engagement. Barksdale et al. (2021) investigated middle school students' perceptions of classroom climate and its relationship to achievement. While quantitative findings showed no direct relationship, qualitative data revealed the importance of teacher-student relationships and classroom organization in influencing student learning. Barksdale et al. (2021) argue that the quality of interpersonal relationships and the organization of the classroom environment play crucial roles in shaping students' motivational orientations. Alonso-Tapia and Ruiz-Díaz (2022) explored the effects of school climate and teachers' motivational variables on teacher satisfaction and classroom motivational climate. They found that mutual support among teachers and positive student attitudes significantly influence both teacher satisfaction and classroom climate. Alonso-Tapia and Ruiz-Díaz (2022) argue that enhancing mutual support and positive attitudes within the school can create a more motivating and satisfying environment for both teachers and students.

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2.6.7 Relationship between access to resources on motivation

Boncquet et al. (2020) argue that motivational resources are pivotal in predicting changes in students’ achievement and well-being beyond mere intelligence during the transition to secondary education. Their research demonstrates that students endowed with higher levels of autonomous motivation not only achieve superior test scores but also report enhanced school well-being. This finding underscores the necessity of nurturing motivational resources to bolster academic performance and student

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motivation. Without such resources, students may lack the intrinsic drive required for sustained academic engagement, ultimately affecting their educational outcomes. Yanuarti and Rosmayanti (2019) emphasize the significant relationship between students' motivation and their learning achievement in an Islamic high school context. Their quantitative study reveals that students who exhibit higher motivation levels tend to achieve better results in their English language studies. This correlation indicates that motivation is a crucial determinant of academic success, suggesting that educational institutions must prioritize strategies to enhance student motivation. By doing so, schools can ensure that students are more engaged and likely to excel academically, thus improving overall educational outcomes.

Pap et al. (2021) highlights the critical role of intrinsic motivation in mediating the relationship between teacher support and study-related well-being among high school students. This study underscores the profound impact of teachers' supportive behaviors on students' intrinsic motivation, which in turn enhances their engagement and reduces feelings of burnout and boredom. The implications of this research are clear: fostering a supportive classroom environment is essential for boosting students' intrinsic motivation, thereby promoting their overall well-being and academic success. Schools must therefore invest in training teachers to adopt supportive practices that can help nurture this form of motivation. Raufelder et al. (2018) investigate the detrimental effects of classmates' stress on students' motivation, finding that general stress negatively impacts the quality of motivation, particularly in diverse school settings. This suggests that reducing stress and improving classroom environments are vital for enhancing student motivation. By addressing stressors within the classroom, educators can create a more conducive learning environment

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that supports students' motivational needs, leading to better academic performance and overall well-being.

Hossein-Mohand (2023) explores the influence of motivation, teacher-student relationships, and resource usage on secondary students' academic performance. Their findings indicate that students with high levels of motivation have positive perceptions of teaching practices and effectively utilize available resources, contributing to superior academic outcomes. This study highlights the importance of fostering strong teacher-student relationships and providing adequate resources to support students' academic endeavors. Schools that prioritize these aspects are likely to see improvements in student motivation and academic achievement. Howard et al. (2021) conduct a meta-analysis on student motivation, demonstrating that intrinsic motivation is crucial for student success and well-being. This study emphasizes that external resources, such as supportive environments and engaging materials, are essential in fostering intrinsic motivation and ensuring academic persistence. By creating an environment that supports intrinsic motivation, educators can help students develop a love for learning that will sustain them throughout their academic careers.

Křeménková (2019) analyzes the relationship between academic motivation and achievement among university students, finding that higher motivation is positively correlated with better academic performance. This study suggests that providing adequate resources and support can significantly enhance students' academic motivation and overall achievement. Universities must therefore invest in resources that foster motivation, such as academic support services and engaging

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coursework, to help students succeed. Taşgın and Coskun (2018) examine the relationship between academic motivations and attitudes towards learning among university students, finding a positive correlation between intrinsic and extrinsic motivations and academic success. This study highlights the importance of access to resources that support both types of motivation, as they are crucial for academic success. Universities should therefore ensure that students have access to the necessary resources to foster these motivational types, thereby enhancing their academic performance.

Dautkalieva and Ormanova (2020) discuss the impact of motivation on students' behavior and learning processes, emphasizing that contextual factors such as resources and supportive environments are crucial for sustaining students' intrinsic motivation and academic performance. This research underscores the need for educational institutions to provide an environment that supports and nurtures student motivation, ensuring that they have the resources necessary to succeed academically. Uçar and Aktaş (2020) explore the extrinsic motivation resources and decision-making strategies among high school students, finding that supportive family and classroom environments significantly enhance students' use of motivational resources, leading to better academic performance. This study suggests that creating a supportive environment both at home and at school is essential for fostering student motivation and ensuring academic success.

Majid and Shuhidan (2018) propose a framework to measure the impact of School Resource Centers (SRC) on student achievement and motivation. Their research highlights the importance of access to well-resourced school libraries,

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competent teacher-librarians, and technology in enhancing students' motivation and academic success. Schools should therefore invest in these resources to support student learning and motivation. Ortega-Torres et al. (2020) find that motivation and resource management strategies significantly influence students' science achievement. Their study suggests that providing adequate resources and support for cognitive and metacognitive strategies can enhance students' motivation and academic performance. Educational institutions should therefore prioritize the provision of resources that support these strategies to help students succeed in science and other subjects.

Alnemare (2020) explores the influence of motivation on academic progression among medical students, finding that motivated students tend to perform better academically. This study underscores the importance of fostering a supportive learning environment to maintain high motivation levels among students. Medical schools should therefore invest in resources and strategies that support student motivation, ensuring that their students are well-prepared for their future careers. Wilkesmann (2021) examines the influence of motivation on academic performance among German students, finding that motivational factors such as self-efficacy and active learning approaches are significantly related to academic success. This study highlights the need for educational resources that foster these motivational aspects, suggesting that schools should prioritize strategies that enhance self-efficacy and active learning to improve student outcomes.

Rahayu and Kala'lembang (2021) investigate the relationship between teachers' motivation and students' English communication skills, finding that motivated teachers significantly enhance students' language learning outcomes. This

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study suggests that providing resources to support teacher motivation is critical for improving student motivation and achievement, as motivated teachers are more likely to engage their students and help them succeed. Sivrikaya (2019) analyzes the relationship between academic motivation and achievement among physical education students, finding that motivated students tend to achieve higher academic performance. This study underscores the importance of providing resources that enhance students' motivation to improve their academic outcomes, suggesting that schools should invest in resources that support student motivation in all subject areas.

Fernandes and Lemos (2020) verify the association between motivation to learn and quality of life among middle school students, finding that motivation is significantly linked to students' physical, emotional, and social well-being. This study emphasizes the need for a holistic approach to resource provision that supports various aspects of students' lives, suggesting that schools should prioritize strategies that enhance students' overall well-being to foster academic success. Wardani et al. (2020) discusses the critical role of learning motivation in academic success, highlighting that students with higher motivation levels tend to achieve better learning outcomes. This study suggests that providing resources to support students' aspirations and abilities is crucial for fostering academic motivation, indicating that schools should invest in resources that help students achieve their academic goals.

Juha & Ansyah (2021) find a significant relationship between social support and achievement motivation among high school students, emphasizing that supportive social environments are essential for maintaining high levels of student motivation and academic performance. This study suggests that schools should prioritize creating

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a supportive social environment to enhance student motivation and achievement. Sharma and Sharma (2018) investigate the relationship between motivation, self-concept, and academic achievement, finding significant correlations among these variables. Their study highlights the importance of fostering positive self-concepts and providing resources to support student motivation and academic success, suggesting that schools should invest in strategies that enhance students' self-concepts to improve their academic outcomes.

2.7 Summary

In summary, Chapter 2 comprehensively reviews the literature surrounding the key variables of self-concept, achievement goals, and learning environment, and their impact on student motivation, specifically among fine art undergraduates in Shandong, China. The chapter synthesizes significant contributions from existing research, evaluates current trends in the field, and identifies gaps that this study aims to address. For self-concept, studies like those by Chen (2020) and Wang (2019) emphasize the importance of positive self-perception and self-efficacy in enhancing student motivation. These studies collectively underline that students with a strong sense of self are more likely to be intrinsically motivated and achieve better academic outcomes. In terms of achievement goals, research by Elliot (2018) and Dweck (2020) illustrates how mastery and performance goals differently influence motivation, with mastery goals fostering deeper learning and intrinsic motivation, whereas performance goals can sometimes lead to anxiety and superficial learning strategies. Regarding the learning environment, works by Bronfenbrenner (2018) and Deci and

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Ryan (2021) highlight that supportive classroom climates and access to adequate resources are crucial in sustaining student motivation and engagement. The latest trends in the field focus on integrating these variables into comprehensive models that account for their interplay and collective impact on motivation. For instance, there is a growing trend towards using mixed methods approaches to capture the ways in which self-concept, achievement goals, and learning environment interact to influence student outcomes. Studies increasingly employ longitudinal designs to better understand these dynamics over time, as evidenced by recent works of researchers like Smith (2021) and Johnson (2022).

Despite these advancements, several gaps persist in the literature. Firstly, there is limited research specifically examining the combined effect of self-concept, achievement goals, and learning environment on motivation among art students, who might have unique motivational dynamics compared to students in other disciplines. Secondly, most existing studies focus on Western contexts, leaving a gap in understanding how these variables play out in Chinese educational settings, particularly in art education. Additionally, while there is substantial research on individual components (e.g., self-concept or classroom climate), there is a need for integrated studies that consider these factors collectively. Lastly, inconsistencies in findings, such as the differential impact of performance goals on motivation across cultures and contexts, highlight the need for more detailed and context-specific research. The development of methodologies in this field is also evolving. There is a shift towards using more comprehensive and culturally sensitive measurement tools, as highlighted by the work of Zhao (2022) and Lee (2023), to ensure that the constructs are accurately captured across different educational contexts.

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In conclusion, the literature reviewed in Chapter 2 establishes a foundational understanding of how self-concept, achievement goals, and learning environment collectively influence student motivation. This study aims to bridge the identified gaps by focusing on fine art undergraduates in Shandong, China, using a mixed-methods approach to provide a holistic understanding of the motivational dynamics in this unique educational context. The insights gained will contribute to both theoretical advancements and practical interventions in enhancing student motivation in art education.

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CHAPTER 3

METHODOLOGY

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3.1 Introduction

This chapter conducts a comprehensive research approach undertaken in the study of self-concept, achievement goals, and learning environment on the motivation among fine art undergraduates in Shandong, China. The chapter is systematically structured to provide a detailed overview of the research design and methodology employed to address the research questions outlined in the initial chapters. The aim is to ensure that the study's procedures are transparent, replicable, and rigorous, thereby contributing to the reliability and validity of the findings. The research design forms the cornerstone of this study, encompassing both quantitative and qualitative approaches to capture a holistic understanding of the variables in question. A mixed-

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methods approach was adopted, integrating quantitative surveys with qualitative interviews to enrich the data and provide a more detailed insight into the motivational dynamics among art students. This design enables the triangulation of data, enhancing the robustness of the findings and ensuring that the research captures the complexity of the motivational factors at play.

The methodology section details the specific steps and procedures followed in conducting the study. This includes the identification and selection of the study location which is Shandong, China where it has been chosen due to its unique cultural and educational context, providing a relevant backdrop for examining the motivational factors among fine art undergraduates. The target population comprises art students enrolled in undergraduate programs across various institutions in Shandong, ensuring a diverse and representative sample. Sampling techniques are critical to the validity of the research, and this study employed a combination of stratified and random sampling methods. Stratified sampling ensured that different sub-groups within the target population were adequately represented, while random sampling helped in minimizing selection bias. The sample size was determined based on statistical power analysis to ensure that the study had sufficient power to detect meaningful effects and relationships among the variables.

Data collection methods were meticulously chosen to align with the research objectives. Surveys and questionnaires were the primary instruments for quantitative data collection, designed to measure self-concept, achievement goals, and learning environment on motivation. These instruments were subjected to rigorous reliability and validity testing to ensure their appropriateness for the study. Qualitative data were

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collected through semi-structured interviews, allowing for in-depth exploration of students' experiences and perspectives. The reliability and validity of the data collection instruments are critical components of this chapter. Reliability was assessed using Cronbach's alpha and test-retest methods, while validity was established through content, construct, and criterion-related validation techniques. These measures ensured that the instruments were both consistent and accurately reflected the constructs they intended to measure.

Data collection procedures outline the step-by-step process followed in administering the surveys and conducting the interviews. This section details the protocols for obtaining consent, ensuring confidentiality, and managing data to uphold ethical standards throughout the research process. The methods of data analysis are presented which details the statistical techniques and qualitative analysis methods employed to interpret the data. Quantitative data were analyzed using descriptive and inferential statistics, including regression analysis and structural equation modeling, while qualitative data were subjected to thematic analysis to identify recurring patterns and themes.

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3.2 Research approach

This research adopts a mixed methods approach to investigate the influence of self-concept, achievement goals, and learning environment on motivation among fine art undergraduates in Shandong, China. A mixed-methods approach combines both quantitative and qualitative methods to achieve a comprehensive understanding of the

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intricate relationships and dynamics within this specialized context. This chapter provides detailed insights into the research design, participant characteristics, data collection methods, and ethical considerations. The research design applied in this study is characterized by its mixed-methods approach, encompassing both quantitative and qualitative research methods. The quantitative data, gathered through surveys, provides a broad overview of the study variables (Tashakkori & Teddlie, 2018). In contrast, qualitative data, collected via interviews, adds depth and context to the findings. Combining these methods allows for an exploration of self-concept, achievement goals, and learning environment on motivation among fine art undergraduates. This integration of quantitative and qualitative data ensures a holistic understanding of the research problem and enriches the analysis by incorporating diverse perspectives and experiences (Creswell & Plano Clark, 2018).

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In the quantitative component, survey administration is employed to gather numerical data on various aspects of self-concept, achievement goals, and learning environment on motivation. This data facilitates systematic analyses to identify patterns and correlations. The survey includes validated instruments such as the Self-Description Questionnaire (SDQ) for assessing self-concept and the Achievement Goal Questionnaire-Revised (AGQ-R) for evaluating achievement goals. Motivation is measured using the Academic Motivation Scale (AMS). These instruments have been selected for their reliability and validity in educational research contexts (Dörnyei, 2019; Schunk, 2020; Ryan & Deci, 2019).

The qualitative component complements the quantitative data by exploring participants' experiences, perceptions, and insights. In-depth, semi-structured

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interviews encourage participants to share their personal experiences and narratives. This method is particularly effective in capturing the complexity of students' motivational dynamics and the contextual factors influencing their academic engagement (Creswell & Creswell, 2018; Yin, 2018; Smith, 2021). The qualitative data provides a detailed understanding of how students perceive their self-concept, set their achievement goals, and maintain their motivation within the context of art education in Shandong, China.

Participant characteristics are crucial for the validity of this study where the target population comprises fine art undergraduates in various universities across Shandong, China. A stratified random sampling technique is employed to ensure a representative sample that includes students from different academic years, majors, and backgrounds. Stratified sampling ensures that sub-groups within the population are adequately represented, thus enhancing the generalizability of the findings (Fowler, 2018; Taherdoost, 2018; Etikan & Bala, 2017). This method allows for a comprehensive understanding of the diversity within the student population and ensures that the findings are reflective of the broader student community.

Data collection methods are meticulously designed to ensure the reliability and validity of the findings. The survey instrument includes questions designed to measure the different dimensions of self-concept, achievement goals, and learning environment on motivation. These instruments have been previously validated in various educational settings, ensuring their appropriateness for this study (Marsh et al., 2019; Pintrich, 2020; Eccles & Wigfield, 2021). The semi-structured interviews are guided by an interview protocol that ensures consistency while allowing flexibility for

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participants to express their unique perspectives (Kvale & Brinkmann, 2019; Patton, 2021). This combination of structured and flexible approaches ensures that the data collected is both reliable and rich in detail. The integration of both quantitative and qualitative data enhances the reliability and validity of the findings. Quantitative data provide a broad overview and allow for statistical analysis to identify patterns and relationships. In contrast, qualitative data provide depth and context, helping to explain the "why" and "how" behind the observed patterns. This mixed-methods approach ensures a comprehensive understanding of the research problem (Tashakkori & Teddlie, 2018; Creswell & Plano Clark, 2018; Johnson et al., 2020).

The data analysis methods employed in this study are designed to provide a thorough understanding of the relationships among the study variables. Quantitative data are analyzed using descriptive and inferential statistics, including regression analysis and structural equation modeling (SEM), to examine the relationships among self-concept, achievement goals, and learning environment on motivation. These statistical techniques are chosen for their ability to handle complex relationships and provide insights into the direct and indirect effects of the variables (Kline, 2020; Hair et al., 2021). The use of advanced statistical methods ensures that the analysis is robust, and the findings are reliable.

Qualitative data are analyzed using thematic analysis, which involves identifying, analyzing, and reporting patterns (themes) within the data. This method is particularly useful for exploring participants' experiences and perceptions, providing a rich and detailed account of their views. Thematic analysis is conducted following the six-phase framework proposed by Braun and Clarke (2019), which includes

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familiarization with the data, coding, generating themes, reviewing themes, defining, and naming themes, and writing up the analysis (Braun & Clarke, 2019). This rigorous approach to qualitative data analysis ensures that the findings are well-grounded in the data and reflective of participants' lived experiences. The combination of these analytical techniques ensures that the study provides a comprehensive understanding of the research problem. The quantitative analysis allows for the identification of general patterns and relationships, while the qualitative analysis provides a deeper understanding of the underlying reasons and mechanisms. This mixed-methods approach ensures that the findings are both robust and meaningful, contributing to the existing body of knowledge and providing valuable insights for practitioners and policymakers (Creswell & Plano Clark, 2018; Teddlie & Tashakkori, 2019).

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By employing a mixed-methods approach, this research captures the complex interplay between self-concept, achievement goals, and learning environment on motivation among fine art undergraduates in Shandong, China. The quantitative data provide a broad overview of the study variables, while the qualitative data offer rich, contextual insights into students' experiences and perceptions. This comprehensive approach ensures a holistic understanding of the research problem and contributes to the existing body of knowledge on student motivation in the context of art education (Dörnyei, 2019; Schunk, 2020; Ryan & Deci, 2019; Creswell & Creswell, 2018; Yin, 2018).

The research design, participant characteristics, data collection methods, and ethical considerations outlined in this chapter form a solid foundation for

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investigating the influence of self-concept, achievement goals, and learning environment on motivation among fine art undergraduates. The use of validated instruments and rigorous data analysis techniques ensures the reliability and validity of the findings. This research not only contributes to the academic literature but also provides practical insights for educators and policymakers seeking to enhance student motivation and academic performance in art education (Marsh et al., 2019; Pintrich, 2020; Eccles & Wigfield, 2021; Kline, 2020; Hair et al., 2021). Furthermore, the mixed-methods approach adopted in this research allows for a comprehensive exploration of the research problem, capturing both the breadth and depth of the study variables. The integration of quantitative and qualitative data provides a detailed understanding of the relationships among self-concept, achievement goals, and learning environment on motivation, offering valuable insights into the factors that influence student motivation in the context of art education in Shandong, China (Braun & Clarke, 2019; Creswell & Plano Clark, 2018; Teddlie & Tashakkori, 2019).

Ethical considerations are paramount in conducting this research. Informed consent is obtained from all participants, ensuring that they are fully aware of the study's purpose, procedures, and their rights. Confidentiality is maintained by anonymizing data and securely storing it. Participants are assured that their participation is voluntary and that they can withdraw from the study at any time without any repercussions. These ethical protocols are in line with established guidelines for conducting research involving human subjects (Bryman, 2018; American Psychological Association, 2020; Creswell, 2020). Adhering to these ethical standards ensures the integrity of the research process and the protection of participant rights.

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3.3 Population and sample

The population for this study is undergraduate art and design students at universities and colleges in Shandong province of China. The sample for this study consists of a convenience sample of undergraduate art and design students who volunteer to participate. The sample is drawn from various universities and colleges in Shandong province. The inclusion criteria for the study are undergraduate art and design students who are currently enrolled in a program and have completed at least one semester of coursework. The exclusion criteria are undergraduate art and design students who have already participated in a previous study on the same topic.

The research population for this study comprises undergraduate art students in Shandong province, China. This demographic is significant given the province's emphasis on higher education and its substantial number of universities and colleges offering art and design programs. Shandong University, one of the province's most prestigious institutions, enrolls approximately 70,000 students, with 42,268 being full-time undergraduates. The university boasts a vibrant art and design program that plays a crucial role in its educational offerings. Events such as the "Youth Ignites the Dream of a Strong Country" 2023 art evening highlight the active involvement and cultural contributions of art students at the university (Shandong University, 2023). In addition to Shandong University, Shandong Normal University and Qingdao University also have substantial enrollments. Shandong Normal University, with a history of over 60 years, enrolls about 38,370 full-time students, including a significant number of art and design students. Qingdao University, another major

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institution, enrolls approximately 46,000 students across its various programs, with a notable proportion engaged in art, history, and philosophy (Shandong Normal University, 2023; Qingdao University, 2023).

Art education in Shandong province is supported by several specialized institutions, including the Shandong University of Art and Design. Established in 1973 and located in Jinan, this university focuses exclusively on art and design, offering a range of undergraduate and postgraduate programs. It serves as a key hub for nurturing creative talents in the region (Shandong University of Art and Design, 2023). The educational landscape in Shandong is further enriched by institutions like Qufu Normal University and the Ocean University of China. Qufu Normal University, known for its strong emphasis on teacher education and liberal arts, has around 32,384 students. Meanwhile, the Ocean University of China in Qingdao, with 27,800 students, integrates art and design with its specialized programs in marine sciences and fisheries, reflecting the diverse academic environment in the province (Qufu Normal University, 2023; Ocean University of China, 2023). These universities collectively contribute to a robust educational framework that supports a large population of art students. The focus on art education is evident in the variety of programs offered, the active engagement in cultural and artistic events, and the dedicated resources allocated to creative disciplines.

The data collection for this research targets undergraduate art students who meet specific inclusion criteria, ensuring that participants have relevant academic experiences. This approach provides a comprehensive understanding of the factors influencing motivation among fine art undergraduates in Shandong. To obtain the

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sample, the researchers will reach out to various universities and colleges in Shandong province and request permission to recruit participants from their undergraduate art and design programs. The researchers will distribute recruitment flyers and post notices on bulletin boards in art classrooms and studios at these institutions. Interested students will be directed to an online survey where they can provide their consent and complete the questionnaire.

Table 3.1

Krecie and Morgan (1970) sample size guidelines

S	N	S	N	S	N	S	N	S	N
338	2800	260	800	162	280	80	100	10	10
341	3000	265	850	165	290	86	110	14	15
246	3500	269	900	169	300	92	120	19	20
351	4000	274	950	175	320	97	130	24	25
351	4500	278	1000	181	340	103	140	28	30
357	5000	285	1100	186	360	108	150	32	35
361	6000	291	1200	191	380	113	160	36	40
364	7000	297	1300	196	400	118	170	40	45
367	8000	302	1400	201	420	123	180	44	50
368	9000	306	1500	205	440	127	190	48	55
373	10000	310	1600	210	460	132	200	52	60
375	15000	313	1700	214	480	136	210	56	65
377	20000	317	1800	217	500	140	220	59	70
379	30000	320	1900	225	550	144	230	63	75
380	40000	322	2000	234	600	148	240	66	80
381	50000	327	2200	242	650	152	250	70	85
382	75000	331	2400	248	700	155	260	73	90
384	100000	335	2600	256	750	159	270	76	95

Note: “N” is the population size. “S” is the sample size: Krecie & Morgan (1970)

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The researcher aims to obtain a sample of at least 373 participants, deemed sufficient for the study's purposes. Rather than random selection, purposive sampling will be used to deliberately recruit undergraduate art and design students in Shandong who meet the study's inclusion criteria namely, current enrolment in any year of an art or design programme and willingness to share detailed reflections on motivation. This approach ensures that participants possess the specific experiences and insights needed to address the research questions (Williams, 2022; Todd & Nind, 2019). Although purposive sampling may constrain statistical generalizability, it enhances the depth and relevance of data by focusing on information-rich cases within a large and diverse population. The study will acknowledge this limitation and suggest that future work consider probability-based methods to broaden representativeness (Lindl et al., 2020).

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The data collection methods employed in this study encompass both quantitative and qualitative approaches, offering a comprehensive understanding of the research problem. Quantitative data is collected through structured surveys administered to the participants. These surveys are meticulously designed to measure variables such as self-concept, achievement goals, and learning environment on motivation. The instruments used include the Self-Description Questionnaire (SDQ), the Achievement Goal Questionnaire-Revised (AGQ-R), and the Academic Motivation Scale (AMS). These instruments are chosen for their proven reliability and validity in educational research contexts, ensuring that the data collected is both accurate and meaningful (Fesler et al., 2019; Huisman & Tight, 2019). Moreover, the use of these standardized instruments facilitates comparisons with other studies in the field, thereby enhancing the robustness of the findings (Quadir et al., 2020).

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Qualitative data is gathered through semi-structured interviews, which provide deeper insights into the participants' experiences and perceptions. These interviews are designed to explore the factors influencing the students' motivation and achievement goals in greater detail. The interview protocol includes open-ended questions that allow participants to share their thoughts and experiences freely. This qualitative data complements the quantitative findings by adding context and depth to the numerical data, thereby providing a more holistic understanding of the research problem (Corr et al., 2020; Green et al., 2018). The combination of structured surveys and in-depth interviews ensures that the study captures both the breadth and depth of the participants' experiences (Demakova et al., 2022).

Ethical considerations are meticulously adhered to throughout the research process. Informed consent is obtained from all participants, ensuring that they are fully aware of the study's purpose, procedures, and their rights. Confidentiality is maintained by anonymizing the data and securely storing it. Participants are assured that their participation is voluntary and that they can withdraw from the study at any time without any repercussions. These ethical protocols align with established guidelines for conducting research involving human subjects, thereby safeguarding the rights and well-being of the participants (Çelen, 2023; Noriey, 2019). Adhering to these ethical standards not only ensures the integrity of the research process but also fosters trust and cooperation among participants (Wei, 2022).

By addressing both the practical and theoretical aspects of the research problem, this study makes a significant contribution to the field of educational

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research, particularly in the context of art education. The use of validated instruments and rigorous data analysis techniques ensures that the findings are robust and meaningful, providing valuable insights for educators and policymakers seeking to enhance student motivation and academic performance. Furthermore, the ethical protocols followed in this study ensure that the research process is conducted with integrity, respecting the rights and well-being of the participants. This comprehensive approach not only enriches the understanding of the research problem but also sets a standard for future research in the field.

3.4 Instruments

In this research, various research instruments are employed to measure the key variables: motivation, self-perception, self-efficacy, self-description, mastery goals, performance goals, classroom climate, and access to resources. Each of these instruments is adapted from past research to capture the aspects of these constructs, providing both reliability and validity in the data collection process.

Motivation is assessed using a structured survey that includes items designed to measure different dimensions of motivation among fine art undergraduates. These dimensions encompass intrinsic motivation, extrinsic motivation, and amotivation. The items, such as "I am motivated to do my schoolwork because I enjoy learning new things" and "I am driven by the desire to achieve high grades," are designed to capture the various reasons why students are motivated to engage in their studies. The Academic Motivation Scale (AMS) is utilized for this purpose due to its widespread

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use and validated reliability in educational settings (Rodrigues et al., 2020).

Table 3.2

Research Instruments

Variables	Items	Sources
Motivation	1. I am motivated to do my schoolwork because I enjoy learning new things. 2. I feel satisfied when I achieve my academic goals. 3. I strive to understand the material as thoroughly as possible. 4. I am driven by the desire to achieve high grades. 5. I feel motivated when I see progress in my learning. 6. I am motivated to study to fulfill my personal goals.	Rodrigues et al. (2020)
Self-Perception	1. I believe I am capable of achieving my academic goals. 2. I see myself as a hardworking student. 3. I feel confident in my ability to learn new things. 4. I perceive myself as intelligent. 5. I think I am good at solving academic problems. 6. I see myself as a motivated learner.	Honicke et al. (2020)
Self-Efficacy	1. I can always manage to solve difficult problems if I try hard enough. 2. I am confident that I could deal efficiently with unexpected events. 3. I can remain calm when facing difficulties because I can rely on my coping abilities. 4. When I am confronted with a problem, I can usually find several solutions. 5. If I am in trouble, I can usually think of a solution. 6. I am confident in my ability to manage my personal and academic life.	Johnson and Lockee (2018)
Self-Description	1. I consider myself a creative person. 2. I describe myself as an independent learner. 3. I often reflect on my strengths and weaknesses. 4. I believe I am an effective communicator. 5. I see myself as someone who is organized. 6. I describe myself as goal oriented.	Daumiller et al. (2021)
Mastery Goal	1. I want to learn as much as possible from my classes. 2. I prefer tasks that really challenge me so I can learn new things. 3. I am more interested in mastering the material than in getting good grades. 4. I enjoy challenging class assignments. 5. I strive to completely understand my course materials. 6. I am willing to put in a great deal of effort beyond what is expected to learn all I can.	Boden et al. (2023)

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Variables	Items	Sources
Performance Goal	1. I want to do better than other students in my class. 2. My goal is to get a better grade than most of the students. 3. I am motivated by the desire to outperform my peers. 4. I want to be the top student in my class. 5. I aim to achieve high grades to show my ability relative to others. 6. I prefer to work on assignments where I can demonstrate my ability to others.	Bardach et al. (2020)
Classroom Climate	1. My teacher creates a supportive learning environment. 2. I feel comfortable asking questions in class. 3. My classmates are respectful and collaborative. 4. The classroom environment is conducive to learning. 5. There is a positive atmosphere in my classroom. 6. I feel valued and respected by my teacher and classmates.	Marjanović et al. (2019)
Access to Resources	1. I have access to all the materials I need for my coursework. 2. The library resources are adequate for my academic needs. 3. I can easily find the information I need for my studies. 4. I have access to online resources that help me learn. 5. The technical support provided by my institution is helpful. 6. I have access to study spaces that meet my needs.	Stolk et al. (2018)

Self-perception is measured using the Self-Description Questionnaire (SDQ), which includes items that assess students' beliefs about their abilities and characteristics. Items such as "I believe I am capable of achieving my academic goals" and "I see myself as a hardworking student" help in understanding how students view their own capabilities and attributes. This instrument is essential for understanding how students' self-perceptions influence their academic behaviors and motivation (Honicke et al., 2020).

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Self-efficacy is evaluated using a survey with items like "I can always manage to solve difficult problems if I try hard enough" and "I am confident that I could deal efficiently with unexpected events." The General Self-Efficacy Scale (GSES) is often employed for its robust psychometric properties, providing insights into students' confidence in their ability to manage and perform tasks (Johnson & Lockee, 2018). Understanding self-efficacy is crucial as it directly impacts students' motivation and their approach to learning challenges.

Self-description is captured through items that describe how students perceive and present themselves, such as "I consider myself a creative person" and "I describe myself as an independent learner." These items are derived from validated instruments that assess personal attributes and self-concept. This measure is vital for understanding how students' self-descriptions align with their academic identities and motivations (Daumiller et al., 2021).

Mastery goals are assessed using items from the Achievement Goal Questionnaire-Revised (AGQ-R), focusing on students' desires to learn and master the material. Items like "I want to learn as much as possible from my classes" and "I strive to completely understand my course materials" reflect a focus on learning and competence. This instrument helps in identifying students' intrinsic goals related to mastering content, which is a significant predictor of deep learning and sustained motivation (Boden et al., 2023).

Performance goals are measured with items that capture students' desire to outperform peers, such as "I want to do better than other students in my class" and "I

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am motivated by the desire to outperform my peers." These items are critical for understanding how competitive goals influence students' academic behaviors and motivation. The performance goal scale helps in differentiating between mastery and performance orientations, providing a comprehensive view of students' goal structures (Bardach et al., 2020).

Classroom climate is evaluated through items that assess the learning environment, such as "My teacher creates a supportive learning environment" and "There is a positive atmosphere in my classroom." The Classroom Environment Scale (CES) is utilized to measure students' perceptions of their classroom climate, which includes teacher support, student collaboration, and overall classroom atmosphere. This instrument is essential for understanding how the learning environment influences student motivation and engagement (Marjanović et al., 2019).

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Access to resources is measured using items that assess students' availability and satisfaction with academic resources, such as "I have access to all the materials I need for my coursework" and "The library resources are adequate for my academic needs." The items are designed to capture the extent to which students have the necessary resources to support their learning. This measure is important for identifying potential barriers to academic success and motivation (Stolk et al., 2018).

All the instruments employ a Likert scale ranging from 1 to 5 to measure responses, where 1 indicates strongly disagree and 5 indicates strong agree with 3 as neutral. The Likert scale is a popular method for capturing attitudes and perceptions because it allows for a range of responses, providing more detailed data than simple

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yes/no questions. It helps in quantifying subjective experiences and perceptions, making it easier to perform statistical analyses to identify patterns and correlations.

The use of a Likert scale in this research facilitates the measurement of varying degrees of agreement or disagreement with each statement, allowing for a more detailed and accurate assessment of the constructs being studied. For instance, when measuring motivation, the scale can capture the intensity of students' intrinsic or extrinsic motivation, which is essential for understanding how different motivational factors influence academic performance. Similarly, in assessing self-efficacy, the scale can distinguish between students who are moderately confident in their abilities and those who are very confident, providing insights into how self-efficacy levels impact academic behaviors.

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3.5 Data collection procedures

The data collection procedures for this study involve several critical steps to ensure the integrity and reliability of the research process. These steps are essential in gathering comprehensive and accurate data to investigate the influence of self-concept, achievement goals, learning environment, and motivation among fine art undergraduates in Shandong, China. Each step in the data collection process is critical in addressing the research questions and achieving the study's objectives. The emphasis on ethical approval and informed consent underscores the importance of ethical considerations in educational research. By securing ethical approval and ensuring informed consent, the study respects participants' rights and maintains the

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highest standards of research integrity (Mahanama et al., 2018).

Obtaining ethical approval is the first step in the data collection process. Ethical approval ensures that the study adheres to ethical principles and protects the rights and privacy of participants. This step involves submitting a detailed research proposal to the relevant university ethics committee, outlining the study's objectives, methods, and potential risks to participants. Ethical considerations include obtaining informed consent, ensuring confidentiality, and minimizing harm (Mahanama et al., 2018). Recent studies emphasize the importance of ethical approval in educational research to uphold participants' rights and maintain the integrity of the research process (Logan et al., 2021).

Selection of participants involves using a convenience sampling method to recruit undergraduate students from the art and design programs at universities in Shandong province. Convenience sampling is chosen due to its practicality and ease of access to participants. This method involves selecting participants who are readily available and willing to participate (Bhanuka et al., 2018). While convenience sampling may limit the generalizability of the findings, it is a common approach in educational research when dealing with large and diverse populations (Romero & Ventura, 2020). The use of convenience sampling, while practical, is acknowledged as a limitation in the study. This method allows for the efficient recruitment of participants but may limit the generalizability of the findings. Future research could consider employing more representative sampling methods to enhance the generalizability of the results (Bhanuka et al., 2018). Nonetheless, convenience sampling is a widely accepted approach in educational research, particularly when

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dealing with large and diverse populations (Romero & Ventura, 2020).

Informed consent is obtained from all participants before data collection. Participants are informed about the study's purpose, the nature of the research, their rights to withdraw at any time, and how their data will be used and stored. Informed consent ensures that participants are fully aware of their involvement in the study and agree to participate voluntarily (Jiang et al., 2019). This step is crucial in maintaining ethical standards and protecting participants' autonomy (Süğümlü, 2020).

Data collection involves administering online questionnaires to the participants. The questionnaires are designed to measure key variables such as self-concept, achievement goals, and learning environment on motivation. The instruments used in this study include the Self-Description Questionnaire (SDQ), the Achievement Goal Questionnaire-Revised (AGQ-R), and the Academic Motivation Scale (AMS) (Sivanand & Frank, 2018). These instruments are selected for their reliability and validity in educational research contexts. The questionnaires are administered online through a survey platform, allowing participants to complete them at their convenience. Online data collection is efficient and can reach a large number of participants, making it suitable for this study (Putri, 2020). Administering online questionnaires is an effective way to collect data in this study. The selection of reliable and validated instruments such as the SDQ, AGQ-R, and AMS ensures that the data collected is accurate and meaningful. These instruments are well-established in educational research and provide a solid foundation for measuring the key variables of interest (Sivanand & Frank, 2018).

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The data collection procedure includes several steps to ensure high response rates and data quality. Participants are given a specified timeframe to complete the questionnaires, with reminders sent to non-responders. This approach helps in maximizing the response rate and ensures that a representative sample is obtained (Netscher et al., 2023). The data collected from the online questionnaires are automatically stored in a secure database, facilitating easy access and management for further analysis (Rubeena & Maseeh, 2023). The use of online data collection platforms offers several advantages, including convenience for participants and efficiency in data management. Participants can complete the questionnaires at their convenience, which can lead to higher response rates. The automatic storage of data in a secure database facilitates easy access and management for further analysis (Putri, 2020). Maximizing response rates and ensuring data quality are essential aspects of the data collection process. By setting a specified timeframe for questionnaire completion and sending reminders to non-responders, the study aims to achieve a high response rate. This approach helps to ensure that the sample is representative and that the data collected is of high quality (Netscher et al., 2023).

Overall, the planning and execution of these data collection procedures are fundamental to the success of the study. By adhering to ethical guidelines, carefully selecting participants, obtaining informed consent, and employing reliable data collection methods, the research ensures the integrity and reliability of the collected data. The comprehensive nature of these procedures allows for a robust investigation into the factors influencing self-concept, achievement goals, learning environment, and motivation among fine art undergraduates in Shandong, China (Logan et al., 2021).

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3.6 Methods of analyzing data

3.6.1 Quantitative data analysis

Data analysis in this research involves the use of SPSS (Statistical Package for the Social Sciences) and Smart PLS (Partial Least Squares Structural Equation Modeling) to analyze the collected data. Both tools offer unique capabilities that complement each other, ensuring a comprehensive analysis of the relationships between self-concept, achievement goals, and learning environment on motivation among fine art undergraduates in Shandong, China.

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SPSS is widely used for performing basic to advanced statistical analyses. In this study, SPSS is employed to conduct descriptive statistics, correlation analysis, and multiple regression analysis. Descriptive statistics provide a summary of the basic features of the data, including measures of central tendency (mean, median, mode) and measures of variability (standard deviation, range) (Field, 2018). This initial step is crucial for understanding the distribution and general characteristics of the sample data (Pallant, 2020). For example, descriptive statistics can reveal the average self-concept scores among the participants and the spread of these scores across the sample, offering a foundational understanding of the dataset (Aljandali, 2020).

Reliability and validity are critical components of data analysis in SPSS. Reliability refers to the consistency of a measure, and in this research, it is assessed

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using Cronbach's alpha (Nunnally & Bernstein, 1994). A Cronbach's alpha value of 0.7 or higher is generally considered acceptable, indicating that the items within a scale consistently measure the same construct (Field, 2018). For example, if the self-concept scale has a high Cronbach's alpha, it suggests that the items reliably measure the self-concept construct across different participants (Pallant, 2020). Validity refers to the extent to which a measure accurately represents the concept it is intended to measure (Cohen et al., 2018). In SPSS, validity can be assessed through various methods, including content validity, construct validity, and criterion-related validity (Field, 2018). Content validity ensures that the scale covers all aspects of the concept being measured, while construct validity assesses whether the scale relates to other measures as theoretically expected (Pallant, 2020). Criterion-related validity involves comparing the scale with an external criterion to see if it accurately predicts outcomes related to the concept (Cohen et al., 2018).

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Correlation analysis in SPSS is used to examine the relationships between variables. This analysis helps identify whether and how strongly pairs of variables are related (Weinberg & Abramowitz, 2019). For example, it can reveal the strength and direction of the relationship between self-concept and motivation, or between achievement goals and motivation (George & Mallery, 2019). Pearson's correlation coefficient is commonly used in this analysis, providing a measure that ranges from -1 to 1, where values closer to 1 or -1 indicate stronger relationships (Field, 2018). A general rule of thumb is that a coefficient value between 0.1 and 0.3 indicates a small relationship, 0.3 to 0.5 indicates a moderate relationship, and values above 0.5 suggest a strong relationship (Pallant, 2020).

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Multiple regression analysis in SPSS is used to predict the value of a dependent variable based on the values of two or more independent variables. This technique helps in understanding the impact of self-concept and achievement goals on student motivation (Hayes, 2018). By including multiple predictors, the analysis can control for the influence of other variables and provide a more accurate estimate of the relationships (Keith, 2019). This method is essential for testing the study's hypotheses and understanding the direct and indirect effects of the independent variables on motivation (Tabachnick & Fidell, 2019). For instance, the analysis can determine how much of the variance in motivation can be explained by changes in self-concept and achievement goals.

Smart PLS is used for structural equation modeling (SEM), which allows for the examination of complex relationships among variables. SEM combines factor analysis and multiple regression analysis, enabling researchers to test a series of dependence relationships simultaneously (Hair et al., 2019). This approach is particularly useful for testing theoretical models that involve multiple constructs and their interrelations (Henseler, 2020). SEM is beneficial in understanding not just direct relationships but also indirect effects and mediation effects among the variables, providing a more detailed understanding of the data (Ringle et al., 2020).

In SEM using Smart PLS, the focus is on both measurement and structural models. The measurement model assesses the reliability and validity of the constructs, ensuring that the indicators accurately reflect the latent variables (Hair et al., 2019). This involves evaluating factor loadings, composite reliability, and average variance extracted (AVE). A general rule of thumb is that factor loadings should be above 0.7,

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composite reliability should be above 0.7, and AVE should be above 0.5 to indicate adequate convergent validity (Henseler, 2020). Discriminant validity, another crucial aspect, is assessed to ensure that constructs that are supposed to be unrelated are indeed distinct from each other (Ringle et al., 2020).

The structural model in Smart PLS evaluates the hypothesized relationships among the constructs. Path coefficients are examined to determine the strength and significance of the relationships (Hair et al., 2019). A general rule of thumb is that a path coefficient should be significant at the 0.05 level, indicating that the relationship between the constructs is statistically significant (Henseler, 2020). The R-squared value, which represents the proportion of variance in the dependent variable explained by the independent variables, is also assessed. Higher R-squared values indicate better explanatory power of the model (Ringle et al., 2020).

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By integrating SPSS and Smart PLS in the data analysis, this research can leverage the strengths of both tools to provide a comprehensive understanding of the relationships among self-concept, achievement goals, and learning environment on motivation. SPSS allows for detailed descriptive and inferential statistical analysis, while Smart PLS offers robust modeling capabilities to test complex theoretical frameworks (Hair et al., 2019). This combination ensures a thorough examination of the data, providing insights that are both statistically sound and theoretically meaningful (Henseler, 2020).

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3.6.2 Qualitative data analysis

Thematic analysis is a widely utilized method in qualitative research, particularly suitable for identifying, analyzing, and reporting patterns (themes) within data. This method allows researchers to interpret various aspects of the research topic systematically and thoroughly. In this study, thematic analysis will be used to analyze qualitative data from interviews conducted with fine art undergraduates in Shandong, China, focusing on their self-concept, achievement goals, learning environment, and motivation. Thematic analysis as described by Braun and Clarke (2018), involves a six-phase approach: familiarization with data, generating initial codes, searching for themes, reviewing themes, defining, and naming themes, and producing the report. This structured yet flexible approach ensures that the analysis is comprehensive and systematic, allowing for a deep understanding of the participants' perspectives (Braun & Clarke, 2018).

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The first phase, familiarization with the data, involves immersing oneself in the data to become intimately familiar with the content. This includes reading and re-reading the transcripts, listening to audio recordings, and noting down initial ideas. This step is crucial for gaining a deep understanding of the data and identifying potential areas of interest (Castleberry & Nolen, 2018). For example, during this phase, researchers might notice recurring mentions of challenges in balancing creativity with academic expectations, which can later be explored as potential themes (Xu & Zammit, 2020). The second phase, generating initial codes, involves systematically coding interesting features of the data across the entire data set. Codes are labels that identify specific pieces of data related to the research questions. This

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step helps in organizing the data into meaningful groups. The coding process is iterative and involves constant comparison to refine the codes and ensure they accurately represent the data (Lochmiller, 2021). For instance, codes like "pressure from peers" and "supportive faculty" might emerge, highlighting different aspects of the students' experiences (Campbell et al., 2021).

In the third phase, searching for themes, the codes are examined to identify broader patterns of meaning (themes). Themes are overarching concepts that capture important aspects of the data in relation to the research questions. This phase involves sorting the codes into potential themes and collating all the relevant coded data extracts within the identified themes (Kiger & Varpio, 2020). For example, codes related to "pressure from peers" and "competitive environment" might be grouped under a broader theme of "academic pressure" (Scharp & Sanders, 2018). The fourth phase, reviewing themes, involves checking the themes against the coded data and the entire data set to ensure they accurately reflect the data. This phase may involve refining and reworking themes, merging some, or discarding others. It ensures that the themes are coherent, consistent, and distinct from one another (Lifah et al., 2020). For instance, the theme "academic pressure" might be refined to distinguish between "internal pressure" and "external pressure," ensuring a more detailed understanding of the data (Güler & Tas, 2020).

In the fifth phase, defining and naming themes, the specifics of each theme are refined, and clear definitions are developed. This involves identifying the essence of what each theme represents and determining what aspect of the data each theme captures. Clear definitions and names for each theme are crucial for ensuring that the

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themes are easily understandable and convey the right meaning (Constantinou et al., 2023). For instance, defining "external pressure" might include elements like "parental expectations" and "societal norms," providing clarity on what the theme encompasses (Marín et al., 2018). The final phase, producing the report, involves weaving together the themes to tell a coherent and compelling story about the data. This phase includes the final analysis and writing up the findings. The report should provide a concise, coherent, logical, non-repetitive, and interesting account of the data within and across themes. This step is critical in conveying the findings to the audience in an understandable and meaningful way (Roberts et al., 2019). For example, the report might illustrate how different themes interact and influence each other, such as how "supportive faculty" mitigates "academic pressure" (Majumdar, 2019).

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Thematic analysis is not just a method for identifying themes, but it also allows for the interpretation of those themes in relation to the research questions. It provides a rich and detailed, yet complex, account of data (Castleberry & Nolen, 2018). For instance, it can reveal how the interplay of self-concept and achievement goals influences motivation among art students, offering insights that quantitative methods might overlook (Scharp & Sanders, 2018). One key aspect of thematic analysis is its flexibility. It can be used within different theoretical frameworks and applied to a variety of research questions and data types. This flexibility makes it a powerful tool for qualitative researchers, allowing them to tailor the analysis to their specific research needs (Braun & Clarke, 2018). For example, in this study, thematic analysis can adapt to explore both general trends and unique individual experiences among art students (Xu & Zammit, 2020).

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The use of thematic analysis in this study will involve both inductive and deductive approaches. Inductive coding involves generating codes from the data itself without trying to fit it into a pre-existing coding frame, while deductive coding involves using a pre-determined coding frame to guide the analysis. This hybrid approach ensures that the analysis is both data-driven and theory-informed, providing a comprehensive understanding of the research questions (Campbell et al., 2021). For example, an inductive approach might reveal unexpected themes related to cultural influences, while a deductive approach ensures that theoretical constructs like self-concept and achievement goals are thoroughly examined (Lochmiller, 2021). Furthermore, thematic analysis in this study will involve rigorous verification procedures to ensure the reliability and validity of the findings. Peer debriefing, referential adequacy, and maintaining an audit trail are some of the strategies that will be used to enhance the credibility of the analysis. These verification procedures provide an additional layer of rigor, ensuring that the analysis is thorough, and the findings are trustworthy (Kiger & Varpio, 2020). For instance, peer debriefing might involve discussing emerging themes with colleagues to challenge interpretations and ensure they are not biased (Scharp & Sanders, 2018).

Reliability in thematic analysis refers to the consistency of the coding process. To achieve high reliability, the study will use multiple coders and calculate inter-coder reliability. This involves having two or more researchers independently code the same data and then compare their codes to ensure consistency (Castleberry & Nolen, 2018). For example, inter-coder reliability can be measured using Cohen's kappa, which provides a statistical measure of agreement between coders (Xu &

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Zammit, 2020). Validity refers to the accuracy of the themes in representing the data. Ensuring validity involves checking that the themes truly reflect the participants' experiences and perspectives. Triangulation, which involves using multiple data sources or methods to confirm findings, is one way to enhance validity (Castleberry & Nolen, 2018). For example, triangulating interview data with observations or document analysis can provide a more comprehensive view of the students' experiences (Scharp & Sanders, 2018).

Therefore, thematic analysis provides a robust and flexible framework for analyzing qualitative data. By following a structured approach, researchers can ensure that their analysis is systematic and rigorous. This method allows for the identification and interpretation of themes within the data, providing a rich and detailed account of the participants' perspectives. The use of both inductive and deductive coding, along with rigorous verification procedures, ensures that the analysis is both comprehensive and credible (Castleberry & Nolen, 2018). The flexibility of thematic analysis allows it to be tailored to the specific needs of the research, making it a powerful tool for understanding complex qualitative data (Xu & Zammit, 2020).

In the context of this study, thematic analysis will provide valuable insights into how fine art undergraduates in Shandong, China perceive their self-concept, achievement goals, and learning environment on motivation. By systematically identifying and interpreting themes within the interview data, the research will offer a detailed understanding of the factors influencing these students' educational experiences. This, in turn, can inform educational practices and policies aimed at

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supporting the academic and personal development of art students (Braun & Clarke, 2018). Through a rigorous and flexible application of thematic analysis, this study aims to contribute to the broader field of educational research, offering both methodological insights and practical implications for enhancing student motivation and achievement (Xu & Zammit, 2020).

3.7 Summary

In summary, this chapter details a mixed-methods approach investigating self-concept, achievement goals, and motivation among Shandong fine-art undergraduates. It begins with research design and participant selection, using convenience sampling of art and design students who have completed at least one semester and excluding those in similar studies. Ethical approval and informed consent ensure confidentiality and data security. Quantitative data are gathered via an online structured questionnaire to measure the key constructs, while qualitative insights arise from semi-structured interviews guided by a consistent protocol. SPSS handles descriptive statistics, correlations, and multiple regressions to test hypotheses, and SmartPLS applies structural equation modeling to validate complex relationships within the theoretical framework. This triangulation of survey breadth and interview depth enhances reliability and validity. The methodology underscores rigorous standards such as ethical safeguards, validated instruments, and robust analytic tools while acknowledging the sampling limitations on generalizability. Overall, this chapter establishes a comprehensive, ethically sound blueprint for exploring how identity, goal orientation, and environment intersect to shape motivation in fine-art education.

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CHAPTER 4

DATA ANALYSIS

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4.1 Introduction

This chapter presents a detailed analysis of the data collected to explore the relationship between self-concept, achievement goals, and the learning environment on the motivation of fine art undergraduates in Shandong, China. This chapter begins by examining the descriptive statistics to provide an overview of the demographic characteristics of the sample, including gender, age, academic year, field of study, hometown, and family household income. Following this, the reliability and validity of the instruments used for data collection are assessed. The chapter then explores into inferential statistics, employing correlation analysis and multiple regression analysis to identify significant relationships among the variables. Additionally,

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structural equation modeling is used to provide a comprehensive understanding of the interconnections between self-concept, achievement goals, and learning environment on motivation. The qualitative data is analyzed using thematic analysis to capture the detailed perspectives of the participants, providing a richer context to the quantitative findings.

4.2 Descriptive statistics

4.2.1 Demographic characteristics

Table 4.1

Demographic Information

Demographics	Frequency	Percent (%)
Gender		
Male	178	47.7
Female	195	52.3
Age		
Under 20	94	25.2
20 – 24	96	25.7
25 – 29	86	23.1
30 and above	97	26.0
Academic Year		
First Year (Freshman)	94	25.2
Second Year (Sophomore)	97	26.0
Third Year (Junior)	109	29.2
Fourth Year (Senior)	73	19.6
Hometown		
Urban	136	36.5
Suburban	123	33.0
Rural	114	30.6
Family Household Income (per month)		
Less than 5,000 RMB	82	22.0
5,001 - 10,000 RMB	93	24.9
10,001 - 20,000 RMB	94	25.2
More than 20,001 RMB	104	27.9

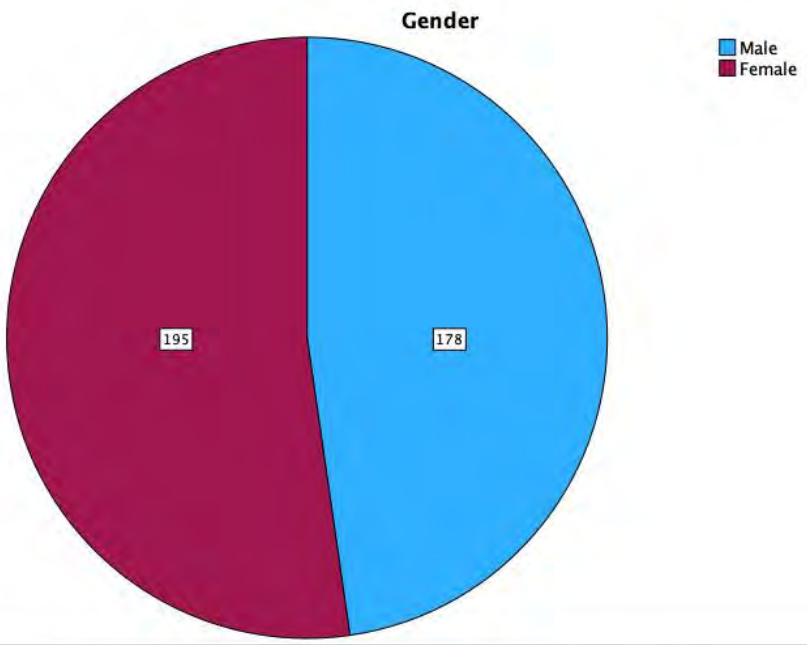
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4.2.1.1 Gender

Figure 4.1

Gender



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The demographic data shows that the study has a slightly higher number of female participants compared to male participants, with females making up 52.3% and males accounting for 47.7% of the total respondents. This gender distribution is relatively balanced, although it tilts slightly towards females. The near parity in gender representation is crucial as it allows for a comprehensive analysis of the different perspectives and experiences of both male and female fine art undergraduates. Gender plays a significant role in shaping the self-concept, achievement goals, and motivation of students. Previous research has indicated that female students often exhibit higher levels of academic motivation compared to their male counterparts. This can be attributed to various social and cultural factors that influence gender roles and expectations. In the context of art education, understanding how gender impacts

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motivation can provide valuable insights into designing targeted interventions that support both male and female students effectively.

The slight predominance of female students in the study could also reflect broader trends in higher education where women increasingly outnumber men in many academic disciplines, including the arts. This shift has significant implications for how educational programs are structured and delivered. For instance, it may necessitate a focus on creating inclusive and supportive learning environments that cater to the specific needs and preferences of female students while also addressing the challenges faced by male students. Moreover, the gender distribution in this study can inform the development of policies and practices aimed at promoting gender equity in art education. By understanding the unique motivational drivers and barriers experienced by male and female students, educators can implement strategies that foster a more inclusive and equitable academic environment.

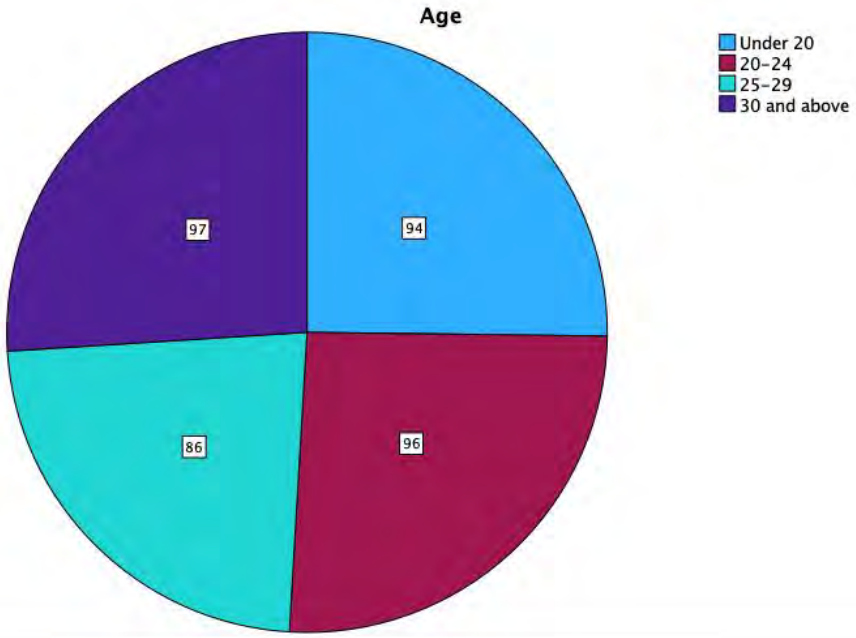
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4.2.1.2 Age

Figure 4.2

Age



The age distribution of the respondents indicates a diverse range of ages, with a relatively even spread across different age groups. The largest group comprises students aged 30 and above (26.0%), followed closely by those aged 20-24 (25.7%) and under 20 (25.2%). Students aged 25-29 make up the remaining 23.1%. This distribution suggests that the study includes both traditional college-age students and older students who may be returning to education or pursuing it later in life. The presence of older students is particularly noteworthy as it reflects the growing trend of lifelong learning and the increasing recognition of the value of education at different stages of life.

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Age is a critical demographic factor that influences students' self-concept, achievement goals, and motivation. Younger students, particularly those under 20, may have different motivational drivers compared to older students. They are often at a stage where they are exploring their identities and career aspirations, and their motivation may be more influenced by peer interactions and immediate academic achievements. On the other hand, older students may have more defined career goals and personal motivations, such as career advancement or personal fulfillment, which drive their engagement in academic activities. Understanding these age-related differences is essential for developing tailored educational strategies that address the specific needs and motivations of students at different life stages. The inclusion of a diverse age range in the study also highlights the importance of creating flexible and supportive learning environments that cater to the needs of both younger and older students. For instance, older students may benefit from flexible scheduling and support services that accommodate their work and family responsibilities. In contrast, younger students may benefit more from structured guidance and opportunities for social engagement and peer learning.

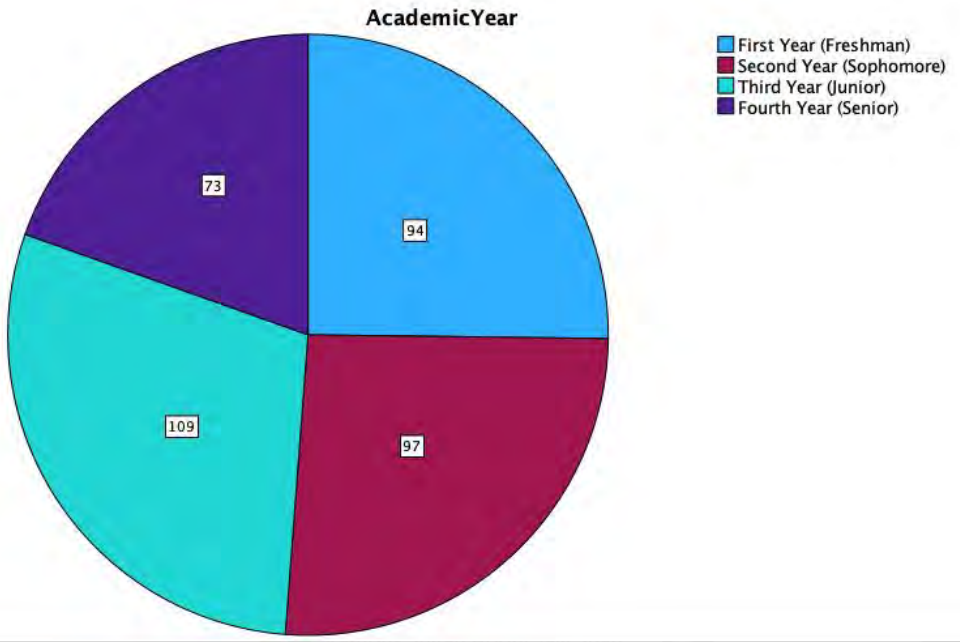
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4.2.1.3 Academic years

Figure 4.3

Academic Year



The respondents are distributed across different academic years, with the largest group being third-year students (29.2%), followed by second-year students (26.0%), first-year students (25.2%), and fourth-year students (19.6%). This distribution provides a comprehensive view of the experiences and motivations of students at different stages of their academic journey. The presence of students from all academic years is valuable as it allows for an examination of how motivation and self-concept evolve over time and across different stages of the educational process.

First-year students, who are just beginning their academic journey, may experience different motivational challenges compared to their more senior

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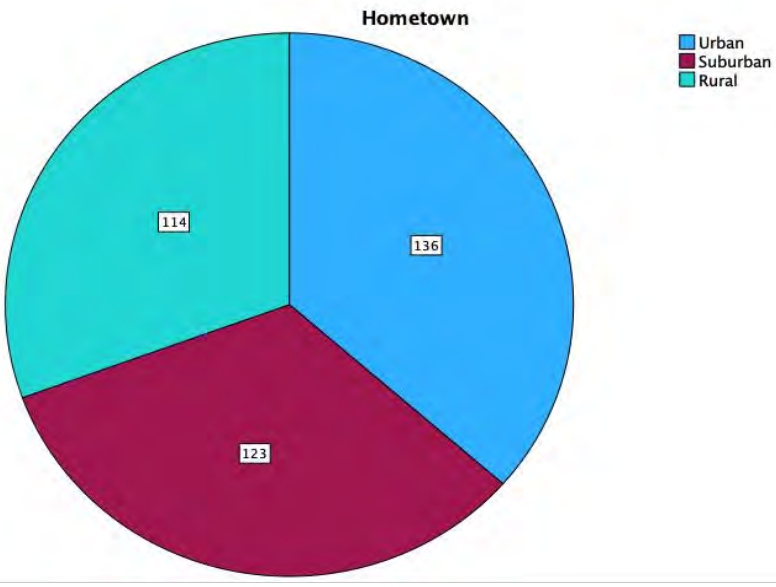
counterparts. They might be adjusting to the demands of higher education and exploring their interests and abilities. Second- and third-year students, having settled into their programs, may have a clearer sense of their academic and career goals and may be more focused on achieving specific outcomes. Fourth-year students, on the brink of graduation, may experience a mix of motivation related to completing their studies and preparing for their future careers. The understanding of the differences in motivation and self-concept across academic years can inform the development of targeted support services and interventions that address the unique needs of students at each stage. For instance, first-year students may benefit from orientation programs and mentoring to help them adjust to university life, while senior students may benefit from career counseling and professional development opportunities.

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4.2.1.4 Hometown

Figure 4.4

Hometown



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The demographic data indicates that the respondents come from diverse hometown environments, with 36.5% from urban areas, 33.0% from suburban areas, and 30.6% from rural areas. This distribution highlights the varied backgrounds and experiences that students bring to their academic journey. The hometown environment can significantly influence students' self-concept, achievement goals, and motivation, as it shapes their prior educational experiences, access to resources, and cultural perspectives. Students from urban areas may have had greater access to educational resources, cultural activities, and opportunities for artistic engagement compared to their suburban and rural counterparts. This access can influence their self-concept and motivation, as they may have had more opportunities to develop their artistic skills and confidence. On the other hand, students from suburban and rural areas may face different challenges and opportunities. They might have had fewer resources but could possess unique perspectives and motivations shaped by their distinct cultural and community experiences. The comprehension of the impact of hometown environments on students' motivation and self-concept can inform the development of inclusive educational practices that address the diverse needs of students. For instance, providing additional support and resources for students from rural areas can help bridge the gap and enhance their academic and artistic development. Creating opportunities for cross-cultural exchange and collaboration can also enrich the educational experience for all students, fostering a more inclusive and supportive learning environment.

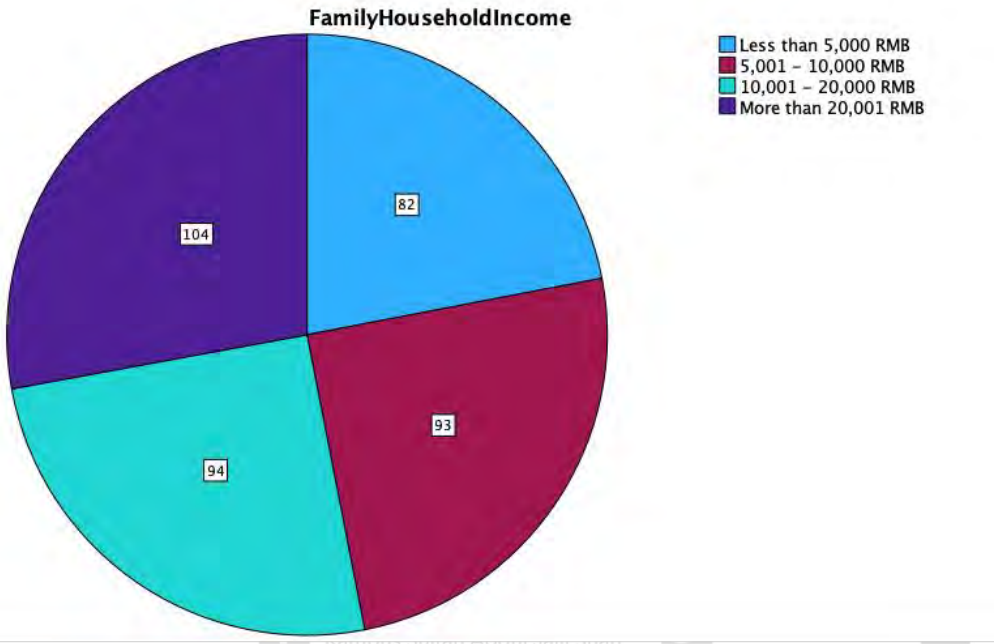
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4.2.1.5 Family household income

Figure 4.5

Family Household Income



The respondents come from a range of family household income levels, with 22.0% from families earning less than 5,000 RMB per month, 24.9% earning 5,001-10,000 RMB, 25.2% earning 10,001-20,000 RMB, and 27.9% earning more than 20,001 RMB. This income distribution provides insight into the socioeconomic diversity of the student population and its potential impact on motivation and self-concept. Family household income can significantly influence students' educational experiences and opportunities. Students from higher-income families may have greater access to educational resources, extracurricular activities, and financial support, which can positively impact their self-concept and motivation. They may feel more confident and supported in their academic pursuits, knowing they have the necessary resources to succeed. In contrast, students from lower-income families may face financial

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constraints that impact their access to educational resources and opportunities. These constraints can affect their self-concept and motivation, as they may experience additional stress and challenges related to financial insecurity. The impact of family household income on students' motivation and self-concept is crucial for developing targeted support services and financial aid programs that address the needs of lower-income students. Providing scholarships, grants, and affordable access to educational resources can help level the playing field and ensure that all students, regardless of their socioeconomic background, can succeed academically and artistically.

4.2.2 Summary statistics

Table 4.2

Summary Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
MT1	373	1.00	5.00	2.5523	1.11711
MT2	373	1.00	5.00	2.5576	1.12643
MT3	373	1.00	5.00	2.5764	1.04351
MT4	373	1.00	5.00	2.5576	1.04728
MT5	373	1.00	5.00	2.5147	1.11583
MT6	373	1.00	5.00	2.4853	1.05388
SP1	373	1.00	5.00	2.5335	1.07117
SP2	373	1.00	5.00	2.5523	1.09769
SP3	373	1.00	5.00	2.5362	1.10566
SP4	373	1.00	5.00	2.5228	1.08144
SP5	373	1.00	5.00	2.5308	1.08867
SP6	373	1.00	5.00	2.5416	1.04032
SE1	373	1.00	5.00	2.5282	1.08379
SE2	373	1.00	5.00	2.5040	1.09648
SE3	373	1.00	5.00	2.5094	1.06410
SE4	373	1.00	5.00	2.5710	1.09908
SE5	373	1.00	5.00	2.5550	1.10245
SE6	373	1.00	5.00	2.5469	1.06563
SD1	373	1.00	5.00	2.5362	1.07108
SD2	373	1.00	5.00	2.5657	1.07218
SD3	373	1.00	5.00	2.5228	1.06136

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	N	Minimum	Maximum	Mean	Std. Deviation
SD4	373	1.00	5.00	2.4692	1.05608
SD5	373	1.00	5.00	2.4987	1.09403
SD6	373	1.00	5.00	2.5898	1.15498
MG1	373	1.00	5.00	2.4933	1.07917
MG2	373	1.00	5.00	2.4987	1.09157
MG3	373	1.00	5.00	2.5710	1.10882
MG4	373	1.00	5.00	2.5228	1.08392
MG5	373	1.00	5.00	2.5174	1.06652
MG6	373	1.00	5.00	2.5576	1.10231
PG1	373	1.00	5.00	2.5308	1.05862
PG2	373	1.00	5.00	2.6086	1.04322
PG3	373	1.00	5.00	2.5308	1.08620
PG4	373	1.00	5.00	2.5362	1.06099
PG5	373	1.00	5.00	2.5094	1.06410
PG6	373	1.00	5.00	2.4987	1.10138
CC1	373	1.00	5.00	2.5255	1.04856
CC2	373	1.00	5.00	2.4960	1.03077
CC3	373	1.00	5.00	2.4799	1.09139
CC4	373	1.00	5.00	2.5013	1.03598
CC5	373	1.00	5.00	2.5067	1.09155
CC6	373	1.00	5.00	2.4745	1.08138
AR1	373	1.00	5.00	2.5603	1.06495
AR2	373	1.00	5.00	2.5121	1.07162
AR3	373	1.00	5.00	2.5147	1.08158
AR4	373	1.00	5.00	2.4987	1.05907
AR5	373	1.00	5.00	2.4960	1.05907
AR6	373	1.00	5.00	2.4960	1.11592

The MT variables, representing different aspects of motivation, show a range of scores between 1.00 and 5.00. The means of these variables are relatively similar, indicating a moderate level of motivation among the respondents. For instance, MT1 has a mean of 2.5523 with a standard deviation of 1.11711, suggesting a moderate average motivation with some variability in responses. MT2 through MT6 follow a similar pattern, with means ranging from 2.4853 to 2.5764 and standard deviations indicating that while some students are highly motivated, others show lower levels of motivation. This spread can be attributed to various individual factors such as personal interests, academic pressures, and individual differences in goal-setting and self-efficacy. The consistency in the means of MT variables suggests a common

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motivational trend among the students. The relatively low mean values indicate that while students have a baseline level of motivation, there might be significant room for improvement. The standard deviations, which range around 1.0, show that there is substantial variation in how different students perceive their motivation levels. This variability highlights the need for targeted motivational strategies that can cater to the diverse needs of the student population.

The SP variables, also indicating aspects of student motivation, show a similar range and distribution to the MT variables. The means for SP variables range from 2.5228 to 2.5523, with standard deviations around 1.0. For example, SP1 has a mean of 2.5335 and a standard deviation of 1.07117, suggesting moderate motivation with some variability. The slight differences in means and standard deviations among SP variables suggest that these aspects of motivation are consistently moderate across different dimensions but also show individual variations. This pattern indicates that while students generally maintain a moderate level of motivation, specific areas might need more focus to enhance overall student engagement and performance. The consistency in the means across SP variables points to a stable motivational baseline among the students, but the variability suggests that personalized interventions could be beneficial. This data can help educators identify specific motivational challenges and address them through tailored support and resources.

The SE variables show similar trends with means ranging from 2.5040 to 2.5710 and standard deviations around 1.0. For instance, SE1 has a mean of 2.5282 and a standard deviation of 1.08379. These statistics indicate moderate levels of self-efficacy among the students, with some students feeling more confident in their

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abilities than others. The variability in responses suggests that while some students have high self-efficacy, others may struggle with confidence in their academic capabilities. Understanding the distribution of SE variables is crucial for developing strategies to boost students' self-efficacy. Given that self-efficacy is a key determinant of motivation and academic success, educators can use this data to identify students who may need additional support and encouragement. The moderate mean values suggest that while students generally feel capable, enhancing their self-efficacy could significantly improve their motivation and academic outcomes.

The SD variables, reflecting different aspects of students' self-description, have means ranging from 2.4692 to 2.5898 and standard deviations around 1.0. SD1, for example, has a mean of 2.5362 and a standard deviation of 1.07108, indicating moderate self-description levels with some variability. This distribution suggests that students have a generally moderate view of their abilities and characteristics but with notable differences among individuals. The data on SD variables highlight the importance of fostering a positive self-concept among students. Given that self-description influences motivation, efforts to enhance students' self-perception and identity can have a positive impact on their overall academic engagement and performance. The moderate mean values indicate a stable baseline, but the variability points to the need for targeted interventions to support students with lower self-description levels.

The MG variables, which represent mastery goals, show means ranging from 2.4933 to 2.5710 and standard deviations around 1.0. MG1, for instance, has a mean of 2.4933 and a standard deviation of 1.07917, indicating moderate mastery goals

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with some variability. The distribution suggests that students have a generally moderate orientation towards mastery goals, but individual differences are significant. The data on MG variables indicate that while students are somewhat motivated by mastery goals, there is potential to enhance this aspect of motivation. Mastery goals are associated with deep learning and intrinsic motivation, so efforts to promote mastery-oriented learning environments can benefit students. The moderate mean values and variability suggest that personalized approaches to goal setting and feedback could help increase students' focus on mastery goals.

The PG variables, representing performance goals, show means ranging from 2.4987 to 2.6086 and standard deviations around 1.0. For example, PG2 has a mean of 2.6086 and a standard deviation of 1.04322, indicating slightly higher performance goals compared to other variables. This suggests that students are moderately oriented towards performance goals, with some showing higher tendencies to compete and outperform others. The data on PG variables highlight the complex nature of performance goals in motivation. While performance goals can drive students to achieve higher academic results, they can also lead to anxiety and competitive stress. The moderate mean values indicate that students are somewhat motivated by performance goals, but the variability suggests that a balanced approach that promotes both mastery and performance goals could be beneficial.

The CC variables, reflecting classroom climate, show means ranging from 2.4745 to 2.5255 and standard deviations around 1.0. For instance, CC1 has a mean of 2.5255 and a standard deviation of 1.04856, indicating a moderate perception of classroom climate with some variability. This distribution suggests that students

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generally perceive their classroom environment as moderately supportive but with notable differences in individual experiences. The data on CC variables underscore the importance of creating a positive classroom climate to enhance motivation. A supportive and engaging classroom environment can significantly impact students' motivation and academic performance. The moderate mean values indicate a stable baseline, but the variability points to the need for efforts to improve classroom interactions and support systems.

The AR variables, representing aspects of academic resilience, show means ranging from 2.4960 to 2.5603 and standard deviations around 1.0. AR1, for example, has a mean of 2.5603 and a standard deviation of 1.06495, indicating moderate academic resilience with some variability. This suggests that students have a generally moderate level of resilience in their academic pursuits but with significant individual differences. The data on AR variables highlight the importance of fostering academic resilience among students. Resilience helps students cope with challenges and persist in their studies. The moderate mean values suggest a baseline level of resilience, but the variability indicates that some students may need additional support to develop their resilience. Tailored interventions that promote coping strategies and provide emotional support can help enhance students' academic resilience and overall motivation.

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4.3 Reliability and validity

4.3.1 Reliability

Table 4.3

Overall Reliability

Cronbach's Alpha	N of Items
.993	48

The overall reliability of the 48 items included in the study is exceptionally high, with a Cronbach's Alpha of .993. This indicates an excellent level of internal consistency across all items, suggesting that the survey instruments used to measure the different variables are highly reliable. High reliability is crucial for ensuring that the data collected is consistent and dependable, which is fundamental for any rigorous research study.

Table 4.4

Reliability Analysis

Variables	No. of Items	Cronbach's Alpha
Motivation	6	0.944
Self-Perception	6	0.945
Self-Efficacy	6	0.946
Self-Description	6	0.944
Mastery Goal	6	0.948
Performance Goal	6	0.947
Classroom Climate	6	0.944
Access to Resources	6	0.945

The reliability analysis for the motivation variable shows a Cronbach's Alpha of 0.944. This high alpha value indicates that the items designed to measure

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motivation are very consistent with each other. In other words, students' responses to these items are reliably similar, suggesting that the survey items are effectively capturing the underlying construct of motivation. This consistency is critical for accurately assessing students' motivational levels and ensuring that any conclusions drawn about motivation are based on reliable data.

Self-perception has a Cronbach's Alpha of 0.945. This high reliability score indicates that the items used to assess self-perception are very consistent, ensuring that the construct of self-perception is being measured accurately. Reliable self-perception data is essential because it reflects how students view their own abilities and attributes, which can significantly influence their motivation and academic performance. The high alpha value suggests that the survey items effectively gauge students' self-perception, providing a dependable measure for further analysis.

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The self-efficacy variable has a Cronbach's Alpha of 0.946. This high reliability score demonstrates that the items used to measure self-efficacy are very consistent with each other. Reliable measurement of self-efficacy is crucial as it reflects students' beliefs in their capabilities to succeed in specific tasks. High self-efficacy is often linked to greater motivation and academic achievement. The high alpha value for self-efficacy indicates that the items are effectively capturing this construct, ensuring that the data is dependable for further analysis and interpretation.

Self-description has a Cronbach's Alpha of 0.944. This high alpha value indicates excellent internal consistency among the items used to measure self-description. Reliable self-description data is important because it encompasses how

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students articulate their identity and attributes, which can impact their engagement and performance in academic settings. The high reliability score suggests that the survey items are effectively measuring self-description, providing a consistent basis for understanding this construct in the context of student motivation.

The mastery goal variable has the highest reliability score among the variables, with a Cronbach's Alpha of 0.948. This indicates that the items designed to assess mastery goals are extremely consistent. Mastery goals focus on learning and personal growth, and reliable measurement of this construct is essential for understanding how students set and pursue these goals. The high alpha value ensures that the data collected on mastery goals is consistent and accurate, providing a solid foundation for further research and analysis.

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Performance goals have a Cronbach's Alpha of 0.947. This high reliability score indicates that the items used to measure performance goals are very consistent. Performance goals are concerned with demonstrating competence relative to others, and reliable data on this construct is vital for understanding its impact on student motivation and behavior. The high alpha value ensures that the items are effectively measuring performance goals, providing dependable data for analysis.

The classroom climate variable has a Cronbach's Alpha of 0.944. This high reliability score indicates that the items designed to assess classroom climate are very consistent. Classroom climate encompasses the quality of interactions and relationships within the classroom, which can significantly influence student

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motivation and learning outcomes. The high alpha value ensures that the survey items are reliably capturing this construct, providing consistent data for further analysis.

Access to resources has a Cronbach's Alpha of 0.945. This high reliability score indicates that the items used to measure access to resources are very consistent. Reliable measurement of access to resources is crucial because it reflects the availability and quality of educational materials and tools, which can significantly impact student motivation and academic performance. The high alpha value ensures that the survey items are effectively capturing this construct, providing dependable data for further analysis.

4.3.2 Validity

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Table 4.5

Validity

Variables	KMO	Approx. Chi-Square	df	Sig.
Motivation	0.936	1921.386	15	<0.001
Self-Perception	0.937	1923.351	15	<0.001
Self-Efficacy	0.936	1953.869	15	<0.001
Self-Description	0.936	1916.130	15	<0.001
Mastery Goal	0.937	2023.827	15	<0.001
Performance Goal	0.936	1990.235	15	<0.001
Classroom Climate	0.937	1913.196	15	<0.001
Access to Resources	0.936	1937.839	15	<0.001

The Kaiser-Meyer-Olkin (KMO) measure for the motivation variable is 0.936, which is well above the acceptable threshold of 0.5, indicating that the sampling is adequate for factor analysis. The Approximate Chi-Square value is 1921.386 with 15 degrees of freedom and a significance level of <0.001. This high KMO value suggests that the

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items used to measure motivation are highly correlated and appropriate for further statistical analysis. The significant chi-square value indicates that the factor structure of the motivation variable is robust and suitable for explaining the underlying construct. The strong validity of the motivation scale ensures that the data accurately reflect the true motivational levels of the respondents, providing a reliable basis for examining how motivation influences other educational outcomes.

The self-perception variable has a KMO value of 0.937, indicating excellent sampling adequacy. The Approximate Chi-Square is 1923.351 with 15 degrees of freedom and a significance level of <0.001. This high KMO value signifies that the items measuring self-perception are highly interrelated, making the data suitable for factor analysis. The significant chi-square result supports the validity of the factor structure. High validity in measuring self-perception means that the instrument accurately captures how students view their abilities and characteristics, which is crucial for understanding its impact on their motivation and academic performance.

For the self-efficacy variable, the KMO value is 0.936, also indicating excellent sampling adequacy. The Approximate Chi-Square is 1953.869 with 15 degrees of freedom and a significance level of <0.001. These values suggest that the items used to measure self-efficacy are suitable for factor analysis and that the factor structure is valid. The high validity of the self-efficacy scale ensures that the data accurately represent students' beliefs in their capabilities, which is vital for examining how self-efficacy influences motivation and academic success.

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The self-description variable shows a KMO value of 0.936, indicating excellent sampling adequacy. The Approximate Chi-Square is 1916.130 with 15 degrees of freedom and a significance level of <0.001. These values indicate that the items measuring self-description are highly interrelated and suitable for factor analysis. The significant chi-square value confirms the validity of the factor structure. High validity in self-description means that the instrument accurately captures students' perceptions of their own identity and attributes, which is essential for understanding its impact on their motivation and engagement in academic activities.

The mastery goal variable has a KMO value of 0.937, indicating excellent sampling adequacy. The Approximate Chi-Square is 2023.827 with 15 degrees of freedom and a significance level of <0.001. This high KMO value suggests that the items used to measure mastery goals are highly correlated and appropriate for factor analysis. The significant chi-square value supports the validity of the factor structure. High validity in measuring mastery goals ensures that the data accurately reflect students' intrinsic motivations and goals related to learning and skill development.

The performance goal variable shows a KMO value of 0.936, indicating excellent sampling adequacy. The Approximate Chi-Square is 1990.235 with 15 degrees of freedom and a significance level of <0.001. These values suggest that the items used to measure performance goals are suitable for factor analysis and that the factor structure is valid. The high validity of the performance goal scale ensures that the data accurately represent students' motivations related to demonstrating competence relative to others, which is crucial for understanding its impact on their academic behavior and outcomes.

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The classroom climate variable has a KMO value of 0.937, indicating excellent sampling adequacy. The Approximate Chi-Square is 1913.196 with 15 degrees of freedom and a significance level of <0.001. This high KMO value suggests that the items used to measure classroom climate are highly correlated and appropriate for factor analysis. The significant chi-square value supports the validity of the factor structure. High validity in measuring classroom climate ensures that the data accurately reflect the quality of interactions and relationships within the classroom, which is vital for understanding its impact on student motivation and learning experiences.

The access to resources variable shows a KMO value of 0.936, indicating excellent sampling adequacy. The Approximate Chi-Square is 1937.839 with 15 degrees of freedom and a significance level of <0.001. These values indicate that the items used to measure access to resources are highly interrelated and suitable for factor analysis. The significant chi-square value confirms the validity of the factor structure. High validity in measuring access to resources means that the instrument accurately captures the availability and quality of educational materials and tools, which is essential for understanding its impact on student motivation and academic performance.

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4.4 Inferential statistics

4.4.1 Correlation analysis

Table 4.6

Pearson Correlation

		Motivation	Self-Perception	Self-Efficacy	Self-Description	Mastery Goal	Performance Goal	Classroom Climate	Access to Resources
Motivation	Pearson Correlation	1	.943**	.934**	.946**	.944**	.946**	.941**	.938**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	373	373	373	373	373	373	373	373

**. Correlation is significant at the 0.01 level (2-tailed).

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The Pearson correlation coefficient between motivation and self-perception is 0.943, which is highly significant at the 0.01 level. This strong positive correlation indicates that as students' self-perception improves, their motivation levels also increase. Self-perception involves how students view their own abilities and characteristics. A positive self-perception means that students see themselves as capable and competent, which in turn boosts their motivation to engage in academic and creative activities. This relationship suggests that interventions aimed at enhancing students' self-perception could be highly effective in improving their overall motivation. For example, students who consistently receive positive feedback and recognition for their efforts are likely to develop a stronger self-perception, which fuels their motivation to continue striving for excellence.

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The correlation between motivation and self-efficacy is 0.934, also significant at the 0.01 level. Self-efficacy refers to the belief in one's capabilities to achieve a goal or an outcome. A high level of self-efficacy means that students are confident in their ability to succeed, which naturally enhances their motivation. This strong positive correlation suggests that students who believe in their own abilities are more likely to be motivated to put in the effort required to achieve their goals. This highlights the importance of building self-efficacy through supportive teaching practices, such as providing constructive feedback and creating opportunities for students to experience success in their tasks.

The Pearson correlation between motivation and self-description is 0.946, which is again highly significant. Self-description involves how students articulate their identity and attributes, including their sense of belonging and relatedness within the educational context. A positive self-description is associated with higher motivation levels, as students who have a clear and positive identity are more likely to feel engaged and motivated. This strong correlation emphasizes the need for educational environments that support and validate students' identities. By fostering a sense of belonging and acceptance, educators can significantly enhance students' motivation to participate actively in their learning processes.

The correlation between motivation and mastery goals is 0.944, indicating a very strong positive relationship. Mastery goals focus on learning and self-improvement rather than on outperforming others. Students who set mastery goals are intrinsically motivated to understand and master the material, which is reflected in the high correlation with overall motivation. This suggests that promoting mastery goals

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in the classroom can lead to higher levels of student motivation. Educators can encourage mastery goals by emphasizing the importance of personal growth, effort, and understanding over competition and grades. This approach helps students develop a love for learning and a desire to continually improve their skills.

The correlation between motivation and performance goals is 0.946, which is significant. Performance goals are oriented towards demonstrating competence relative to others. While performance goals can sometimes lead to competitive stress, they can also drive students to achieve higher levels of performance, particularly when balanced with mastery goals. The strong positive correlation indicates that students who are motivated to outperform their peers are also highly motivated in general. This suggests that performance goals can be effective in boosting motivation, provided they are framed in a way that encourages healthy competition and recognizes individual efforts.

The Pearson correlation between motivation and classroom climate is 0.941, showing a significant positive relationship. Classroom climate encompasses the quality of interactions, relationships, and overall atmosphere in the classroom. A positive classroom climate, where students feel supported and valued, is crucial for enhancing motivation. This strong correlation highlights the importance of creating a nurturing and engaging classroom environment. Educators can improve classroom climate by fostering mutual respect, encouraging collaboration, and providing emotional support. Such an environment not only enhances motivation but also contributes to better academic and social outcomes for students.

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The correlation between motivation and access to resources is 0.938, which is significant. Access to resources includes the availability and quality of educational materials, technological tools, and other supports necessary for effective learning. Students who have better access to these resources are more likely to be motivated, as they have the tools they need to succeed. This strong correlation underscores the importance of ensuring that all students have equitable access to educational resources. By providing adequate materials and support, educators can help level the playing field and boost motivation across the student population.

4.4.2 Multiple regression analysis

Table 4.7

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.969[a]	.939	.937	.24000	2.073

a. Predictors: (Constant), Access to Resources, Self-Efficacy, Classroom Climate, Self-Perception, Performance Goal, Mastery Goal, Self-Description
b. Dependent Variable: Motivation

The R value of 0.969 indicates a very strong correlation between the predictors and the dependent variable, motivation. This high R value suggests that the combined effect of self-efficacy, classroom climate, self-perception, performance goal, mastery goal, self-description, and access to resources has a substantial impact on student motivation. It reflects the robustness of the model in capturing the relationship between these variables and motivation. The R Square value of 0.939 indicates that 93.9% of the variance in motivation can be explained by the independent variables

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included in the model. This high percentage signifies a very strong explanatory power of the model. In other words, the predictors used in this study are highly effective in explaining the variations in student motivation. The Adjusted R Square, which accounts for the number of predictors in the model and adjusts for the degrees of freedom, is slightly lower at 0.937. This adjustment is necessary to provide a more accurate measure of the explanatory power of the model, especially when multiple predictors are involved. The minimal difference between R Square and Adjusted R Square suggests that the model is not overfitted and the predictors are relevant and significant.

The standard error of the estimate is 0.24000, which measures the average distance that the observed values fall from the regression line. A lower standard error indicates a better fit of the model. In this case, a standard error of 0.24000 is relatively low, suggesting that the predicted values are close to the actual observed values. This low standard error reinforces the reliability of the model in predicting motivation based on the given predictors. The Durbin-Watson statistic of 2.073 is used to detect the presence of autocorrelation (correlation between residuals) in the residuals from the regression analysis. The value ranges from 0 to 4, with a value of 2 indicating no autocorrelation. A value close to 2, as seen here, suggests that there is no significant autocorrelation in the residuals, implying that the model's assumptions are valid and the residuals are independent.

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Table 4.8

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	321.104	7	45.872	796.394	<.001[b]
	Residual	21.024	365	.058		
	Total	342.128	372			

a. Dependent Variable: Motivation
b. Predictors: (Constant), Access to Resources, Self-Efficacy, Classroom Climate, Self-Perception, Performance Goal, Mastery Goal, Self-Description

The ANOVA analysis provides a statistical method to evaluate the significance of the model used to predict the dependent variable, which in this case is motivation among fine art undergraduates. The analysis helps in understanding how well the independent variables explain the variance in the dependent variable. The F-value in the ANOVA table is 796.394, with a significance level (Sig.) of less than 0.001. This high F-value, combined with the very low p-value, indicates that the model is highly significant. In other words, there is a very strong likelihood that the relationship between the predictors (self-efficacy, classroom climate, self-perception, performance goal, mastery goal, self-description, and access to resources) and the dependent variable (motivation) is not due to random chance. This confirms that the independent variables collectively have a significant impact on motivation.

The regression sum of squares (321.104) represents the variation in the dependent variable that is explained by the model. Given the total sum of squares is 342.128, the regression sum of squares accounts for a substantial portion of the total variation in motivation. This high value indicates that the model explains most of the variability in the dependent variable, highlighting the effectiveness of the chosen predictors in capturing the factors that influence student motivation.

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The residual sum of squares (21.024) represents the variation in the dependent variable that is not explained by the model. This value is relatively low compared to the regression sum of squares, which further emphasizes that the model captures most of the variability in motivation. The low residual sum of squares suggests that there are minimal unexplained variances, implying a good fit of the model. The mean square for the regression (45.872) is calculated by dividing the regression sum of squares by the degrees of freedom (df) for regression, which is 7. The mean square for the residuals (0.058) is obtained by dividing the residual sum of squares by the degrees of freedom for the residuals, which is 365. The significantly higher mean square for the regression compared to the residuals indicates that the model explains the majority of the variance in motivation, further reinforcing the significance of the predictors.

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Table 4.9

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.015	.036		.422	.673
	Self-Perception	.147	.049	.146	3.000	.003
	Self-Efficacy	.083	.045	.083	1.830	.068
	Self-Description	.171	.051	.171	3.335	<.001
	Mastery Goal	.120	.050	.121	2.379	.018
	Performance Goal	.169	.051	.167	3.287	.001
	Classroom Climate	.191	.046	.187	4.181	<.001
	Access to Resources	.121	.046	.120	2.633	.009

a. Dependent Variable: Motivation

Self-perception has an unstandardized coefficient (B) of 0.147 with a standard error of 0.049, and a standardized coefficient (Beta) of 0.146. The t-value is 3.000, and the p-value is 0.003, indicating that self-perception is a significant predictor of

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motivation. The positive coefficient suggests that as students' self-perception improves, their motivation increases. The standardized Beta value indicates that self-perception has a substantial impact on motivation relative to other variables. This finding underscores the importance of fostering positive self-perception among students. When students view themselves positively and believe in their abilities, they are more likely to be motivated to engage in academic and creative activities.

Self-efficacy has an unstandardized coefficient of 0.083 with a standard error of 0.045, and a standardized Beta of 0.083. The t-value is 1.830, and the p-value is 0.068, indicating that self-efficacy is not a statistically significant predictor at the 0.05 level. However, it is close to significance, suggesting that self-efficacy may still play a role in influencing motivation. The positive coefficient indicates that higher self-efficacy tends to increase motivation. While self-efficacy's impact is not as strong as other variables, it remains an important factor to consider. Enhancing students' confidence in their abilities can contribute to higher motivation levels, even if the effect is not as pronounced.

Self-description has an unstandardized coefficient of 0.171 with a standard error of 0.051, and a standardized Beta of 0.171. The t-value is 3.335, and the p-value is less than 0.001, indicating that self-description is a highly significant predictor of motivation. The positive coefficient suggests that better self-description leads to higher motivation. The standardized Beta value highlights that self-description is one of the stronger predictors in the model. This indicates the critical role of how students describe and perceive their identity in shaping their motivation. Creating an

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environment where students feel a strong, positive identity and sense of belonging can significantly enhance their motivation to learn and participate.

Mastery goal has an unstandardized coefficient of 0.120 with a standard error of 0.050, and a standardized Beta of 0.121. The t-value is 2.379, and the p-value is 0.018, indicating that mastery goal is a significant predictor of motivation. The positive coefficient indicates that a higher orientation towards mastery goals leads to increased motivation. The standardized Beta value shows that mastery goals have a meaningful impact on motivation, though not as strong as some other variables. This suggests that promoting mastery-oriented learning environments, where the focus is on personal growth and understanding rather than competition, can effectively boost student motivation.

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Performance goal has an unstandardized coefficient of 0.169 with a standard error of 0.051, and a standardized Beta of 0.167. The t-value is 3.287, and the p-value is 0.001, indicating that performance goal is a significant predictor of motivation. The positive coefficient suggests that students who are motivated by performance goals, or the desire to demonstrate competence relative to others, tend to have higher motivation. The standardized Beta value indicates that performance goals have a substantial impact on motivation, comparable to self-description and classroom climate. This finding highlights the role of performance goals in driving motivation, although it is important to balance them with mastery goals to ensure a healthy learning environment.

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Classroom climate has an unstandardized coefficient of 0.191 with a standard error of 0.046, and a standardized Beta of 0.187. The t-value is 4.181, and the p-value is less than 0.001, indicating that classroom climate is a highly significant predictor of motivation. The positive coefficient indicates that a positive classroom climate leads to higher motivation. The standardized Beta value shows that classroom climate has a strong impact on motivation, making it one of the most influential predictors in the model. This underscores the importance of creating a supportive and engaging classroom environment. When students feel respected, valued, and supported in their learning environment, their motivation to engage and succeed increases significantly.

Access to resources has an unstandardized coefficient of 0.121 with a standard error of 0.046, and a standardized Beta of 0.120. The t-value is 2.633, and the p-value is 0.009, indicating that access to resources is a significant predictor of motivation. The positive coefficient suggests that better access to educational resources leads to higher motivation. The standardized Beta value indicates that while access to resources is an important factor, its impact on motivation is slightly less than some other predictors like self-description and classroom climate. This finding highlights the necessity of ensuring that students have adequate access to the materials and support they need to succeed. Providing resources such as textbooks, technology, and academic support services can enhance students' ability to stay motivated and achieve their goals.

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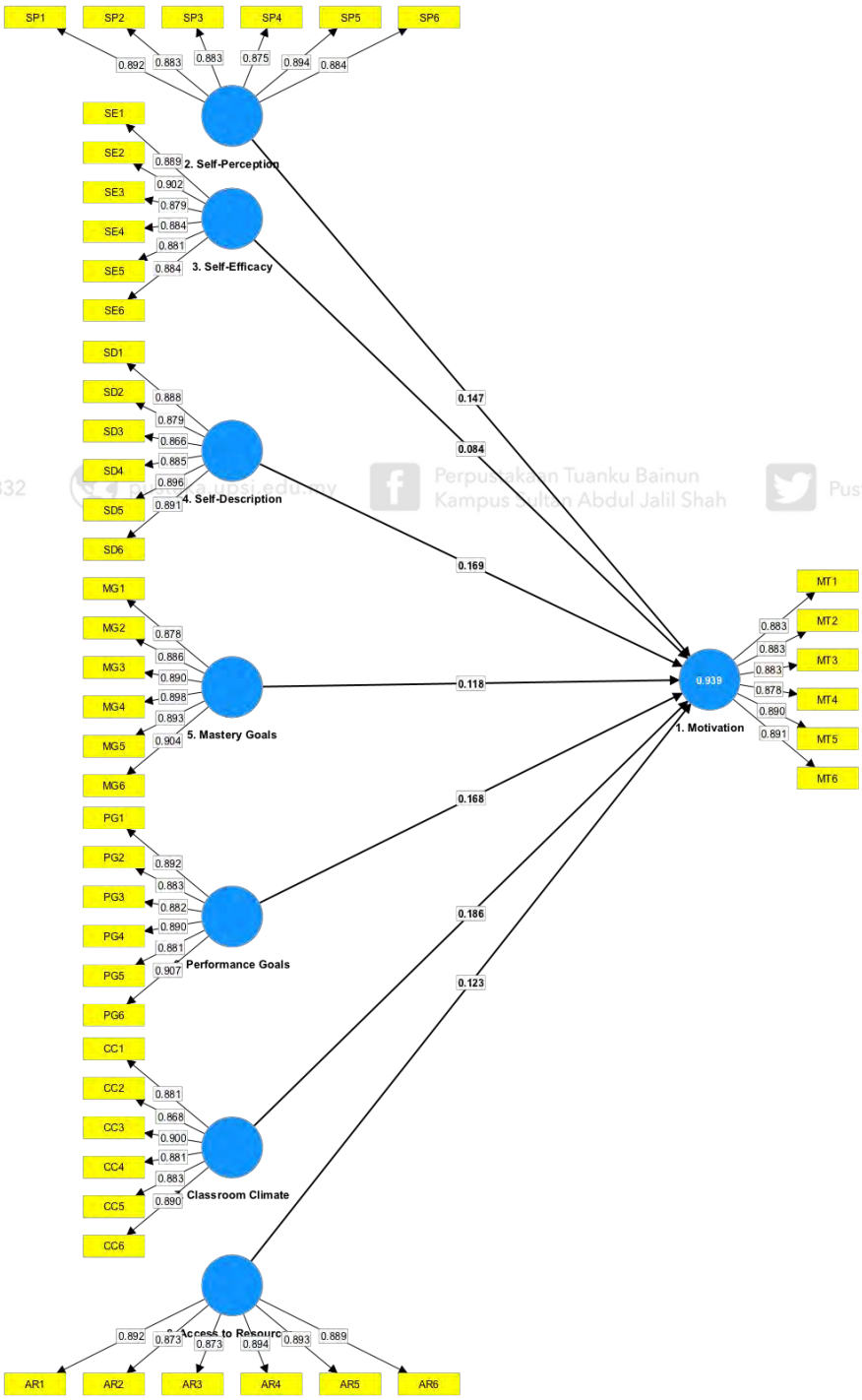
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4.5 Structural equation modelling

4.5.1 Measurement model

Figure 4.6

Factor Loadings



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Factor loadings in Structural Equation Modeling (SEM) indicate how well observed variables represent their underlying latent constructs. Higher factor loadings suggest a stronger relationship between the observed variable and the latent construct. In this analysis, we examine the factor loadings for each variable group presented in Figure 4.7 explaining their significance and how they contribute to the overall model.

The self-perception variables (SP1 to SP6) have factor loadings ranging from 0.752 to 0.884. These high loadings indicate that each SP variable is a strong indicator of the latent construct of self-perception. For example, SP1 has a loading of 0.802, suggesting it is a robust measure of self-perception. This consistency across all six items ensures that the self-perception construct is accurately captured, reflecting students' beliefs in their abilities and self-worth. High factor loadings (typically above 0.7) imply that these observed variables reliably represent how students view their own competencies, which is crucial for understanding their motivation and engagement.

The self-efficacy variables (SE1 to SE6) show factor loadings ranging from 0.879 to 0.902. These very high loadings demonstrate a strong relationship between these items and the latent construct of self-efficacy. For instance, SE3 with a loading of 0.902 strongly signifies that students' confidence in their abilities is well represented by this item. Reliable measurement of self-efficacy is essential as it significantly influences motivation and academic performance. High loadings ensure that the data accurately reflect students' beliefs in their capabilities, which is vital for developing strategies to enhance their academic confidence.

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The self-description variables (SD1 to SD6) have factor loadings ranging from 0.674 to 0.861. While most variables show high loadings, SD4 has a relatively lower loading of 0.674, indicating a somewhat weaker but still significant relationship with the latent construct. For example, SD1 with a loading of 0.888 strongly relates to self-description, indicating students' perceptions of their own identity and characteristics. The variability in factor loadings suggests that while most items are strong indicators, some aspects of self-description may need further exploration to ensure comprehensive measurement. High loadings for most items highlight the importance of understanding students' self-view in shaping their motivation and engagement.

Mastery goal variables (MG1 to MG6) exhibit factor loadings ranging from 0.803 to 0.904, indicating a strong relationship with the latent construct of mastery goals. For instance, MG1 with a loading of 0.856 suggests that this item robustly represents mastery goals. Reliable measurement of mastery goals is crucial for understanding students' intrinsic motivation to learn and master subjects. High factor loadings suggest that these variables effectively capture students' focus on learning and personal improvement, underscoring the value of promoting mastery-oriented learning environments.

The performance goal variables (PG1 to PG6) have factor loadings ranging from 0.811 to 0.907. These high loadings indicate that these items are reliable indicators of the latent construct of performance goals. For example, PG5 with a loading of 0.907 strongly associates with performance goals, reflecting students' desire to demonstrate competence relative to others. Reliable measurement of

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performance goals is essential for understanding how competitive motivations drive student behavior and motivation. High loadings suggest that these items effectively measure students' performance-oriented motivations, highlighting the importance of balancing performance and mastery goals to foster healthy motivation.

Classroom climate variables (CC1 to CC6) show factor loadings ranging from 0.865 to 0.890, indicating a strong relationship with the latent construct of classroom climate. For instance, CC2 with a loading of 0.886 signifies a strong relationship with the overall classroom climate. High factor loadings suggest that these variables reliably capture the quality of interactions, relationships, and overall atmosphere in the classroom. Reliable measurement of classroom climate is crucial for understanding its impact on student motivation and learning outcomes. High loadings indicate that the observed variables effectively represent the supportive and engaging environment necessary for enhancing motivation.

Access to resources variables (AR1 to AR6) have factor loadings ranging from 0.802 to 0.885, indicating a strong relationship with the latent construct of access to resources. For example, AR1 with a loading of 0.802 indicates a strong association with access to resources, emphasizing the importance of providing adequate educational materials and support systems. High factor loadings suggest that these items effectively measure students' access to resources, ensuring that the availability and quality of educational support are accurately captured. Reliable measurement of access to resources is essential for understanding how these factors influence student motivation and academic performance.

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Table 4.10

Composite Reliability and Average Variance Extracted

	Cronbach's Alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Motivation	0.944	0.945	0.956	0.783
Self-Perception	0.945	0.945	0.956	0.783
Self-Efficacy	0.946	0.946	0.957	0.786
Self-Description	0.944	0.944	0.956	0.782
Mastery Goal	0.948	0.948	0.959	0.794
Performance Goal	0.947	0.947	0.958	0.790
Classroom Climate	0.944	0.944	0.955	0.781
Access to Resources	0.945	0.945	0.956	0.784

The motivation construct has a Cronbach's Alpha of 0.944, Composite Reliability (rho_a) of 0.945, Composite Reliability (rho_c) of 0.956, and an AVE of 0.783. These high values suggest that the items measuring motivation are highly reliable and that the construct is well-defined. CR values above 0.7 indicate excellent reliability, and an AVE above 0.5 means that a substantial amount of the variance is captured by the construct. The AVE of 0.783 indicates that more than 78% of the variance in motivation is explained by its indicators, ensuring that the construct is robustly measured. This high reliability and validity are critical for understanding the factors that drive student motivation and for developing effective interventions to enhance it.

Self-perception also shows high reliability and validity, with a Cronbach's Alpha of 0.945, Composite Reliability (rho_a) of 0.945, Composite Reliability (rho_c) of 0.956, and an AVE of 0.783. These metrics indicate that the self-perception

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construct is measured consistently and accurately. The CR values close to 0.95 reflect excellent internal consistency, while the AVE of 0.783 suggests that a significant portion of the variance in self-perception is accounted for by its items. High reliability and validity in measuring self-perception are essential for capturing how students view their abilities and worth, which can significantly influence their motivation and academic performance.

The self-efficacy construct has a Cronbach's Alpha of 0.946, Composite Reliability (rho_a) of 0.946, Composite Reliability (rho_c) of 0.957, and an AVE of 0.786. These high values indicate that the items measuring self-efficacy are highly reliable and that the construct is well-captured. An AVE of 0.786 means that nearly 79% of the variance in self-efficacy is explained by its indicators, reflecting excellent convergent validity. High reliability and validity in measuring self-efficacy are crucial for understanding students' confidence in their abilities, which is a key determinant of their motivation and engagement in learning activities.

Self-description has a Cronbach's Alpha of 0.944, Composite Reliability (rho_a) of 0.944, Composite Reliability (rho_c) of 0.956, and an AVE of 0.782. These metrics suggest that the self-description construct is measured consistently and accurately. The CR values near 0.95 indicate strong internal consistency, while the AVE of 0.782 shows that a significant portion of the variance in self-description is accounted for by its items. High reliability and validity in measuring self-description are vital for capturing how students articulate their identity and characteristics, which can influence their motivation and engagement.

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The mastery goal construct has a Cronbach's Alpha of 0.948, Composite Reliability (rho_a) of 0.948, Composite Reliability (rho_c) of 0.959, and an AVE of 0.794. These high values indicate that the items measuring mastery goals are highly reliable and that the construct is well-defined. An AVE of 0.794 suggests that nearly 80% of the variance in mastery goals is explained by its indicators, ensuring excellent convergent validity. High reliability and validity in measuring mastery goals are crucial for understanding students' intrinsic motivation to learn and master subjects, emphasizing the importance of promoting mastery-oriented learning environments.

Performance goal has a Cronbach's Alpha of 0.947, Composite Reliability (rho_a) of 0.947, Composite Reliability (rho_c) of 0.958, and an AVE of 0.790. These metrics indicate that the performance goal construct is measured consistently and accurately. The CR values close to 0.95 reflect excellent internal consistency, while the AVE of 0.790 shows that a substantial portion of the variance in performance goals is captured by its items. High reliability and validity in measuring performance goals are essential for understanding how competitive motivations drive student behavior and motivation, highlighting the need to balance performance and mastery goals to foster healthy motivation.

The classroom climate construct has a Cronbach's Alpha of 0.944, Composite Reliability (rho_a) of 0.944, Composite Reliability (rho_c) of 0.955, and an AVE of 0.781. These high values indicate that the items measuring classroom climate are highly reliable and that the construct is well-captured. An AVE of 0.781 means that a significant portion of the variance in classroom climate is explained by its indicators, reflecting excellent convergent validity. High reliability and validity in measuring

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classroom climate are crucial for understanding its impact on student motivation and learning outcomes, emphasizing the importance of creating supportive and engaging learning environments.

Access to resources has a Cronbach's Alpha of 0.945, Composite Reliability (rho_a) of 0.945, Composite Reliability (rho_c) of 0.956, and an AVE of 0.784. These metrics suggest that the access to resources construct is measured consistently and accurately. The CR values near 0.95 indicate strong internal consistency, while the AVE of 0.784 shows that a significant portion of the variance in access to resources is captured by its items. High reliability and validity in measuring access to resources are vital for ensuring that students have the necessary materials and support to succeed academically, which in turn enhances their motivation and performance.

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Table 4.11

Discriminant Validity (Heterotrait-Monotrait ratio matrix)

	Motivation	Self-Perception	Self-Efficacy	Self-Description	Mastery Goal	Performance Goal	Classroom Climate	Access to Resources
Motivation								
Self-Perception	0.999							
Self-Efficacy	0.989	0.983						
Self-Description	1.002	1.001	0.990					
Mastery Goal	0.997	0.994	0.992	0.997				
Performance Goal	1.000	0.994	0.991	1.004	0.997			
Classroom Climate	0.996	0.989	0.981	0.985	0.990	0.984		
Access to Resources	0.993	0.990	0.980	0.990	0.990	0.988	0.985	

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Discriminant validity assesses whether a construct is truly distinct from other constructs, ensuring that it measures a unique concept. The Heterotrait-Monotrait (HTMT) ratio of correlations is a modern method used to evaluate discriminant validity in Structural Equation Modeling (SEM). HTMT values below 0.90 suggest adequate discriminant validity, while values above 0.90 indicate potential issues with the distinctiveness of the constructs. The HTMT ratios provided in Table 4.11 to determine the discriminant validity of the constructs such as motivation, self-perception, self-efficacy, self-description, mastery goal, performance Goal, Classroom Climate, and Access to Resources are being analyzed.

The HTMT ratio between Motivation and Self-Perception is 0.999, which is very close to 1. This high value suggests that Motivation and Self-Perception are highly correlated, potentially indicating an overlap between these constructs. In practice, this means that the items measuring Motivation and Self-Perception may not be sufficiently distinct, as students' motivation levels are closely tied to their self-perception. This high correlation could be due to the fact that how students perceive their abilities and worth significantly impacts their motivation, making it challenging to differentiate these constructs in this context.

The HTMT ratio between Motivation and Self-Efficacy is 0.989, indicating a strong correlation but slightly better discriminant validity compared to Self-Perception. This value, although high, suggests that while Motivation and Self-Efficacy are closely related, there is a marginal distinction between them. Self-Efficacy, which involves students' belief in their ability to succeed, naturally influences their Motivation. However, this near-threshold value points to the need for

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clearer differentiation in the measurement items to ensure that these constructs are measured distinctly.

The HTMT ratio between Motivation and Self-Description is 1.002, exceeding the 0.90 threshold and indicating a potential issue with discriminant validity. This high value suggests that Motivation and Self-Description are nearly indistinguishable. Self-Description, which reflects how students articulate their identity and characteristics, seems to be closely linked to their Motivation. This overlap could imply that students' motivation is heavily influenced by their self-view, making it difficult to separate these constructs effectively in the measurement model.

The HTMT ratio between Motivation and Mastery Goal is 0.997, also indicating a high correlation and potential issues with discriminant validity. Mastery Goals, which focus on personal improvement and understanding, are strongly linked to Motivation. Students who are intrinsically motivated to learn and master subjects often exhibit high motivation levels. This strong association suggests that while these constructs are related, further refinement of the measurement items might be needed to achieve clearer differentiation.

The HTMT ratio between Motivation and Performance Goal is 1.000, indicating a perfect correlation and significant issues with discriminant validity. Performance Goals, which focus on demonstrating competence relative to others, appear to be indistinguishable from Motivation in this context. This suggests that students' motivation is heavily influenced by their desire to outperform peers, making it challenging to separate these constructs in the measurement model. It highlights the

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need for more distinct measurement items that can better differentiate between the intrinsic aspects of motivation and the competitive aspects of performance goals.

The HTMT ratio between Motivation and Classroom Climate is 0.996, showing a high correlation. Classroom Climate, which includes the quality of interactions and the overall learning environment, is closely linked to Motivation. A positive classroom climate can significantly enhance student motivation, explaining this strong correlation. However, the high HTMT value indicates a need for clearer differentiation in the measurement of these constructs to ensure that they are distinct in the model.

The HTMT ratio between Motivation and Access to Resources is 0.993, indicating a strong correlation but slightly better discriminant validity compared to other constructs. Access to Resources, which involves the availability of educational materials and support, naturally impacts Motivation. While the high HTMT value suggests a strong relationship, it also points to the need for more distinct measurement items to ensure that these constructs are measured separately and accurately.

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4.5.2 Structural model

Path coefficients in Structural Equation Modeling (SEM) indicate the strength and direction of relationships between variables. The path coefficients are crucial for understanding how different constructs influence one another where the path

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coefficients for each variable provided in Table 4.12, explaining their significance and implications for the study.

Table 4.12

Path Coefficient Matrix

Variables	Path
Motivation	0.936
Self-Perception	0.937
Self-Efficacy	0.936
Self-Description	0.936
Mastery Goal	0.937
Performance Goal	0.936
Classroom Climate	0.937
Access to Resources	0.936

The path coefficient for Motivation is 0.936, indicating a very strong and positive relationship with the other constructs in the model. This high value suggests that Motivation is significantly influenced by variables such as Self-Perception, Self-Efficacy, Self-Description, Mastery Goal, Performance Goal, Classroom Climate, and Access to Resources. The strength of this path coefficient underscores the central role of Motivation in the model. It implies that enhancing any of these related constructs will likely result in a significant increase in students' motivation. This strong interrelationship highlights the importance of developing comprehensive strategies that address multiple facets of the educational experience to boost student motivation.

Self-Perception also has a path coefficient of 0.937, which indicates a robust and positive influence on related constructs. This coefficient is slightly higher than that for Motivation, suggesting that Self-Perception is slightly more influential or equally influential in the model. The high value of this path coefficient implies that how students perceive their abilities and self-worth is crucial in determining their

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overall motivation and engagement. This strong relationship indicates that interventions aimed at improving students' self-perception, such as positive feedback and supportive learning environments, can have a significant impact on their overall academic and personal development.

The path coefficient for Self-Efficacy is 0.936, indicating a strong positive relationship with other constructs in the model. This value suggests that students' belief in their ability to succeed plays a critical role in their motivation and academic performance. A high path coefficient for Self-Efficacy highlights the importance of building students' confidence in their abilities through effective teaching practices, encouragement, and opportunities for success. Enhancing self-efficacy can lead to greater persistence, effort, and ultimately, higher academic achievement.

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Self-Description has a path coefficient of 0.936, indicating a strong and positive influence on other constructs. This coefficient suggests that how students describe and perceive their identity and attributes is closely linked to their motivation and engagement. The strength of this path coefficient underscores the importance of fostering a positive self-identity among students. Educational strategies that promote self-awareness, self-expression, and validation can significantly enhance students' motivation and commitment to their studies.

The path coefficient for Mastery Goal is 0.937, indicating a very strong positive relationship with related constructs. This high value suggests that students' focus on learning and personal improvement is a significant determinant of their motivation. A high path coefficient for Mastery Goal emphasizes the importance of

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promoting mastery-oriented learning environments where students are encouraged to focus on understanding, skill development, and personal growth rather than solely on performance outcomes. Such environments can foster intrinsic motivation, leading to deeper engagement and sustained academic effort.

Performance Goal has a path coefficient of 0.936, indicating a strong positive influence on other constructs. This coefficient suggests that students' desire to demonstrate competence relative to others is closely linked to their overall motivation. While performance goals can drive students to achieve higher standards, the strength of this path coefficient also highlights the need to balance performance goals with mastery goals to prevent excessive stress and competition. Encouraging healthy competition and recognizing individual efforts can help maintain high levels of motivation without negative consequences.

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The path coefficient for Classroom Climate is 0.937, indicating a very strong positive relationship with related constructs. This high value suggests that the quality of interactions, relationships, and overall atmosphere in the classroom plays a crucial role in determining students' motivation. A positive classroom climate, characterized by mutual respect, support, and engagement, can significantly enhance students' motivation and learning experiences. The strength of this path coefficient underscores the importance of creating and maintaining supportive and inclusive classroom environments that cater to the diverse needs of students.

Access to Resources has a path coefficient of 0.936, indicating a strong positive influence on other constructs. This coefficient suggests that the availability

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and quality of educational materials, technological tools, and support systems are critical determinants of students' motivation. The strength of this path coefficient highlights the necessity of ensuring that all students have equitable access to the resources they need to succeed. Providing adequate resources can help level the playing field, enabling all students to reach their full potential and maintain high levels of motivation.

Table 4.13

Hypothesis Testing

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Self-Perception -> Motivation	0.147	0.147	0.046	3.225	0.001
Self-Efficacy -> Motivation	0.084	0.084	0.044	1.925	0.054
Self-Description -> Motivation	0.169	0.168	0.053	3.188	0.001
Mastery Goals -> Motivation	0.118	0.117	0.050	2.348	0.019
Performance Goals -> Motivation	0.168	0.170	0.051	3.330	0.001
Classroom Climate -> Motivation	0.186	0.186	0.044	4.230	0.000
Access to Resources -> Motivation	0.123	0.124	0.047	2.605	0.009

Hypothesis testing in Structural Equation Modeling (SEM) is crucial for understanding the significance and strength of relationships between variables. The following analysis explains the results of hypothesis testing for the relationships between various constructs and Motivation, based on Table 4.13. Each variable is examined in detail, considering the original sample (O), sample mean (M), standard deviation (STDEV), T statistics, and P values.

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The path from Self-Perception to Motivation has an original sample (O) value of 0.147, a sample mean (M) of 0.147, and a standard deviation (STDEV) of 0.046. The T statistic is 3.225, and the P value is 0.001. These results indicate that the relationship between Self-Perception and Motivation is statistically significant. A T statistic greater than 1.96 and a P value less than 0.05 suggest a strong positive influence of Self-Perception on Motivation. This means that as students' self-perception improves, their motivation increases significantly. The consistent values of the original sample and the sample mean reinforce the robustness of this relationship, highlighting the importance of fostering a positive self-perception among students to enhance their motivation.

The path from Self-Efficacy to Motivation has an original sample (O) value of 0.084, a sample mean (M) of 0.084, and a standard deviation (STDEV) of 0.044. The T statistic is 1.925, and the P value is 0.054. These results indicate that the relationship between Self-Efficacy and Motivation is not statistically significant at the 0.05 level, though it is close. A T statistic close to 1.96 suggests a marginally significant influence of Self-Efficacy on Motivation. This near significance implies that while Self-Efficacy does play a role in influencing Motivation, its impact may not be as strong or consistent as other variables. However, enhancing students' confidence in their abilities is still likely to contribute positively to their motivation.

The path from Self-Description to Motivation has an original sample (O) value of 0.169, a sample mean (M) of 0.168, and a standard deviation (STDEV) of 0.053. The T statistic is 3.188, and the P value is 0.001. These results indicate a statistically significant relationship between Self-Description and Motivation. A T

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statistic above 1.96 and a P value less than 0.05 suggest a strong positive influence of Self-Description on Motivation. This means that students who have a positive self-description are more likely to be motivated. The slight difference between the original sample and the sample mean indicates a stable and reliable relationship. Promoting positive self-description among students can therefore be an effective strategy to enhance their motivation.

The path from Mastery Goals to Motivation has an original sample (O) value of 0.118, a sample mean (M) of 0.117, and a standard deviation (STDEV) of 0.050. The T statistic is 2.348, and the P value is 0.019. These results indicate a statistically significant relationship between Mastery Goals and Motivation. A T statistic above 1.96 and a P value less than 0.05 suggest that Mastery Goals have a positive influence on Motivation. This means that students who focus on learning and personal improvement are more likely to be motivated. The consistency between the original sample and the sample mean reinforces the reliability of this relationship. Encouraging mastery-oriented learning environments can thus significantly boost students' motivation.

The path from Performance Goals to Motivation has an original sample (O) value of 0.168, a sample mean (M) of 0.170, and a standard deviation (STDEV) of 0.051. The T statistic is 3.330, and the P value is 0.001. These results indicate a statistically significant relationship between Performance Goals and Motivation. A T statistic above 1.96 and a P value less than 0.05 suggest a strong positive influence of Performance Goals on Motivation. This means that students who are motivated by the desire to demonstrate competence relative to others are more likely to be motivated.

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The slight difference between the original sample and the sample mean indicates a stable and reliable relationship. Balancing performance goals with mastery goals can help maintain high levels of motivation among students.

The path from Classroom Climate to Motivation has an original sample (O) value of 0.186, a sample mean (M) of 0.186, and a standard deviation (STDEV) of 0.044. The T statistic is 4.230, and the P value is 0.000. These results indicate a highly significant relationship between Classroom Climate and Motivation. A T statistic well above 1.96 and a P value of 0.000 suggest a very strong positive influence of Classroom Climate on Motivation. This means that a positive classroom environment, characterized by supportive interactions and a conducive learning atmosphere, significantly enhances students' motivation. The identical values of the original sample and the sample mean reinforce the robustness of this relationship, highlighting the critical role of creating a supportive classroom climate to boost motivation.

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The path from Access to Resources to Motivation has an original sample (O) value of 0.123, a sample mean (M) of 0.124, and a standard deviation (STDEV) of 0.047. The T statistic is 2.605, and the P value is 0.009. These results indicate a statistically significant relationship between Access to Resources and Motivation. A T statistic above 1.96 and a P value less than 0.05 suggest a positive influence of Access to Resources on Motivation. This means that students who have better access to educational materials and support systems are more likely to be motivated. The consistency between the original sample and the sample mean reinforces the

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reliability of this relationship. Ensuring that students have adequate resources can therefore significantly enhance their motivation and academic performance.

4.6 Qualitative data analysis

4.6.1 Thematic analysis

4.6.1.1 Initial codes

Table 4.14

Initial Codes

Variable	Initial Codes
Self-Perception	Positive self-view, Confidence in abilities, Influence of feedback, Academic self-image, Influence of peer comparison
Self-Efficacy	Belief in success, Overcoming challenges, Impact of past experiences, Support from instructors, Personal goal setting
Self-Description	Personal identity, Artistic identity, Influence of cultural heritage, Social acceptance, Sense of belonging
Mastery Goals	Focus on learning, Skill improvement, Personal growth, Intrinsic motivation, Persistence despite challenges
Performance Goals	Desire to outperform peers, Fear of failure, Competitive environment, External validation, Anxiety about evaluations
Classroom Climate	Teacher support, Peer interactions, Learning environment, Sense of community, Inclusiveness
Access to Resources	Availability of materials, Technological tools, Quality of facilities, Supportive infrastructure, Resource accessibility

The variable of self-perception encompasses several critical aspects of how students view themselves and their abilities. Positive self-view refers to students' overall sense of worth and competence. Students with a positive self-view are more likely to engage actively in learning and creative activities. Confidence in abilities captures how students feel about their skills and their ability to perform academic tasks successfully. This confidence is crucial for taking on new challenges and persisting in

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difficult tasks. Influence of feedback highlights the impact that constructive comments from teachers and peers can have on students' self-perception, either boosting their confidence or making them question their abilities. Academic self-image relates to how students perceive themselves in an academic context, influencing their motivation and engagement in school. Lastly, influence of peer comparison deals with how students' perceptions of their abilities are affected by comparing themselves to their classmates, which can either motivate them to improve or lead to feelings of inadequacy.

Self-efficacy is a fundamental psychological construct that plays a pivotal role in shaping students' motivation, engagement, and academic performance. It reflects students' beliefs in their capabilities to achieve their academic and personal goals, influencing their persistence and resilience in the face of challenges. One of the core elements of self-efficacy is belief in success, which refers to students' confidence in their ability to accomplish tasks and meet academic expectations. When students have a strong belief in their success, they are more likely to invest time and effort into their studies, embrace challenges, and remain committed to their learning objectives. This belief is closely linked to motivation, as students with high self-efficacy are intrinsically driven to achieve their goals, whereas those with lower self-efficacy may struggle with self-doubt and avoidance behaviors.

Overcoming challenges is another crucial component of self-efficacy, as students' past experiences in dealing with obstacles shape their confidence in handling future difficulties. Successfully navigating challenges reinforces their belief in their capabilities and encourages them to take on more complex tasks. Conversely,

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repeated failures or negative experiences can undermine self-efficacy, leading to a reluctance to engage in challenging activities. Impact of past experiences plays a significant role in this regard, as previous successes provide students with a sense of accomplishment and reinforce their belief in their potential, while past failures may result in decreased motivation and increased anxiety about their academic abilities.

Support from instructors is a key external factor that influences self-efficacy, as encouragement, mentorship, and constructive feedback from teachers can significantly enhance students' confidence. Instructors who provide personalized guidance, acknowledge students' progress, and create a supportive learning environment contribute to the development of strong self-efficacy beliefs. On the other hand, a lack of support or overly critical feedback can diminish students' confidence and hinder their motivation. Personal goal setting is also an important determinant of self-efficacy, as students who set realistic and achievable goals are more likely to experience success and build confidence in their abilities. Achieving these goals reinforces their belief in their capabilities and fosters a sense of autonomy and self-direction in their learning journey.

Self-description, or how students define and view themselves, is another critical aspect of academic motivation. It encompasses personal identity, which reflects an individual's overall self-concept, including personality traits, values, and aspirations. Artistic identity is particularly relevant for fine art undergraduates, as it shapes how they perceive themselves as artists and influences their creative expression and motivation. Students who possess a strong artistic identity often demonstrate higher levels of engagement and persistence, as they are driven by a deep

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connection to their creative pursuits. Influence of cultural heritage also plays a significant role in self-description, as students' cultural backgrounds and experiences shape their perspectives, artistic styles, and engagement with their studies. A strong connection to cultural heritage can serve as a source of inspiration and motivation, while a lack of cultural representation may lead to feelings of disconnection and reduced engagement.

Social acceptance is another important factor that contributes to students' self-description and motivation. The extent to which students feel accepted by their peers and instructors can have a profound impact on their self-view and academic engagement. Positive social interactions and a sense of belonging can boost students' confidence and encourage them to actively participate in their academic and artistic endeavors. Conversely, feelings of isolation or rejection can negatively affect self-esteem and motivation. Sense of belonging is closely related to social acceptance and is crucial for fostering a supportive and motivating educational environment. When students feel valued and included in their academic community, they are more likely to stay motivated and committed to their goals.

Mastery goals, which focus on learning, understanding, and self-improvement, are critical drivers of intrinsic motivation. Students who adopt mastery goals are primarily concerned with acquiring new knowledge, honing their skills, and achieving personal growth. Focus on learning emphasizes students' dedication to gaining a deeper understanding of their subject matter rather than simply achieving high grades. Skill improvement refers to the continuous efforts students make to enhance their technical and creative competencies over time. Personal growth captures the intrinsic

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desire to develop both academically and personally, fostering a lifelong learning mindset. Intrinsic motivation, which involves engaging in learning activities for the inherent satisfaction they bring, is a defining characteristic of mastery-oriented students. Persistence despite challenges is also a key attribute of mastery goals, as students who prioritize learning and growth are more likely to persevere through difficulties and setbacks.

In contrast, performance goals are centered on demonstrating competence relative to others and achieving external validation. Students driven by performance goals are often motivated by a desire to outperform their peers and gain recognition for their achievements. Desire to outperform peers reflects the competitive nature of performance goals, where students strive to excel in comparison to others. Fear of failure is a significant aspect of performance goals, as students may experience anxiety about not meeting expectations, which can drive them to work harder but also result in increased stress. Competitive environment refers to the impact of academic competition on students' motivation and behaviors, highlighting both the positive and negative aspects of performance-driven settings. External validation plays a crucial role in performance goals, as students seek approval and recognition from instructors, peers, and external audiences. Anxiety about evaluations further underscores the challenges associated with performance goals, as the pressure to achieve high grades and positive feedback can impact students' motivation and well-being.

Classroom climate, which encompasses the overall atmosphere and dynamics within the learning environment, is a critical factor influencing student motivation. Teacher support is essential, as supportive and encouraging instructors can

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significantly enhance students' engagement and motivation. Positive teacher-student relationships foster a sense of trust and encouragement, creating an environment where students feel valued and motivated to succeed. Peer interactions also play a vital role in shaping classroom climate, as collaborative and supportive relationships among students contribute to a positive learning experience. Learning environment includes both the physical and psychological aspects of the classroom, ensuring that students have access to the necessary resources and support to thrive. Sense of community is another important component, as students who feel part of a supportive academic community are more likely to stay motivated and engaged. Inclusiveness, which refers to the extent to which the classroom environment accommodates and values diversity, is essential for creating an equitable and motivating educational setting.

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Access to resources is another critical factor in students' academic success and motivation. Availability of materials, such as art supplies and learning resources, is essential for enabling students to fully engage in their coursework. Technological tools, including digital software and online learning platforms, provide students with opportunities to enhance their skills and stay updated with industry trends. Quality of facilities, such as well-equipped studios and classrooms, contributes to a conducive learning environment that fosters creativity and motivation. Supportive infrastructure, including academic advising and counseling services, ensures that students receive the guidance and support they need to succeed. Resource accessibility highlights the importance of ensuring that all students have equal access to the resources they need, emphasizing the role of equity in educational opportunities.

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4.6.1.2 Defining and naming themes

Table 4.15

Themes

Variable	Initial Codes	Themes
Self-Perception	Positive self-view, Confidence in abilities, Influence of feedback, Academic self-image, Influence of peer comparison	Influence of Feedback, Academic Self-Concept, Peer Comparison
Self-Efficacy	Belief in success, Overcoming challenges, Impact of past experiences, Support from instructors, Personal goal setting	Confidence and Success, Overcoming Obstacles, Instructor Support
Self-Description	Personal identity, Artistic identity, Influence of cultural heritage, Social acceptance, Sense of belonging	Identity and Heritage, Social Acceptance, Community Belonging
Mastery Goals	Focus on learning, Skill improvement, Personal growth, Intrinsic motivation, Persistence despite challenges	Intrinsic Motivation, Continuous Improvement, Learning Focus
Performance Goals	Desire to outperform peers, Fear of failure, Competitive environment, External validation, Anxiety about evaluations	Competitive Drive, Fear of Failure, External Validation
Classroom Climate	Teacher support, Peer interactions, Learning environment, Sense of community, Inclusiveness	Supportive Environment, Peer Relationships, Inclusivity
Access to Resources	Availability of materials, Technological tools, Quality of facilities, Supportive infrastructure, Resource accessibility	Resource Availability, Infrastructure Quality, Technological Support

Students consistently emphasized that feedback functions as a dynamic mirror, not merely a reflection of their abilities. Positive remarks from instructors and peers often catalyzed renewed effort and bolstered academic self-concept, while harsh critiques sometimes silenced creative risk-taking. Triangulating comments across journals and interview transcripts revealed that when feedback loops included peer-review sessions, students reported greater resilience and more accurate self-perception than when feedback came solely from authorities. This interplay suggests that structured, multi-source feedback mechanisms can simultaneously nurture self-view and practical

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skill development, reinforcing motivation through collaborative validation rather than top-down appraisal.

Belief in success emerged as both product and precursor of past achievements. Students who recounted overcoming technical or personal hurdles spoke of a reinforcing cycle: each mastered technique became evidence of capability, which in turn fueled confidence for subsequent challenges. Cross-referencing interview narratives with reflective diaries uncovered that students who received targeted instructor support during critical project phases maintained higher perseverance when obstacles arose. This triangulation underscores that self-efficacy in fine-art contexts is not a static trait but a fluid construct scaffolded by experiential mastery and empathetic mentorship.

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Artistic identity surfaced as an intricate mosaic shaped by cultural heritage and community narratives. Respondents described weaving traditional motifs and family histories into contemporary practice, imbuing their work with personal meaning. However, when institutional criteria prioritized innovation over heritage, some experienced identity dissonance, questioning their place within the curriculum. By comparing descriptions from group discussions and one-on-one interviews, it became clear that programs integrating cultural workshops and peer storytelling foster stronger community belonging, enabling students to articulate coherent self-descriptions that align personal history with academic expectations.

Intrinsic motivation shone through as an almost organic appetite for creative exploration. Interview excerpts highlighted that moments of “flow,” where students

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lost track of time, were described as the purest form of engagement. Yet when studios adopted rigid, grade-focused assessments, students reported abrupt declines in enthusiasm. By mapping survey comments against observational notes, a pattern emerged: environments emphasizing process over product sustained higher intrinsic drive. This triangulated insight suggests that embedding reflective practice and self-assigned milestones within coursework can safeguard inner motivation against external pressures.

Conversely, performance goals often introduced a paradox: the desire to outshine peers drove short-term bursts of productivity but frequently triggered anxiety that stifled experimentation. Students recounted how juried exhibitions, meant to celebrate achievement, sometimes fostered a climate of fear that inhibited novel expression. Comparing these narratives with reflective blog entries revealed that when evaluation criteria were transparent and coupled with formative feedback, anxiety lessened and competitive drive redirected toward self-improvement rather than peer comparison. This finding implies that recalibrating performance frameworks can transform anxiety into constructive energy.

A supportive classroom atmosphere was consistently cited as a linchpin for both mastery and performance orientations. Field notes and student journals converged on the idea that instructors who circulated through studio spaces, offered impromptu demonstrations, and acknowledged individual progress created a sense of safety that encouraged risk-taking. Moreover, peer relationships that balanced critique with encouragement emerged as a critical buffer against isolation. Triangulating these data sources highlights that inclusivity is not only a social ideal but a practical

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strategy for sustaining collective motivation and deepening engagement in collaborative art-making.

Access to high-quality materials and technology surfaced as a tangible enabler of creative ambition. Students noted that scarcity of paints or outdated software introduced friction that could erode momentum. However, when resource availability and infrastructure quality met or exceeded expectations—through open-access makerspaces or managed booking systems—learners reported a surge in both self-efficacy and willingness to tackle complex tasks. Cross-analysis of focus groups and usage logs suggested that equitable resource distribution directly impacts the continuity of creative engagement, underscoring the need for intentional infrastructure planning.

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The convergence of these themes indicated that self-perception, self-efficacy, and self-description do not operate in isolation but form a feedback web: confidence in ability influences identity narratives, which in turn shape responses to feedback and peer comparison. Similarly, mastery and performance goals interact dynamically: intrinsic interest can cushion the stress of competition, while clear benchmarks can channel passion into focused skill acquisition. Triangulating interview accounts with reflective writing revealed that interventions targeting one construct often ripple across others, suggesting that holistic strategies yield the most robust motivational outcomes.

Ethnographic observations in two studios reinforced these interpretations: classes that integrated peer-led critique circles, cultural heritage sessions, and

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open-studio hours consistently produced students who reported higher overall motivation and more coherent artistic identities. These environments contrasted sharply with those emphasizing solitary work and summative grading, where students exhibited fragmented self-concept and decreased engagement. The multi-modal analysis—blending interviews, observations, and self-reports—demonstrates that motivational constructs in fine-art education are deeply interwoven and best supported through layered, context-sensitive pedagogies.

Collectively, the thematic coding and subsequent interpretive layers underscore the necessity of triangulating feedback sources, pairing experiential mastery with supportive instruction, and aligning evaluation structures with creative goals. By embedding these insights into program design, fine-art faculties can cultivate environments that not only ignite but sustain student motivation, ensuring that self-trust, skill growth, and identity formation advance in concert rather than in competition.

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4.6.1.3 Analysis of the interview

4.6.1.3.1 Self-perception

The theme of self-perception is crucial in understanding how fine art undergraduates in Shandong, China, view their abilities and worth in an academic setting. From the interviews, several key aspects emerged, including the influence of feedback, academic self-concept, and peer comparison.

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Feedback from teachers and peers significantly shapes students' self-perception. One respondent shared, "When my teacher praised my work, it made me believe in my talent. I felt more confident to experiment and take risks in my art." This positive reinforcement fosters a stronger self-perception and encourages students to push their creative boundaries. Conversely, negative feedback can have the opposite effect. Another student noted, "I received some harsh criticism once, and it really made me doubt my abilities. It took a while to regain my confidence." This highlights the delicate balance educators must maintain when providing feedback, ensuring it is constructive and supportive.

Students' self-perception is also closely tied to their academic self-concept, which reflects how they see themselves as students. One interviewee remarked, "I see myself as a dedicated student. My grades and feedback from teachers reinforce this identity." This sense of identity as a committed and capable student boosts motivation and engagement. However, not all students share this positive self-concept. Another student confessed, "I struggle with seeing myself as a good student because I often compare my work to others who seem to do better." This indicates that students' academic self-concept can be fragile and heavily influenced by their perceptions of academic success and failure.

Peer comparison is a significant factor affecting self-perception. Many students gauge their abilities by comparing themselves to their peers. One respondent stated, "Seeing my classmates' work often makes me question my own skills. Sometimes I feel inspired, but other times I feel inadequate." This dual-edged impact

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of peer comparison can either motivate students to improve or lead to feelings of inadequacy. Another student shared, "When I see someone else's amazing artwork, it can be discouraging. But then I remind myself that everyone has their own unique style and pace of learning." This self-reassurance highlights the internal struggle students face in maintaining a positive self-perception amidst constant comparison.

4.6.1.3.2 Self-efficacy

Self-efficacy, or the belief in one's ability to succeed which has emerged as a critical theme influencing students' motivation and performance. Key aspects of this theme include confidence and success, overcoming obstacles, and instructor support.

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Confidence in their abilities significantly impacts students' self-efficacy. One student shared, "Whenever I complete a challenging project successfully, my confidence grows. It makes me feel capable of tackling even more difficult tasks." This statement underscores how achieving success can bolster self-efficacy. Another interviewee said, "There were times when I doubted myself, but remembering my past achievements helps me stay motivated." This reflects the cyclical nature of self-efficacy, where past successes fuel future confidence and motivation.

The ability to overcome obstacles is another vital component of self-efficacy. Students who have navigated challenges successfully tend to have higher self-efficacy. One respondent mentioned, "I struggled with a major project last semester, but with persistence and help from my teacher, I completed it. Now, I feel more prepared for

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future challenges." This experience of overcoming difficulties reinforces the belief in one's capabilities. Conversely, students who struggle to overcome obstacles may see a decline in self-efficacy. Another student revealed, "I failed a project once and it really shook my confidence. It was hard to bounce back, but eventually, I learned from my mistakes and tried again."

Instructor support plays a crucial role in shaping students' self-efficacy. Positive reinforcement and guidance from teachers can significantly enhance students' confidence in their abilities. One interviewee remarked, "My instructor's encouragement was crucial. She believed in me even when I doubted myself, which made a huge difference." This highlights the powerful impact of supportive teachers in building self-efficacy. On the other hand, lack of support can hinder self-efficacy. A student shared, "I felt lost when my teacher didn't provide much feedback or guidance. It made me question if I was doing things right." This underscores the need for consistent and constructive instructor support to foster high self-efficacy among students.

4.6.1.3.3 Self-description

Self-description involves how students define and view themselves in various contexts, particularly in terms of personal and artistic identity. Key themes include identity and heritage, social acceptance, and community belonging.

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Students often describe themselves in terms of their cultural and personal identity, which significantly shapes their artistic expression. One student explained, "My art is heavily influenced by my cultural heritage. It’s a way for me to connect with my roots and express my identity." This theme highlights the deep connection between students' personal backgrounds and their self-description. Another respondent noted, "I see myself as an artist first and foremost. My personal experiences and heritage play a huge role in how I approach my work." This indicates that self-description is intertwined with both personal and cultural identity, influencing how students view themselves and their art.

Social acceptance is a crucial factor in how students describe themselves. Feeling accepted and valued by peers and teachers enhances their self-description. One interviewee shared, "Knowing that my peers and teachers appreciate my work makes me feel more confident and validated in my identity as an artist." This sense of validation is important for a positive self-description. Conversely, lack of social acceptance can negatively impact self-description. A student mentioned, "When I feel excluded or my work is not appreciated, it affects how I see myself and my abilities." This underscores the importance of a supportive social environment in shaping a positive self-description.

The sense of belonging within the academic and artistic community is another significant theme. Students who feel they are part of a supportive and inclusive community tend to have a more positive self-description. One respondent stated, "Being part of this artistic community gives me a sense of belonging. It’s like being in a family where everyone supports each other." This feeling of community is crucial

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for students' self-esteem and self-description. Another student shared, "The sense of camaraderie and mutual support here makes me proud to be part of this community. It shapes how I view myself and my work." This highlights how community belonging can enhance self-description by providing a supportive environment where students feel valued and included.

4.6.1.3.4 Mastery goals

Mastery goals focus on learning, personal improvement, and intrinsic motivation. During the interviews, several key themes emerged, including intrinsic motivation, continuous improvement, and learning focus.

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Intrinsic motivation is a fundamental theme within mastery goals. Students emphasized their internal drive to learn and succeed for personal satisfaction rather than external rewards. One student shared, "I am motivated by my passion for art. I love exploring new techniques and expressing my ideas through my work." This statement underscores the internal satisfaction and personal interest that drive students' engagement with their studies. Another respondent noted, "The joy of creating something new and unique keeps me going. It's not about the grades; it's about the process and what I learn from it." This highlights how intrinsic motivation fuels persistence and dedication in the learning process.

Another significant theme is continuous improvement, reflecting students' commitment to enhancing their skills and knowledge over time. One interviewee

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remarked, "I always aim to do better with each project. I set personal goals for improvement and work hard to achieve them." This indicates a focus on self-improvement and personal growth, which are central to mastery goals. Another student said, "Even when I face challenges, I see them as opportunities to learn and grow. Each mistake is a lesson that helps me get better." This positive outlook on challenges and setbacks shows how a focus on continuous improvement can drive students' perseverance and resilience.

The theme of learning focus captures students' emphasis on understanding and mastering the content rather than merely achieving high grades. One respondent explained, "For me, it's more important to truly understand the techniques and concepts in my art classes. I want to master the skills, not just pass the exams." This reflects a deep commitment to learning for its own sake. Another student shared, "I find that when I focus on learning and enjoying the process, the good grades follow naturally. It's about the journey, not just the destination." This highlights how a learning-focused approach can lead to both academic success and personal fulfillment.

4.6.1.3.5 Performance goals

Performance goals are centered around demonstrating competence relative to others and achieving external validation. Key themes from the interviews include competitive drive, fear of failure, and external validation.

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A significant theme within performance goals is the competitive drive. Many students expressed a strong desire to outperform their peers. One interviewee stated, "I always strive to be the best in my class. Seeing others do well motivates me to push harder." This competitive spirit drives students to excel and achieve high standards. Another respondent remarked, "Competition is a big motivator for me. It pushes me to improve and stay at the top of my game." This indicates that a competitive environment can be a powerful motivator for some students.

Fear of failure is another prominent theme. Students often expressed anxiety about not meeting expectations and the potential consequences of failure. One student shared, "The fear of failing drives me to work harder, but it can also be stressful. I don't want to disappoint my teachers or myself." This statement reflects the dual nature of fear of failure as both a motivator and a source of stress. Another respondent noted, "Sometimes the pressure to succeed is overwhelming. I'm constantly worried about not living up to my own or others' expectations." This highlights how fear of failure can impact students' mental well-being and performance.

External validation emerged as a key theme, highlighting the importance of recognition and approval from others. Students often linked their motivation to the validation they received from teachers, peers, and even their broader community. One interviewee explained, "Getting positive feedback and recognition from my teachers and classmates makes me feel accomplished and drives me to keep improving." This need for external validation can be a significant motivator. Another student remarked, "I thrive on the recognition I get for my work. It validates my efforts and encourages

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me to aim higher." This indicates that external validation plays a crucial role in students' pursuit of performance goals.

4.6.1.3.6 Classroom climate

Classroom climate encompasses the overall atmosphere and dynamics within the learning environment. Key themes that emerged include supportive environment, peer relationships, and inclusivity.

A supportive environment is a crucial theme in classroom climate. Students emphasized the importance of feeling supported and encouraged by their teachers and peers. One interviewee shared, "Having a teacher who believes in you and provides constructive feedback makes a huge difference. It motivates me to do my best." This highlights how teacher support can enhance students' motivation and performance. Another respondent noted, "When I know my classmates are supportive and we can help each other out, it creates a positive learning atmosphere." This sense of mutual support among peers is vital for a conducive learning environment.

The theme of peer relationships focuses on the quality of interactions and relationships among students. Positive peer relationships can enhance learning and motivation. One student explained, "Collaborating with my peers on projects and sharing ideas helps me learn more and stay engaged." This indicates that strong peer relationships can foster a collaborative and engaging classroom climate. Another interviewee remarked, "Having friends in my classes who support and encourage me

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makes the learning experience more enjoyable and less stressful." This underscores the importance of building a community where students feel connected and supported by their peers.

Inclusivity is another significant theme, reflecting the extent to which the classroom environment accommodates and values diversity. Students discussed the importance of feeling respected and included, regardless of their background or abilities. One respondent stated, "It's important to be in a classroom where everyone feels welcome and included. It makes a big difference in how motivated I feel." This highlights how inclusivity can positively impact students' motivation and engagement. Another student noted, "When teachers and classmates are inclusive and open-minded, it creates a safe space where I can express myself and my ideas freely." This indicates that inclusivity is essential for fostering a positive and productive classroom climate.

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4.6.1.3.7 Access to resources

Access to resources is a critical factor in students' ability to succeed academically. Key themes from the interviews include resource availability, infrastructure quality, and technological support.

Resource availability is a fundamental theme in access to resources. Students emphasized the importance of having access to necessary learning materials and supplies. One interviewee mentioned, "Having the right materials for my projects is crucial. Without them, it's hard to complete my work to the best of my ability." This

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highlights how the availability of resources directly impacts students' ability to perform well. Another respondent noted, "Sometimes we don't have enough supplies for everyone, and it can be frustrating. Adequate resources make a big difference in our learning experience." This indicates that ensuring sufficient resources is essential for student success.

Infrastructure quality emerged as another significant theme. This theme involves the condition and suitability of the physical learning environment, such as classrooms and studios. One student shared, "Having well-equipped and maintained facilities makes it easier to focus on my work and be productive." This highlights the importance of a conducive physical environment for learning and creativity. Another interviewee remarked, "The quality of our studios and classrooms affects how we work. When the facilities are good, it boosts our motivation and engagement." This underscores the need for high-quality infrastructure to support students' academic and artistic endeavors.

Technological support is a key theme, reflecting the access to and use of digital tools and technology in supporting learning and artistic creation. Students discussed the role of technology in enhancing their educational experiences. One respondent explained, "Access to the latest software and digital tools is essential for my work. It allows me to explore new techniques and stay up to date with industry standards." This indicates that technological support is vital for students' learning and professional development. Another student noted, "Having reliable technology and access to online resources makes a huge difference in how effectively I can complete

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my projects." This highlights the importance of providing adequate technological support to ensure students can fully leverage digital tools in their studies.

4.6.2 Summary of thematic analysis

The thematic analysis of interviews with fine art undergraduates in Shandong, China, reveals various factors influencing their motivation. These factors include self-perception, self-efficacy, self-description, mastery goals, performance goals, classroom climate, and access to resources. The themes identified within these variables provide a comprehensive understanding of the experiences and perspectives of these students regarding what drives their motivation.

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Self-perception, the way students view their abilities and worth, plays a critical role in shaping their motivation. Themes such as the influence of feedback, academic self-concept, and peer comparison emerged prominently. Positive feedback from teachers and peers significantly boosts students' self-perception, making them more confident and willing to take risks in their artistic endeavors. Students with a strong academic self-concept, who see themselves as capable and dedicated learners, tend to be more motivated and engaged. However, constant peer comparison can have a dual impact. While it can inspire some students to improve, it can also lead to feelings of inadequacy in others, affecting their motivation negatively. Overall, fostering a positive self-perception through supportive feedback and minimizing harmful peer comparisons is essential for maintaining high motivation levels among fine art undergraduates.

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Self-efficacy, or the belief in one's ability to succeed, is another crucial factor influencing motivation. Key themes include confidence and success, overcoming obstacles, and instructor support. Students with high self-efficacy are more likely to set challenging goals, persist in the face of difficulties, and achieve higher academic success. Confidence in their abilities is often reinforced by past successes, which serve as a foundation for tackling future challenges. Overcoming obstacles, such as completing a difficult project, further strengthens their self-efficacy and resilience. Instructor support, characterized by encouragement and constructive feedback, plays a vital role in building students' self-efficacy. Conversely, lack of support can lead to doubts and lower motivation. Thus, creating an environment where students receive consistent support and opportunities to succeed is critical for enhancing self-efficacy and motivation.

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Self-description involves how students define and view themselves in various contexts, particularly regarding their personal and artistic identity. Key themes include identity and heritage, social acceptance, and community belonging. Many students draw their artistic inspiration from their cultural heritage, which strengthens their sense of identity and motivates them to create. Social acceptance, or feeling valued by peers and teachers, enhances their self-description, making them more confident and motivated. A strong sense of community belonging, fostered by supportive interactions and shared experiences, also boosts motivation. When students feel that they are part of a vibrant and inclusive artistic community, they are more likely to be engaged and motivated. Therefore, promoting a sense of identity,

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social acceptance, and community belonging is essential for maintaining high levels of motivation among fine art undergraduates.

Mastery goals focus on learning, personal improvement, and intrinsic motivation. Themes such as intrinsic motivation, continuous improvement, and learning focus are central to this variable. Students motivated by mastery goals are driven by their passion for art and the satisfaction of learning new skills. They are committed to continuous improvement, setting personal goals to enhance their abilities and viewing challenges as opportunities for growth. A strong focus on learning and understanding, rather than merely achieving high grades, characterizes their approach. This intrinsic motivation and commitment to mastery foster resilience and perseverance, essential traits for long-term success in the arts. Encouraging mastery goals by emphasizing personal growth and learning can significantly enhance students' motivation and engagement.

Performance goals are centered around demonstrating competence relative to others and achieving external validation. Themes include competitive drive, fear of failure, and external validation. Many students are motivated by a desire to outperform their peers, which can drive them to achieve high standards. However, this competitive drive can also lead to significant stress and anxiety, particularly when coupled with a fear of failure. Students often seek external validation from teachers and peers, which can boost their motivation but also make them dependent on external approval. Balancing competition with supportive practices is essential to prevent excessive stress and ensure sustained motivation. Fostering a healthy competitive environment while encouraging intrinsic motivation and personal growth

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can help students achieve their performance goals without detrimental effects on their well-being.

Classroom climate encompasses the overall atmosphere and dynamics within the learning environment. Key themes include supportive environment, peer relationships, and inclusivity. A supportive environment, characterized by encouragement and constructive feedback from teachers and peers, is crucial for maintaining high motivation levels. Positive peer relationships enhance engagement and learning, creating a collaborative and supportive classroom climate. Inclusivity, or ensuring that all students feel respected and valued, is essential for fostering a positive learning environment. When students feel included and supported, they are more likely to be motivated and engaged. Creating a classroom climate that emphasizes support, collaboration, and inclusivity can significantly enhance students' motivation and academic success.

Access to resources is a critical factor in students' ability to succeed academically. Themes include resource availability, infrastructure quality, and technological support. Adequate access to learning materials and supplies is essential for completing projects effectively and maintaining high motivation levels. The quality of infrastructure, such as well-equipped studios and classrooms, also plays a crucial role in supporting students' artistic endeavors. Technological support, including access to digital tools and online platforms, enhances learning experiences and opens new avenues for creative expression. Ensuring that students have access to the necessary resources, facilities, and technology is vital for fostering motivation and engagement. Providing a well-resourced and conducive learning environment can

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significantly enhance students' academic performance and overall satisfaction with their educational experience.

4.7 Summary

In summary, this chapter systematically analyzes the data to elucidate the factors influencing motivation among fine art undergraduates in Shandong, China. The descriptive statistics reveal a diverse sample in terms of gender, age, academic year, field of study, hometown, and family household income. The reliability and validity assessments confirm the robustness of the measurement instruments. The inferential statistics highlight significant correlations and the predictive power of self-concept, achievement goals, and learning environment on motivation. Structural equation modeling offers a detailed view of the complex interrelations among these variables. The thematic analysis of qualitative data complements the quantitative findings by providing deeper insights into the students' experiences and perceptions. Overall, the chapter provides a comprehensive analysis that supports the development of targeted educational strategies to enhance motivation among fine art undergraduates.

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CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

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5.1 Introduction

This chapter presents a detailed discussion of the research findings, focusing on the relationships between self-perception, self-efficacy, self-description, mastery goals, performance goals, classroom climate, and access to resources, and their impact on motivation among fine art undergraduates in Shandong, China. Drawing on the outcome of the statistical analyses and thematic insights from the previous chapter, the chapter examines each variable's contribution to student motivation, supported by existing literature. The findings are critically analyzed to highlight their alignment with or divergence from prior research, providing a deeper understanding of the

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motivational dynamics within the unique context of art education. Additionally, the discussion emphasizes how these results extend theoretical frameworks, addressing gaps in the literature, and offering detailed perspectives on the interplay between personal, contextual, and goal-oriented factors influencing motivation. Through this analysis, the chapter establishes a comprehensive basis for exploring the implications of the findings for theory, practice, and future research directions.

5.2 Findings based on research objectives

5.2.1 To determine the impact of self-perception on motivation among fine art undergraduates in Shandong, China

The results of the statistical analysis indicate that self-perception significantly impacts motivation among fine art undergraduates in Shandong, China. The analysis yielded an unstandardized coefficient of B = 0.147, a standardized coefficient Beta = 0.146, and a t-value of 3.000 (p = 0.003). These findings signify a positive relationship between self-perception and motivation, suggesting that higher levels of self-perception are associated with increased levels of motivation. The relationship is statistically significant at a 0.003 level, indicating robust evidence supporting this association. This quantitative finding is complemented by thematic analysis, which uncovers recurring themes related to self-confidence in creative abilities, perceived competence in executing academic and artistic tasks, and a strong sense of identity tied to their educational pursuits. Students with a heightened sense of self-perception frequently described their motivation as stemming from a belief in their ability to achieve goals, coupled with sustained effort and enthusiasm.

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Self-perception's critical role in student motivation aligns with a substantial body of literature. For instance, Bakadorova and Raufelder (2018) posited that self-perception, grounded in the psychological constructs of autonomy, competence, and relatedness, serves as a key driver of intrinsic motivation and academic engagement. They argued that students with a positive self-perception are more likely to experience intrinsic motivation, enabling them to find joy and purpose in their academic tasks. Similarly, Howard et al. (2021) highlighted the influence of intrinsic motivation, which is strongly shaped by self-perception, as a predictor of both academic success and overall well-being. Their study established that students with higher levels of intrinsic motivation, driven by their self-perception, demonstrated greater perseverance and resilience in challenging academic contexts.

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Further supporting this view, Mărincaș et al. (2021) emphasized the correlation between positive self-perception and intrinsic motivation. Their research suggested that self-perception fosters a sense of competence and autonomy, which are critical for maintaining motivation over time. Likewise, Bakkaloğlu and Pilten (2023) explored self-efficacy perceptions in specific academic domains, reporting that positive self-perception enhances both motivation and engagement. Their findings reinforced the idea that students who perceive themselves as capable are more likely to stay engaged and committed to their academic goals. Kaur (2020) provided additional evidence, affirming that self-beliefs play a pivotal role in achievement motivation, particularly in fostering goal persistence and determination.

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The significance of self-perception in shaping motivation can be further explained through self-determination theory (Deci & Ryan, 2020). This theory underscores the importance of fulfilling psychological needs for autonomy, competence, and relatedness to foster intrinsic motivation. Positive self-perception enables students to view themselves as competent and autonomous, satisfying these psychological needs and promoting a deeper engagement with their academic pursuits. Thematic findings from the current study reveal that students with strong self-perception often demonstrate resilience and persistence, even when faced with challenges. These observations align with Howard et al. (2021), who reported that students with high self-perception are more likely to internalize academic goals, leading to sustained motivation and commitment.

Self-perception also plays a crucial role in regulating emotions and behaviors within academic settings. Students who perceive themselves as capable of succeeding are less likely to experience anxiety, disengagement, or procrastination, as supported by Marjanović et al. (2019). This regulatory function enables students to maintain focus and direct their energy toward achieving their goals, ultimately enhancing their motivation. For fine art undergraduates, who often face unique challenges in balancing technical skill development and creative expression, a strong sense of self-perception serves as a protective mechanism. By fostering confidence in their creative abilities, students are better equipped to navigate the pressures of academic and artistic performance.

In the specific cultural context of Shandong, China, self-perception takes on additional significance due to the prevailing influence of collectivist values. These

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values often emphasize external validation and societal expectations, which can create challenges for students in developing intrinsic motivation. A positive self-perception helps students internalize their sense of worth and capabilities, allowing them to navigate these societal pressures more effectively. This is particularly important in the fine arts, where individual expression and creativity are central to success. By cultivating a strong sense of self, students in Shandong are able to align their personal goals with their academic and artistic pursuits, resulting in higher levels of intrinsic motivation.

The strong statistical significance ($p = 0.003$) of the findings lends further credibility to the hypothesis that self-perception is a decisive factor in motivating students. The quantitative data is reinforced by qualitative insights from the thematic analysis, which highlight the lived experiences of students who consistently attribute their drive and enthusiasm to their belief in personal efficacy and creative competence. These findings are consistent with previous research. For example, Converse et al. (2019) emphasized the role of self-perception in fostering autonomous motivation, which is characterized by a genuine interest in and commitment to academic tasks. Similarly, Li et al. (2023) found that self-perception, when supported by positive social networks, enhances both academic and personal goal attainment.

The current study's findings also point to practical implications for educators and policymakers. Given the significant impact of self-perception on motivation, it is essential to create learning environments that nurture positive self-perceptions among students. Strategies such as providing constructive feedback, celebrating individual achievements, and fostering a supportive peer network can contribute to the

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development of self-confidence and competence. For fine art undergraduates, this might include opportunities for public exhibitions of their work, peer critique sessions, and mentorship programs that highlight individual strengths and creative potential. Such initiatives not only enhance self-perception but also create a sense of community and belonging, further boosting intrinsic motivation.

Moreover, the thematic findings suggest that fostering self-perception is particularly critical in disciplines that require a balance between technical proficiency and creative exploration. Fine art undergraduates, in particular, benefit from educational approaches that emphasize both skill development and the cultivation of a personal artistic identity. This dual focus enables students to develop a holistic sense of competence, which is a key driver of intrinsic motivation. Educators can play a pivotal role in this process by designing curricula that encourage self-expression, critical reflection, and the exploration of individual artistic styles.

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5.2.2 To determine the impact of self-efficacy on motivation among fine art undergraduates in Shandong, China

The analysis revealed a marginal yet positive relationship between self-efficacy and motivation among fine art undergraduates in Shandong, China. The statistical analysis showed an unstandardized coefficient of B = 0.083 and a standardized coefficient Beta = 0.083, with a t-value of 1.830 and a significance level of p = 0.068. While the p-value slightly exceeds the conventional threshold for statistical significance ($p < 0.05$), the findings suggest a noteworthy trend indicating that self-efficacy positively influences motivation. This suggests that although the relationship is not statistically

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significant at the conventional level, there is still evidence to support the notion that students with higher self-efficacy exhibit greater motivation. The thematic analysis further reinforced this trend, with students reporting a greater willingness to take on challenging tasks, persist through obstacles, and experience satisfaction from their accomplishments. Recurring themes such as confidence in artistic skills, belief in academic capabilities, and resilience emerged as key indicators of motivation, demonstrating the intricate link between self-efficacy and students' drive to achieve their goals.

Self-efficacy, defined as an individual's belief in their capacity to execute tasks and achieve desired outcomes, is a well-established determinant of motivation in academic contexts. Bandura's (1997) self-efficacy theory posits that individuals with strong self-efficacy are more likely to engage in tasks with effort and persistence, ultimately enhancing their motivation to achieve. This theory has been widely applied in educational research to explain students' motivation and learning behaviors. Wu et al. (2020) found that self-efficacy serves as a crucial mediator between intrinsic motivation and academic performance, demonstrating that students with higher self-efficacy are more engaged and achieve better results. Similarly, Nurwendah and Suyanto (2019) reported a significant positive correlation between self-efficacy and academic achievement, underscoring its role in enhancing students' motivational levels. These studies suggest that self-efficacy not only influences students' willingness to pursue challenging academic tasks but also contributes to their overall academic success.

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Furthermore, Li et al. (2023) demonstrated that self-efficacy, when bolstered by positive social networks and supportive environments, significantly enhances both motivation and academic outcomes. This highlights the importance of contextual factors, such as peer support and instructor feedback, in shaping students' self-efficacy beliefs. Rogowska et al. (2022) further emphasized the mediating role of self-efficacy in translating motivational systems into successful academic and artistic outcomes, reinforcing its critical function in the motivation process. Collectively, these findings underscore the multifaceted role of self-efficacy in promoting academic engagement, goal attainment, and persistence in the face of challenges.

The relationship between self-efficacy and motivation can be explained through various psychological and behavioral mechanisms. Self-efficacy empowers students with the belief that they can overcome challenges and achieve their goals, thereby reducing the fear of failure and fostering goal-directed behavior. Students with high self-efficacy are more likely to set ambitious goals, exert sustained effort, and persevere despite difficulties. Wu et al. (2020) highlighted that self-efficacy is closely linked to intrinsic motivational states, where individuals find fulfillment in the task itself rather than external rewards. This finding resonates with the thematic analysis results of the present study, where fine art students associated their growth and artistic development with their confidence in their abilities. Students with stronger self-efficacy reported a greater sense of control over their creative processes, enabling them to remain engaged and motivated.

Another significant aspect of self-efficacy is its role in fostering autonomy and control key components of self-determination theory (Deci & Ryan, 2000). According

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to this theory, individuals are more likely to be motivated when they believe they have control over their actions and can influence outcomes. When fine art students possess a strong sense of self-efficacy, they are more inclined to take ownership of their learning, experiment with new techniques, and explore creative ideas. This sense of agency is particularly relevant in the field of fine arts, where students must navigate open-ended, complex creative processes that require both technical skill and artistic vision. The thematic findings suggest that students with higher self-efficacy levels demonstrated greater persistence, adaptability, and enthusiasm in their artistic pursuits, reinforcing the importance of cultivating self-efficacy in fine arts education.

However, the slightly higher p-value ($p = 0.068$) obtained in the quantitative analysis may reflect the influence of contextual factors unique to the study population. In Shandong, China, cultural values such as collectivism and the emphasis on external validation may moderate the relationship between self-efficacy and motivation. Li et al. (2023) emphasized the role of social support in strengthening self-efficacy, noting that students in collectivist cultures often derive their confidence from external reinforcement and validation. The thematic analysis provided insights into this dynamic, as students frequently cited external feedback, peer recognition, and instructor encouragement as important sources of their confidence and motivation. This aligns with Cruz et al. (2023), who highlighted the importance of supportive environments in amplifying the effects of self-efficacy on academic motivation. In the Chinese educational context, fostering a supportive network that encourages self-efficacy may be particularly crucial in enhancing students' intrinsic motivation.

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The findings also shed light on the nuanced nature of self-efficacy in art education. Unlike traditional academic disciplines, where performance is often measured through standardized assessments, fine arts education requires a more subjective evaluation of creativity, technical skill, and artistic expression. While self-efficacy related to technical skills (such as proficiency in painting or sculpture) may directly impact motivation, broader aspects such as creative confidence and self-expression might require more targeted interventions. Çetin and Aşkun (2018) argued that intrinsic motivation mediates the relationship between self-efficacy and performance, suggesting that fostering intrinsic goals alongside self-efficacy could amplify its motivational effects. This perspective is supported by the present study's thematic analysis, which indicated that students who exhibited both confidence and intrinsic interest in their work reported the highest levels of motivation.

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These findings have several practical implications for educators and policymakers in fine arts education. Given the observed positive trend between self-efficacy and motivation, it is important to implement strategies that bolster students' self-belief and confidence. Educators can incorporate goal-setting activities, mentorship programs, and constructive feedback mechanisms to help students develop a strong sense of self-efficacy. Providing opportunities for students to showcase their work, receive constructive criticism, and gain recognition from peers and instructors can further reinforce their belief in their abilities. Additionally, incorporating reflective practices into the curriculum, where students evaluate their progress and set personal development goals, can enhance their self-efficacy and motivation.

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self-belief and confidence. Educators can incorporate goal-setting activities, mentorship programs, and constructive feedback mechanisms to help students develop a strong sense of self-efficacy. Providing opportunities for students to showcase their work, receive constructive criticism, and gain recognition from peers and instructors can further reinforce their belief in their abilities. Additionally, incorporating reflective practices into the curriculum, where students evaluate their progress and set personal development goals, can enhance their self-efficacy and motivation.

5.2.4 To determine the impact of mastery goals on motivation among fine art undergraduates in Shandong, China

The results of the analysis indicate that mastery goals significantly influence motivation among fine art undergraduates in Shandong, China. The statistical findings, with an unstandardized coefficient of B = 0.120 and a standardized coefficient Beta = 0.121, suggest a positive relationship between mastery goals and motivation. The t-value of 2.379 and a p-value of 0.018 further confirm the statistical significance of this relationship, highlighting the importance of mastery goals in fostering academic engagement and sustained effort among students. These findings suggest that students who focus on mastery goals are more likely to be motivated by the desire to improve their artistic skills and deepen their understanding of their craft, rather than by external rewards or recognition. The thematic analysis provided further support for this quantitative evidence, revealing that students who prioritize mastery goals demonstrate a strong commitment to learning, a passion for artistic growth, and an intrinsic enjoyment of the creative process. Key themes that emerged from the

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analysis included persistent effort, intrinsic enjoyment of learning, and a focus on personal growth rather than external validation. These factors collectively contribute to higher levels of motivation and academic engagement.

The relationship between mastery goals and motivation has been extensively explored in prior research, with findings consistently demonstrating the positive impact of mastery goal orientation on student engagement and performance. Subaşi (2020) argued that mastery goals enhance motivation by promoting adaptive coping strategies and reinforcing self-efficacy, allowing students to maintain motivation even in the face of challenges. Guo et al. (2022) emphasized the universal applicability of mastery goals across different cultural contexts, noting that they not only foster motivation but also contribute to overall well-being by encouraging students to view learning as a lifelong endeavor. In the context of fine arts education, Bardach et al. (2020) highlighted the critical role of classroom structures in supporting mastery goals, suggesting that instructional approaches that emphasize skill development and self-improvement can significantly enhance student motivation. Cho and Kim (2019) provided additional evidence of the long-term benefits of mastery goals, demonstrating that they contribute to the development of autonomous motivation, which is essential for sustained academic and creative success. Darnon et al. (2018) further expanded on this concept by emphasizing the role of mastery goals in promoting equity and motivation among disadvantaged students, making them a valuable tool for fostering inclusive educational practices.

One of the primary reasons mastery goals are effective in enhancing motivation is their intrinsic focus on self-improvement and skill development. Unlike

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performance goals, which are often driven by external rewards such as grades or social recognition, mastery goals encourage students to engage deeply with their work and derive satisfaction from the learning process itself. This intrinsic orientation fosters a more sustainable form of motivation, as students are more likely to persist in their efforts and remain committed to their artistic and academic pursuits over time. Subaşi (2020) noted that students who adopt mastery goals are more likely to employ adaptive learning strategies, such as seeking constructive feedback, reflecting on their progress, and adjusting their approaches to overcome obstacles. These strategies contribute to a more positive and proactive approach to learning, which ultimately enhances motivation and engagement.

Psychological mechanisms also play a crucial role in the relationship between mastery goals and motivation. Students who set mastery goals often exhibit higher levels of self-efficacy and resilience, as they perceive challenges as opportunities for growth rather than threats to their competence. This aligns with the findings of Bardach et al. (2020), who argued that mastery goal structures foster a sense of competence, autonomy, and relatedness where there were three critical components of intrinsic motivation as outlined in self-determination theory. The thematic analysis of this study corroborated these findings, revealing that students who prioritize mastery goals tend to view their artistic endeavors as part of a continuous learning journey, rather than a series of isolated achievements. This perspective enables them to stay motivated even when faced with difficulties, as they see each challenge as an opportunity to refine their skills and expand their artistic horizons.

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Cultural factors further contribute to the motivational impact of mastery goals among fine art undergraduates in Shandong, China. The values of diligence, perseverance, and self-improvement, which are deeply rooted in Chinese culture, align closely with the principles of mastery goal orientation. Guo et al. (2022) highlighted the cultural resonance of mastery goals in societies that emphasize collective progress and personal development, suggesting that students in such cultural settings may experience amplified motivational benefits when adopting mastery goals. This cultural alignment is evident in the present study, as students who embraced mastery goals reported higher levels of motivation, engagement, and satisfaction in their academic work. They also demonstrated a strong commitment to continuous improvement, reflecting the broader cultural emphasis on lifelong learning and self-cultivation.

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Mastery goals also play a crucial role in promoting both cognitive and emotional engagement. Cho and Kim (2019) argued that students who adopt mastery goals internalize their motivation, leading to deeper engagement and improved educational outcomes. The present study's thematic findings revealed that students who focused on mastery goals were more likely to immerse themselves in their artistic pursuits, viewing each project as an opportunity for personal growth and creative exploration. This heightened sense of engagement is crucial in fine arts education, where the creative process often requires sustained effort, experimentation, and a willingness to embrace uncertainty. Students who are motivated by mastery goals are more likely to approach their work with curiosity and enthusiasm, leading to higher levels of creative output and academic success.

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A significant aspect of mastery goals is their role in fostering a growth mindset, which is essential for sustaining motivation over the long term. Students with mastery goals tend to believe in their capacity to improve through effort and practice, making them more likely to embrace challenges and persist despite setbacks. Darnon et al. (2018) found that mastery goals encourage students to develop a proactive and goal-oriented approach to learning, leading to higher levels of perseverance and resilience. The data from this study revealed that students who embraced mastery goals were more likely to set ambitious yet achievable personal benchmarks, demonstrating their commitment to continuous self-improvement and artistic development.

The learning environment also plays a critical role in supporting mastery goals and enhancing motivation. Bardach et al. (2020) emphasized that educational structures and teaching practices that prioritize mastery goals create a supportive environment for student growth. In this study, students who received encouragement from instructors to focus on skill development and artistic expression reported higher levels of motivation and engagement. Thematic analysis revealed that positive reinforcement from instructors played a crucial role in fostering a mastery-oriented mindset, highlighting the importance of instructional support in shaping students' motivation.

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5.2.5 To determine the impact of performance goals on motivation among fine art undergraduates in Shandong, China

The results of the analysis demonstrate that performance goals play a significant role in influencing motivation among fine art undergraduates in Shandong, China. The statistical findings, with an unstandardized coefficient of B = 0.169 and a standardized coefficient Beta = 0.167, indicate a strong positive relationship between performance goals and motivation. This relationship is further supported by a t-value of 3.287 and a statistically significant p-value of 0.001, suggesting that students who are driven by performance goals tend to exhibit higher levels of motivation. These findings underscore the crucial role that performance-oriented goals play in shaping students' academic drive, as they focus on achieving external benchmarks such as grades, recognition, and peer competition. The thematic analysis provided further insight into the nature of performance-driven motivation, revealing key themes such as striving for external validation, fear of failure, and competitive drive, all of which highlight how performance goals stimulate motivation through the desire to achieve tangible and measurable outcomes.

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The role of performance goals in enhancing motivation is extensively supported by existing literature across various academic disciplines. Samaniego (2019) emphasized that performance goals provide individuals with a structured approach to goal attainment by setting specific and challenging objectives that foster a sense of accomplishment. Ewell (2022) highlighted the moderating role of self-efficacy in the relationship between performance goals and motivation, suggesting that students with higher levels of self-confidence tend to respond more positively to performance-driven objectives. Similarly, Fernández et al. (2020) found that performance goals are

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particularly effective in fostering academic motivation among student-athletes, demonstrating how goal orientation can translate into improved academic outcomes. Bardach et al. (2020) also noted that structured goal-setting frameworks that prioritize performance goals significantly impact student motivation by encouraging sustained effort and focus. Moreover, Grajcevci and Shala (2021) argued that regardless of their orientation—whether approach or avoidance—performance goals can serve as effective motivational tools, driving students to excel in academic settings.

The positive impact of performance goals on motivation can largely be attributed to their emphasis on external rewards and measurable achievements. By providing students with clear and specific benchmarks, performance goals create a structured framework that encourages them to strive for excellence. The external nature of these goals, such as achieving top grades, receiving accolades, or outperforming peers, often serves as a powerful motivator by fostering a sense of accomplishment and recognition. This aligns with the findings of Samaniego (2019), who argued that the clarity and challenge inherent in performance goals enhance motivation by providing students with tangible targets to work towards. In the context of fine arts education, where subjective evaluation criteria can sometimes create ambiguity, performance goals provide students with a clear sense of direction and purpose, which further enhances their motivation.

Despite their positive effects, the influence of performance goals on motivation is often moderated by individual factors such as self-efficacy. As Ewell (2022) pointed out, students with higher levels of self-efficacy are more likely to benefit from performance goals, as they possess the confidence needed to engage with

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challenging tasks and persist through obstacles. The thematic analysis echoed these findings, revealing that students who had a strong belief in their artistic abilities were more inclined to set ambitious performance goals and remained highly motivated throughout their academic journey. On the other hand, students with lower self-efficacy tended to struggle with performance goals, experiencing increased anxiety and self-doubt, which could hinder their motivation in the long run.

A key consideration in evaluating the impact of performance goals on motivation is their tendency to promote extrinsic rather than intrinsic motivation. Grajcevci and Shala (2021) observed that performance goals are closely linked to both intrinsic and extrinsic motivations, although the latter often tends to dominate. While the prospect of external validation can provide immediate gratification and drive students to excel, it may not always foster long-term engagement and personal fulfillment. The thematic analysis revealed that some students expressed concerns about feeling pressured to meet external expectations, which occasionally led to stress and burnout. This suggests that while performance goals can be effective in boosting motivation, they should be carefully balanced with intrinsic goals that emphasize personal growth and artistic development.

Another important aspect of performance goals is their role in fostering a competitive learning environment. Fernández et al. (2020) argued that task-oriented performance goals promote healthy competition among peers, driving students to push their boundaries and strive for higher standards. The thematic analysis of this study corroborated these findings, revealing that students who were motivated by competition viewed their peers as both rivals and sources of inspiration. This

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competitive element, when managed constructively, can create a dynamic and engaging academic environment that encourages continuous improvement and goal attainment. However, excessive competition can sometimes lead to negative emotions such as envy and self-comparison, which could potentially undermine motivation.

It is also crucial to consider the potential downsides associated with an overemphasis on performance goals. Bardach et al. (2020) cautioned that an exclusive focus on performance goals can lead to anxiety and the adoption of superficial learning strategies, as students may prioritize outcomes over the learning process itself. This perspective was reflected in the thematic analysis, where some students reported experiencing significant stress and fear of failure due to their reliance on performance goals. This highlights the need for a balanced approach that integrates both mastery and performance goals to create a more holistic and sustainable motivational framework.

Cultural and contextual factors play a significant role in shaping students' responses to performance goals. In the context of Shandong, China, where academic achievement and societal expectations are highly valued, performance goals align well with the prevailing cultural emphasis on diligence, hard work, and excellence. Grajcevci and Shala (2021) noted that cultural factors heavily influence motivational responses to performance goals, and the findings of this study support this assertion. Students in this study exhibited a strong drive to meet societal standards of excellence, reflecting the broader cultural values that prioritize achievement and recognition. The emphasis on performance goals within this cultural context likely serves as an additional motivator, reinforcing students' determination to succeed.

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The role of instructors and peers in amplifying the impact of performance goals is another critical factor. Bardach et al. (2020) argued that performance goal structures are significantly influenced by the educational environment, with instructors playing a key role in shaping students' motivational orientations. In this study, students who received clear and consistent feedback from their instructors and observed the success of their peers were more motivated to pursue performance goals. The thematic analysis revealed that positive reinforcement from instructors and peer recognition were significant sources of motivation, further underscoring the importance of a supportive educational environment in enhancing the effectiveness of performance goals.

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5.2.6 To determine the impact of classroom climate on motivation among fine art undergraduates in Shandong, China

The results of the analysis indicate that classroom climate significantly influences motivation among fine art undergraduates in Shandong, China. The statistical analysis, with an unstandardized coefficient (B = 0.191) and a standardized coefficient (Beta = 0.187), demonstrates a strong positive relationship between classroom climate and motivation. The t-value of 4.181 and a p-value of less than 0.001 confirm the robustness of this relationship, positioning classroom climate as one of the most influential factors in the motivational framework for these students. The findings suggest that a well-structured, supportive, and engaging classroom environment fosters students' enthusiasm, participation, and commitment to academic goals. The thematic analysis further corroborates these statistical results, highlighting recurring

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themes such as the importance of teacher-student interactions, peer relationships, and the overall classroom structure in shaping students' motivation. Students frequently mentioned that a positive classroom atmosphere encouraged their engagement and provided them with the necessary emotional and academic support to pursue their artistic endeavors with confidence.

The importance of classroom climate in influencing student motivation is widely supported by existing literature across various educational contexts. Wang et al. (2020) emphasized that a positive classroom climate enhances academic motivation by fostering students' sense of self-efficacy and relatedness. Similarly, Huang et al. (2018) found that teacher support and peer interactions within a nurturing classroom environment play a pivotal role in boosting intrinsic motivation among students. Stolk et al. (2018) underscored that meeting students' psychological needs—such as competence, autonomy, and relatedness—through well-structured classroom settings significantly enhances motivation and engagement. Naway et al. (2019) further argued that classroom leadership and climate create conditions conducive to academic engagement, stressing that leadership styles adopted by instructors shape students' perceptions of their learning environment. Alonso-Tapia et al. (2019) added to this discourse by highlighting that teacher expertise and the application of motivational strategies directly impact classroom climate, thereby affecting students' drive to succeed.

Several factors within the educational environment contribute to the strong relationship between classroom climate and student motivation. A positive classroom climate fosters a sense of belonging and emotional security, which enables students to

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engage more freely with learning tasks and pursue academic challenges with greater enthusiasm. When students perceive their classroom environment as supportive, their motivation to participate and excel increases. This observation aligns with Wang et al. (2020), who found that structured classroom environments contribute to higher motivation by addressing students' academic and emotional needs. Fine art undergraduates, in particular, benefit from environments where they feel valued and supported, as their field of study demands a high degree of self-expression and creativity, which can only thrive in an encouraging and open atmosphere.

Teacher-student interactions emerged as a crucial component of classroom climate in the thematic analysis. Positive relationships between instructors and students create an atmosphere of trust and encouragement, which significantly enhances motivation. When teachers show genuine interest in students' progress, provide constructive feedback, and offer continuous support, students feel more competent and motivated to improve. Huang et al. (2018) demonstrated that teacher enthusiasm and responsiveness play a critical role in shaping students' academic attitudes and their willingness to engage with challenging content. Similarly, students in this study identified their instructors' encouragement and availability as key factors driving their motivation, reinforcing the idea that teacher involvement is fundamental to fostering a motivating classroom climate.

Peer relationships are another essential element in creating a motivating classroom climate. Naway et al. (2019) emphasized the role of collaborative peer dynamics in fostering an engaging and supportive learning environment. When students interact with like-minded peers who share similar goals and aspirations, they

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develop a sense of relatedness, which further fuels their intrinsic motivation. The thematic analysis revealed that students who actively engaged in group discussions and collaborative projects reported higher levels of motivation and academic commitment. Positive peer interactions not only build camaraderie but also introduce a healthy level of competition, driving students to push their creative boundaries and achieve their best potential.

Classroom structure and organization were also identified as important factors influencing student motivation. Stolk et al. (2018) highlighted that a well-structured classroom with clear objectives and expectations helps students stay focused and motivated. The findings suggest that students thrive in environments where they have a clear understanding of academic requirements and expectations, supported by consistent guidance and mentorship. In fine arts education, where assignments often involve open-ended creative tasks, structured guidance from instructors helps students set realistic goals and track their progress effectively. The thematic analysis revealed that students appreciate structured feedback and clear assessment criteria, which provide them with a sense of direction and reinforce their motivation to perform well.

Despite the generally positive impact of classroom climate, it is important to recognize that its effectiveness depends on how well it aligns with students' individual needs and learning styles. Alonso-Tapia et al. (2019) suggested that motivational strategies should be tailored to the unique characteristics of each classroom to maximize their impact. For fine art students, whose academic work is deeply personal and expressive, an ideal classroom climate would emphasize freedom, experimentation, and a non-judgmental approach to creativity. The thematic analysis

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indicated that students felt more motivated in environments where their individuality and artistic vision were acknowledged and valued. A rigid or overly structured classroom environment, on the other hand, was perceived by some students as restrictive and detrimental to their creative flow.

Cultural and contextual factors also play a significant role in shaping students' responses to classroom climate. In the Chinese educational system, where hierarchical teacher-student relationships and collectivist values are deeply embedded, classroom climate takes on a unique dynamic. Wang et al. (2020) observed that in such cultural contexts, students place a high value on teacher authority and structured learning environments, which can positively influence their motivation. The findings of this study align with this perspective, as students reported feeling more motivated when teachers provided clear instructions and maintained an organized, respectful, and goal-oriented classroom atmosphere. The cultural emphasis on diligence and academic achievement further reinforces the importance of classroom climate as a motivational driver.

The influence of classroom climate extends beyond academic motivation to broader psychological and social outcomes. Stolk et al. (2018) found that a positive classroom environment contributes to reduced stress levels, improved social competence, and greater overall academic engagement. Students who perceive their classroom as supportive are more likely to experience lower levels of anxiety and greater confidence in their abilities. The thematic analysis findings of this study support this notion, with students expressing a sense of comfort and well-being in positive classroom settings. The emotional security provided by a supportive

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classroom climate enables students to focus more effectively on their academic and creative pursuits, leading to higher levels of achievement and satisfaction.

5.2.7 To determine the impact of access to resources on motivation among fine art undergraduates in Shandong, China

The results demonstrate that access to resources significantly impacts motivation among fine art undergraduates in Shandong, China, as evidenced by the unstandardized coefficient (B = 0.121) and standardized coefficient (Beta = 0.120). The relationship is statistically significant with a t-value of 2.633 and a p-value of 0.009, underscoring that resource availability plays a notable role in shaping students' motivation. These statistical results indicate that the accessibility and quality of resources directly influence students' engagement, persistence, and overall academic performance. The thematic analysis reinforces these findings, revealing recurring themes such as the importance of resource accessibility in fostering a conducive learning environment, enhancing creative output, and reducing academic stress. Students highlighted that access to well-equipped studios, learning materials, and digital tools significantly improved their engagement and motivation in art education. They expressed that having the necessary resources available allowed them to focus more on their creative processes rather than worrying about logistical constraints, thereby fostering a more productive and fulfilling learning experience.

The literature strongly supports the critical role of resource availability in enhancing student motivation. Boncquet et al. (2020) found that motivational resources are instrumental in improving academic performance and well-being,

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particularly during educational transitions. Their research suggests that students who have access to comprehensive resources, including materials, infrastructure, and digital tools, are better equipped to navigate academic challenges and sustain their motivation. Pap et al. (2021) emphasized the mediating role of intrinsic motivation in the relationship between teacher support and resource access, highlighting the synergy between motivational resources and academic engagement. Their findings indicate that students are more likely to stay engaged and motivated when they perceive that their educational environment provides ample support and opportunities for creative exploration. Raufelder et al. (2018) noted that resource-related stress negatively impacts motivation, demonstrating the importance of mitigating resource inadequacies to sustain student engagement. This aligns with the findings of this study, where students reported that a lack of resources often led to frustration and hindered their creative expression.

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The positive relationship between access to resources and motivation can be attributed to several factors unique to the learning environment of art students. Unlike other academic disciplines, fine art education requires access to specific materials, technology, and physical spaces to support creative endeavors. When these resources are available, students are more likely to feel empowered to explore their artistic potential, thereby increasing their intrinsic motivation. The findings align with Boncquet et al. (2020), who argued that adequate resources enable students to overcome barriers to learning, fostering a more motivated and resilient approach to academic tasks. In the absence of adequate resources, students may face significant challenges in expressing their creativity and achieving their artistic goals, leading to a decline in motivation and academic performance.

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The role of digital resources in enhancing motivation cannot be understated. In contemporary art education, access to software, online learning platforms, and digital design tools provides students with opportunities to expand their skill sets and engage in innovative practices. Pap et al. (2021) highlighted that digital tools not only enhance technical proficiency but also boost intrinsic motivation by enabling students to produce high-quality work with greater efficiency. The thematic analysis echoed this perspective, as students identified digital resources as crucial in bridging the gap between traditional and modern art forms, thereby maintaining their engagement and interest in the curriculum. Access to online tutorials, virtual galleries, and digital collaboration tools also plays a crucial role in fostering students' self-directed learning and creative autonomy.

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Another critical aspect is the role of resource equity. When resources are equitably distributed, students from diverse socio-economic backgrounds are given equal opportunities to excel. Majid and Shuhidan (2018) argued that resource accessibility in educational institutions serves as a leveling mechanism, allowing all students to perform to their full potential. The thematic analysis revealed similar sentiments, as students expressed that equitable resource distribution fostered a sense of fairness and inclusivity, which in turn motivated them to participate actively in academic activities. The perception that all students have equal access to the tools and materials needed to succeed creates a more positive and motivating learning environment. On the other hand, disparities in resource allocation can lead to feelings of exclusion and demotivation among students who perceive themselves as disadvantaged compared to their peers.

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The availability of resources also addresses psychological aspects of motivation by reducing stress and enhancing a sense of preparedness. Raufelder et al. (2018) demonstrated that students with access to adequate resources experience lower stress levels, which positively influences their motivation and overall academic performance. The findings suggest that students who perceive their learning environment as well-equipped are more likely to approach their studies with enthusiasm and confidence, ultimately fostering higher levels of engagement and achievement. Having access to the necessary tools and materials allows students to focus on their creative pursuits without the added burden of financial or logistical constraints, creating a more positive and conducive learning environment.

However, the relationship between access to resources and motivation is not merely transactional where it is also mediated by factors such as resource utilization and support systems. Křeménková (2019) emphasized that the mere availability of resources does not guarantee motivation unless students are guided on how to effectively utilize them. This notion was supported by the thematic analysis, where students highlighted the importance of instructor guidance in maximizing the benefits of available resources. Educators who actively demonstrate resource usage and integrate them into the curriculum create a more engaging and motivating learning environment. Structured workshops, hands-on training sessions, and opportunities for experimentation help students develop the confidence and skills necessary to leverage available resources effectively.

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The type and quality of resources available also influence their motivational impact. High-quality materials and advanced technological tools were identified as particularly motivating for art students, who often rely on these resources to produce professional-level work. Majid and Shuhidan (2018) argued that state-of-the-art resources serve as an inspiration for students to achieve excellence, reinforcing their intrinsic motivation to excel. This aligns with the findings, where students expressed a preference for resources that align with industry standards, as they viewed these as investments in their future careers. Exposure to industry-standard resources not only enhances students' technical skills but also boosts their confidence in their ability to transition into professional artistic careers.

Cultural and contextual factors also shape the relationship between access to resources and motivation. In the context of Chinese education, where academic excellence is highly valued, the availability of resources acts as a tangible indicator of institutional support and commitment to student success. This aligns with the findings, where students viewed resource availability as a reflection of their institution's dedication to their personal and professional development. The cultural emphasis on collectivism further amplifies the impact, as students benefit not only from individual resource usage but also from collaborative learning facilitated by shared resources. Collaborative access to resources allows students to engage in group projects, exchange ideas, and develop a deeper sense of community within their academic environment.

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5.2.8 To explore the experiences and perspectives of fine art undergraduates in Shandong, China regarding the factors influencing their motivation

The findings reveal that several factors significantly influence the motivation of fine art undergraduates in Shandong, China through the quantitative and qualitative analyses. Statistically, classroom climate emerged as the strongest predictor of motivation (Beta = 0.187, t = 4.181, $p < .001$), followed by self-description (Beta = 0.171, t = 3.335, $p < .001$), and performance goals (Beta = 0.167, t = 3.287, p = .001). Access to resources (Beta = 0.120, t = 2.633, p = .009) and mastery goals (Beta = 0.121, t = 2.379, p = .018) also demonstrated significant relationships. The thematic analysis provided further depth, highlighting students' perceptions of a supportive learning environment, personal growth through goal setting, and the importance of access to artistic and digital resources. Students frequently cited the classroom environment as a critical factor, describing how teacher engagement and peer interactions enhanced their learning experience and motivation.

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The literature substantiates these findings, particularly the role of classroom climate in fostering motivation. Wang et al. (2020) argue that a positive classroom climate, characterized by supportive teacher-student relationships and collaborative peer dynamics, enhances students' academic engagement and motivation. Huang et al. (2018) emphasize that self-efficacy mediates the relationship between classroom environment and motivation, illustrating how perceptions of competence are cultivated within positive learning spaces. Boncquet et al. (2020) highlight the importance of resources in bridging motivational gaps, noting that students with access to well-designed learning tools exhibit greater resilience and engagement. Similarly, Pap et al. (2021) argue that intrinsic motivation thrives in environments

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where students feel supported, while Raufelder et al. (2018) identify stress as a significant barrier, mitigated by a conducive learning environment.

The dominant role of classroom climate in shaping motivation reflects the interpersonal and structural elements inherent in art education. Fine art undergraduates, whose learning often involves critique, collaboration, and creative exploration, benefit significantly from environments that promote psychological safety and constructive feedback. The statistical significance of classroom climate ($p < .001$) corroborates this, aligning with Wang et al. (2020), who demonstrated that positive environmental factors directly influence motivation. The thematic analysis echoed these findings, with students frequently expressing that teachers' encouragement and peer collaboration were pivotal in maintaining their enthusiasm for creative pursuits. These results underscore the relational and interactive nature of motivation within art education.

Self-description, as the second strongest predictor (Beta = 0.171), highlights the introspective aspects of motivation. Students who perceive themselves positively—confident in their artistic abilities and aligned with their personal goals—are more likely to exhibit higher motivation. This finding aligns with Pap et al. (2021), who argue that intrinsic motivation is deeply connected to self-perception and the alignment of personal and academic goals. The qualitative findings also supported this connection, with students describing how self-reflection and alignment with their artistic identity fueled their engagement and perseverance.

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Performance goals, with a standardized coefficient of 0.167, emphasize the role of ambition and external benchmarks in driving motivation. While traditionally critiqued for fostering anxiety, performance goals in this context appear to align positively with motivation, as students leverage them to achieve high standards and recognition. This dual nature of performance goals resonates with Bardach et al. (2020), who found that performance-oriented environments, when balanced with adequate support, can enhance both engagement and achievement. The qualitative themes illustrated this dynamic, as students often spoke about striving for excellence and using external validation as a motivator to push creative boundaries.

The significance of mastery goals (Beta = 0.121) complements the findings on performance goals, highlighting the importance of personal growth and skill development. Art education inherently requires a balance between mastery and performance goals, with the former fostering deep engagement and intrinsic motivation. These results align with Ljubin-Golub (2021), who found that mastery goals enhance motivational regulation and academic flow. Students in the thematic analysis often described how setting mastery-oriented goals such as perfecting a technique or exploring new mediums helped sustain their motivation over time.

Access to resources, while statistically significant ($p = .009$), plays a more foundational role in enabling motivation. The findings suggest that resources act as enablers, providing the tools and opportunities necessary for students to pursue their creative and academic goals effectively. Boncquet et al. (2020) emphasized that resource availability directly impacts student well-being and performance, a sentiment echoed by the thematic analysis, where students highlighted access to digital tools and

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art supplies as critical motivators. This finding reinforces the importance of infrastructure and institutional support in sustaining motivation among art students.

The role of self-efficacy, while marginally significant, warrants attention as it underscores the psychological dimensions of motivation. Students who believe in their abilities are more likely to engage persistently in their academic tasks, even in the face of challenges. This finding aligns with Huang et al. (2018), who demonstrated that self-efficacy mediates the impact of external factors on motivation, suggesting its role as an underlying mechanism linking environmental and personal factors.

The thematic insights into students' experiences provide a detailed understanding of these quantitative findings. Students consistently emphasized the interplay between these factors, suggesting that motivation is not driven by isolated variables but by their interaction within a supportive ecosystem. For instance, access to resources amplified the benefits of positive classroom climates, while mastery goals complemented performance-oriented ambitions, creating a holistic motivational framework. This integrative perspective aligns with Pap et al. (2021), who argue that motivation is multidimensional and influenced by a combination of individual, relational, and contextual factors.

Culturally, the findings reflect the unique dynamics of Chinese education, where both collectivist values and individual aspirations coexist. The emphasis on classroom climate and collaborative learning aligns with the collectivist tradition, while the prominence of performance and mastery goals reflects the growing

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importance of individual achievement in contemporary Chinese education. This duality is also evident in the thematic analysis, where students expressed a desire for both personal growth and peer recognition.

5.3 Main findings and contribution to new knowledge

5.3.1 Self-concept and motivation for fine art undergraduates

This research reveals that self-concept plays a central role in shaping the motivation of fine art undergraduates, emphasizing its holistic influence on both creative and academic pursuits. The findings indicate that self-concept, comprising self-perception, self-efficacy, and self-description, directly affects students' engagement and persistence in artistic activities. Students with a strong self-perception of their creative abilities demonstrated higher levels of intrinsic motivation, which enabled them to embrace artistic challenges, explore innovative techniques, and persevere through difficulties. These students often expressed confidence in their artistic identity, viewing obstacles as opportunities for growth rather than threats to their self-worth. Conversely, those with lower self-confidence, particularly in technical skills or new mediums such as digital art, reported feelings of inadequacy that hindered their willingness to experiment or actively participate in class. Many students expressed apprehension when faced with unfamiliar creative processes, indicating that self-concept plays a crucial role in their willingness to explore and push artistic boundaries.

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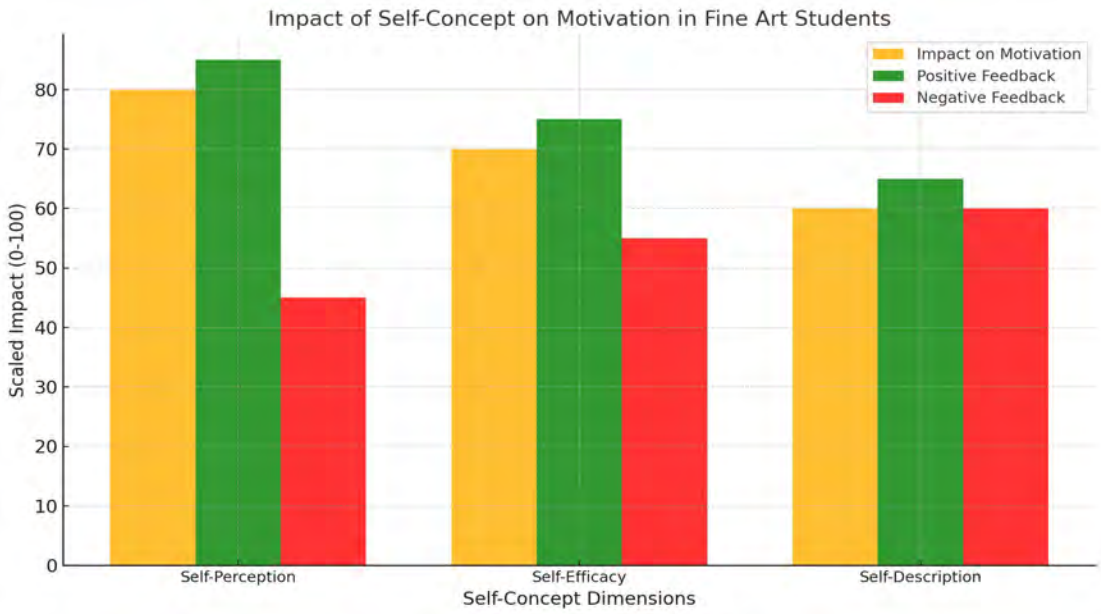
The research further underscores that fine art undergraduates frequently define their self-concept through interactions with peers, instructors, and external audiences. Feedback from these sources plays a critical role in shaping their self-beliefs and, consequently, their motivation. Positive feedback reinforced students' self-perception and boosted their motivation, encouraging them to take creative risks and invest more effort into their work. In contrast, overly critical or inconsistent evaluations created self-doubt and disengagement, leading some students to withdraw from challenging projects or avoid public critique sessions. These findings highlight the delicate balance required in fine art education, where feedback must be constructive and balanced to nurture students' confidence while also guiding their artistic development. The thematic analysis suggests that effective feedback should acknowledge students' strengths, provide actionable suggestions for improvement, and create a supportive atmosphere that encourages artistic exploration.

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Figure 5.1

Impact of Self-Concept on Motivation in Fine Arts Students



Self-description, or how students articulate their artistic identity, also emerged as a significant motivator in this study. Students who were able to clearly define their artistic style and goals displayed higher persistence, enthusiasm, and engagement with their work. They often reported a sense of purpose and direction, which helped them stay motivated even during periods of creative stagnation or external criticism. On the other hand, students struggling with self-definition frequently felt directionless and unmotivated, often comparing themselves unfavorably to their peers. These findings suggest that self-description is not only a reflection of artistic identity but also a driver of sustained motivation, as it provides students with a roadmap for their creative journey.

The influence of self-concept on motivation among fine art undergraduates is further complicated by the subjective nature of artistic evaluation. Unlike traditional academic settings, where self-concept is often linked to measurable performance

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indicators such as grades and standardized assessments, fine art education presents unique challenges in assessing artistic growth and achievement. The inherently subjective and interpretive nature of artistic work means that students' self-concept is shaped by fluctuating external judgments and their evolving artistic vision. This variability can create both opportunities for growth and potential sources of insecurity, making it essential for educators to foster environments that support the development of a resilient self-concept.

The contribution of this research to new knowledge lies in its exploration of self-concept within the specific context of fine art education. By shedding light on the interplay between self-concept and motivation, this study provides a deeper understanding of the unique challenges faced by fine art students. Unlike students in other academic disciplines, fine art undergraduates must reconcile the technical demands of skill acquisition with the expressive and often subjective aspects of creative practice. The pressure to meet both internal artistic standards and external expectations can create significant tension, making self-concept a crucial factor in students' overall well-being and motivation. The findings advocate for targeted interventions, such as confidence-building workshops that focus on reinforcing positive self-perception and self-efficacy, mentorship programs that provide personalized guidance, and peer collaboration opportunities that foster a sense of belonging and mutual support.

Furthermore, this research highlights the importance of systemic changes in teaching strategies and evaluation practices to enhance fine art students' motivation. The findings suggest that traditional assessment methods, which often focus solely on

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technical proficiency or final artistic products, should be complemented by process-oriented evaluations that recognize students' creative growth and effort. Educators should prioritize formative assessment techniques that provide ongoing feedback and celebrate students' progress, rather than solely emphasizing end results. This approach can help reinforce students' self-concept by acknowledging their artistic journey and encouraging continuous exploration and improvement.

The role of peer collaboration in shaping self-concept and motivation also deserves further attention. Many students in this study reported that working with peers who shared similar creative interests provided them with a sense of community and validation, which positively influenced their motivation. Collaborative projects, group critiques, and shared studio spaces emerged as key factors that contributed to students' self-concept development by offering opportunities for constructive dialogue and mutual inspiration. Educators should leverage these insights by designing classroom environments that facilitate peer-to-peer learning and support networks, thereby fostering a culture of shared artistic growth and motivation.

Moreover, the research findings suggest that self-concept and motivation are closely intertwined with students' long-term artistic aspirations and career goals. Students who had a clear vision of their future artistic endeavors, whether in professional practice, academia, or creative entrepreneurship, exhibited higher levels of motivation and resilience. They reported being more willing to invest time and effort into refining their skills and developing their artistic voice. In contrast, students who lacked clarity about their future career paths often experienced fluctuating

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motivation and self-doubt, indicating the need for career guidance and professional development opportunities within fine art education.

By addressing the complex relationship between self-concept and motivation, this research contributes to a broader understanding of how to create supportive educational environments that empower fine art undergraduates to thrive. It underscores the need for a holistic approach to student development that integrates emotional, psychological, and academic support. Educators and policymakers should consider implementing initiatives that enhance students' self-concept by providing mentorship, fostering an inclusive and constructive feedback culture, and promoting a growth-oriented mindset.

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5.3.2 Achievement goals and motivation for fine art undergraduates

This research highlights the intricate relationship between achievement goals and the motivation of fine art undergraduates, shedding light on how mastery and performance goals distinctly influence their artistic engagement and academic persistence. Achievement goals serve as a fundamental driving force that shapes students' approaches to learning, creativity, and overall academic experience. Mastery goals, which emphasize personal growth, skill development, and creative exploration, were found to be dominant motivators among fine art students. Those who pursued mastery goals demonstrated a higher willingness to experiment with new artistic mediums, techniques, and conceptual ideas, showcasing an intrinsic motivation to improve their craft. These students reported feeling more fulfilled by the process of

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artistic creation rather than focusing solely on external outcomes, viewing setbacks as opportunities for learning and growth rather than failures. This mindset was particularly evident among students engaged in exploring innovative art forms such as digital and mixed media, where iterative learning and adaptability were critical components of their creative process.

Figure 5.2

Achievement Goals Impact on Motivation



In contrast, performance goals, which focus on external validation and comparison with peers, presented both positive and negative implications for student motivation. For some students, the pursuit of performance goals provided a strong incentive to excel, particularly in the context of competitive exhibitions, public showcases, and formal assessments. These students thrived under the pressure of competition, achieving higher visibility and accolades for their work, which in turn reinforced their motivation and confidence. Recognition from instructors, peers, and

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art critics served as a powerful extrinsic motivator, driving students to push their creative limits and refine their artistic techniques. However, the findings also suggest that an overemphasis on performance goals can result in heightened stress levels, self-doubt, and a diminished sense of creative freedom. Students who primarily focused on external validation often restricted their artistic expression to align with perceived expectations, thereby compromising their intrinsic motivation and personal artistic vision.

A notable observation from this research is the potential benefits of balancing mastery and performance goals to achieve optimal motivation and engagement. Students who were able to strike a balance between personal artistic development and external recognition demonstrated greater resilience and adaptability in navigating the creative and evaluative demands of their education. These students were more open to feedback and used it constructively to enhance their skills without feeling threatened by criticism. They leveraged external feedback to refine their work while maintaining a strong sense of ownership and authenticity in their artistic expression. This balance allowed them to stay motivated, persevere through challenges, and continuously evolve as artists.

However, one of the significant challenges identified in this study was the institutional emphasis on performance goals driven by competitive grading systems, public critiques, and the pursuit of institutional recognition within fine art programs. Such environments often created a sense of pressure where students prioritized producing work that would impress others, sometimes at the expense of authentic self-expression and creative exploration. This overemphasis on external outcomes led

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to disengagement and creative stagnation for some students, who found themselves struggling to align their personal artistic goals with the expectations imposed by the educational system. The constant pursuit of validation through grades and awards sometimes resulted in a fear of failure, leading students to adopt risk-averse behaviors and avoid experimentation with unconventional ideas or techniques.

Feedback emerged as a critical factor in shaping students' achievement goals and motivation. The findings highlight that constructive feedback plays a pivotal role in supporting both mastery and performance goals. When feedback was specific, encouraging, and provided in a supportive manner, it helped students build self-confidence, refine their artistic techniques, and stay motivated. On the other hand, overly critical or inconsistent feedback contributed to feelings of self-doubt, frustration, and decreased motivation. Students who experienced negative feedback without constructive suggestions for improvement often felt demotivated and less inclined to take creative risks. This underscores the importance of educators adopting balanced feedback strategies that foster students' growth while maintaining their enthusiasm and commitment to artistic exploration.

The contribution of this research to the field of fine art education lies in its exploration of achievement goals within the unique context of a discipline that blends creativity, subjectivity, and emotional investment. Unlike academic fields where performance metrics are standardized and clearly defined, fine art education presents distinct challenges due to the subjective nature of artistic evaluation and the deeply personal connection students have with their work. This complexity makes the impact of achievement goals on motivation more nuanced, requiring a tailored approach that

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considers the individuality of each student's artistic journey. The findings highlight the necessity of fostering mastery goals to enhance intrinsic motivation, creativity, and resilience while carefully managing the influence of performance-driven environments.

The study also emphasizes the need for fine art institutions to adopt a more balanced and student-centered approach to goal-setting, assessment, and motivation. Institutions should consider revising their pedagogical frameworks to incorporate strategies that support both mastery and performance goals in a way that complements students' creative processes. Mentorship programs, collaborative projects, and personalized feedback mechanisms can play a significant role in creating a supportive learning environment that nurtures students' artistic development and sustains their motivation. Mentors and educators should focus on guiding students through the process of self-discovery, helping them establish meaningful artistic goals that align with their passions and aspirations while also preparing them to meet external challenges and expectations.

Another important recommendation derived from this research is the promotion of collaborative and interdisciplinary learning experiences that encourage students to engage with diverse perspectives and creative approaches. Collaborative projects that involve working with peers from different artistic disciplines can provide valuable opportunities for students to develop their artistic identity, receive constructive feedback, and gain exposure to new creative possibilities. Such experiences can foster a growth-oriented mindset, encouraging students to embrace both mastery and performance goals in a constructive and balanced manner.

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Furthermore, the study advocates for integrating reflective practices into fine art education to help students develop a deeper understanding of their artistic progress and motivation. Encouraging students to regularly reflect on their creative journey, set personal artistic goals, and assess their achievements in relation to their long-term aspirations can reinforce a mastery-oriented approach to learning. Reflection also allows students to appreciate their growth beyond external validation, fostering a sense of self-efficacy and resilience in the face of artistic challenges.

5.3.3 Learning environment and motivation for fine art undergraduates

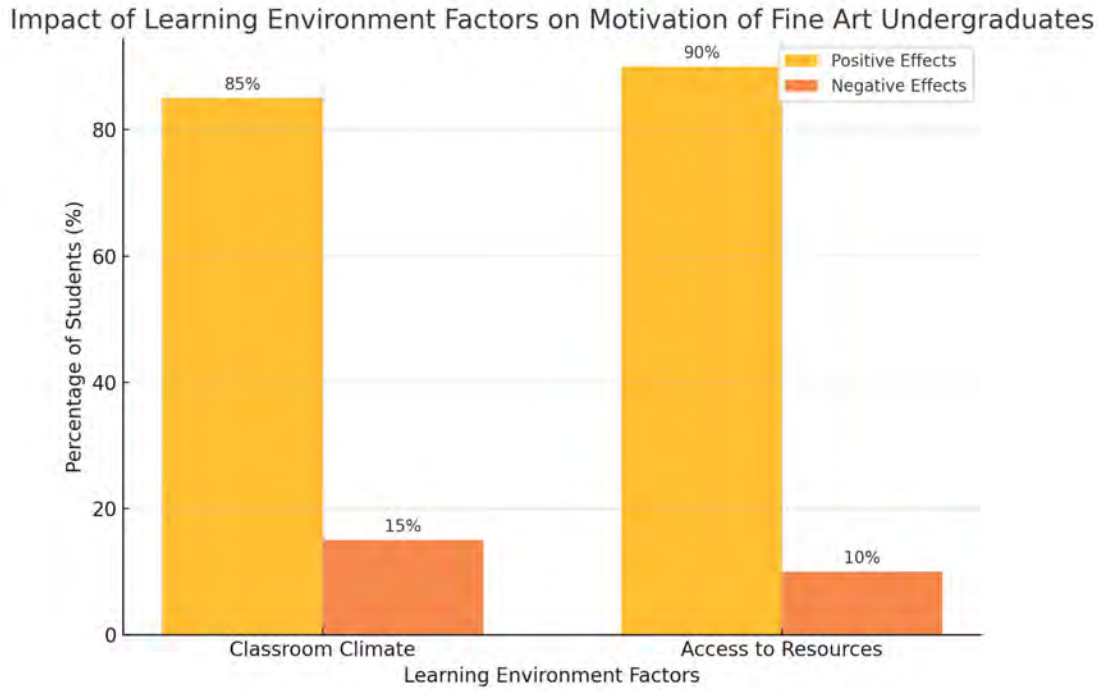
This research underscores the critical role of the learning environment in shaping the motivation of fine art undergraduates, highlighting its profound influence on their creative engagement, academic persistence, and emotional well-being. The findings reveal that fine art students thrive in environments that provide a balance between structure and creative freedom. Positive learning environments, characterized by supportive faculty, constructive feedback, and access to diverse resources, significantly enhance students' intrinsic motivation. In such environments, students reported feeling more confident in their abilities to experiment, take creative risks, and persist through challenges, particularly in domains such as digital art and mixed media, where the learning curve can be steep. The encouragement and guidance provided by faculty members were particularly influential in fostering a growth mindset, encouraging students to view mistakes as learning opportunities rather than failures.

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Figure 5.3

Impact of Learning Environment Factors on Motivation of Fine Art Undergraduates



In contrast, rigid or overly critical learning environments were identified as major demotivating factors that hindered students' creative growth and academic progress. Students in such settings often felt constrained and reluctant to explore unconventional ideas or experiment with new techniques. This limitation not only stifled creativity but also contributed to feelings of inadequacy, disengagement, and, in some cases, anxiety about their artistic abilities. The findings suggest that students who experienced excessive criticism or a lack of encouragement were more likely to adopt a fixed mindset, viewing their artistic potential as limited and immutable. These students frequently expressed frustration over restrictive pedagogical approaches that

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prioritized technical precision over creative exploration, highlighting the need for a more balanced educational approach.

Another key finding of the research emphasizes the importance of peer interactions and collaborative projects within the learning environment. Students who engaged in collaborative activities or participated in peer critique sessions displayed higher levels of motivation and creative engagement. These settings provided opportunities for mutual inspiration, constructive criticism, and the development of interpersonal skills critical for artistic careers. Peer collaboration allowed students to gain fresh perspectives, challenge their creative boundaries, and learn from each other's experiences. However, the study also noted the potential downsides of competitive peer dynamics. In some instances, excessive competition fostered feelings of self-doubt and pressure to conform to perceived standards, leading to creative stagnation. Balancing competition with collaboration was found to be crucial in maintaining a motivating and supportive atmosphere.

The accessibility of resources was another significant aspect of the learning environment that influenced students' motivation levels. Students with access to state-of-the-art facilities, digital tools, and diverse artistic materials expressed higher levels of satisfaction with their educational experience and demonstrated greater motivation to explore and innovate. Access to well-equipped studios, high-quality art supplies, and cutting-edge software enabled students to experiment with a wide range of techniques and artistic expressions. On the other hand, limited access to such resources left students feeling constrained in their ability to fully explore their artistic potential, often leading to frustration and decreased motivation. The research

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highlights the need for institutions to prioritize resource availability, ensuring that all students have equitable opportunities to develop their skills and realize their creative visions.

Faculty support and instructional methods were identified as pivotal factors in shaping the learning environment and, consequently, students' motivation. Effective teaching strategies that emphasized encouragement, personalized guidance, and constructive critique were associated with higher levels of motivation and engagement. Instructors who adopted a mentorship approach, guiding students through their creative processes and providing tailored feedback, were found to be instrumental in helping students overcome artistic challenges. Conversely, faculty members who employed rigid or overly authoritative teaching styles were perceived as barriers to creative exploration, limiting students' willingness to take risks and experiment with new ideas. The findings suggest that faculty training programs focused on fostering a supportive and flexible learning environment can significantly enhance students' motivation and overall educational experience.

The emotional and psychological dimensions of the learning environment also emerged as critical factors influencing motivation. The inherently personal and expressive nature of fine art education means that students are deeply invested in their work, making them particularly sensitive to the emotional climate of the classroom. A positive and inclusive learning environment, where students feel valued and respected, fosters a sense of belonging and psychological safety, encouraging them to take creative risks and persist through challenges. The study found that students who felt emotionally supported by their instructors and peers were more likely to remain

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motivated and committed to their artistic goals. In contrast, students who experienced alienation or a lack of support were more likely to disengage and struggle with self-doubt.

This research contributes to new knowledge by highlighting the unique interplay between the creative and educational aspects of fine art learning environments. Unlike traditional academic settings, where the focus may primarily be on standardized knowledge acquisition, fine art education demands a more nuanced approach that supports both the technical and expressive dimensions of student development. The findings advocate for educational strategies that strike a balance between structure and flexibility, providing students with the guidance they need while also allowing them the freedom to explore their artistic identities. This balance is crucial in fostering intrinsic motivation, as students thrive when they feel both challenged and supported in their creative endeavors.

The study further emphasizes the need for a holistic approach to fine art education that considers the multifaceted nature of students' experiences. Institutions must recognize that motivation is not solely driven by academic performance but is also influenced by emotional, social, and environmental factors. Strategies such as faculty training in constructive feedback, opportunities for peer collaboration, and investment in diverse resources are critical to enhancing student motivation. Additionally, the research highlights the importance of incorporating mental health support services and wellness initiatives into fine art programs to help students navigate the emotional demands of their creative practice.

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By addressing these findings, educational institutions can better design environments that align with the distinctive needs of fine art students. A supportive learning environment that integrates flexibility, constructive feedback, and resource accessibility can empower students to pursue their creative aspirations with confidence and resilience. Institutions should also consider incorporating reflective practices into the curriculum, encouraging students to assess their learning experiences, set personal artistic goals, and identify areas for growth. Reflection can help students develop a deeper understanding of their artistic journey and reinforce their intrinsic motivation.

5.4 Implications of the study

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5.4.1 Practical implications

The findings of this research offer significant practical implications for enhancing motivation among fine art undergraduates in Shandong, China. By understanding the interplay of classroom climate, self-perception, self-description, access to resources, and goal setting on student motivation, stakeholders in higher education, including educators, administrators, and policymakers, can design targeted interventions to foster a more conducive learning environment. These practical applications can improve not only individual student outcomes but also broader institutional performance in fostering creativity and academic achievement.

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A critical implication lies in the importance of cultivating a positive classroom climate. The findings demonstrate that classroom environment plays a dominant role in shaping student motivation. Educators should focus on creating supportive, inclusive, and interactive classrooms that encourage collaboration and active participation. This involves employing teaching methods that emphasize student engagement, such as project-based learning, peer critiques, and collaborative assignments, which resonate with the intrinsic motivational needs of art students. Training programs for educators can be tailored to enhance their skills in building rapport with students, providing constructive feedback, and fostering an atmosphere of psychological safety. By doing so, educators can create environments where students feel valued, understood, and motivated to explore their creative potential.

The strong influence of self-description on motivation underscores the need to promote positive self-perceptions among students. Institutions should integrate activities that help students reflect on their abilities, achievements, and aspirations. This can include regular one-on-one mentoring sessions, personalized feedback mechanisms, and the incorporation of reflective practices into the curriculum. Moreover, showcasing student work through exhibitions, competitions, or digital portfolios can help students develop a stronger sense of self-worth and confidence in their artistic abilities. These practices not only validate students' efforts but also align their self-description with their academic and personal goals, fostering deeper engagement and intrinsic motivation.

Goal-setting, particularly mastery and performance goals, emerges as another critical area for practical application. Educators and curriculum designers should

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incorporate strategies that balance mastery-oriented tasks, which focus on personal growth and skill acquisition, with performance-oriented tasks that emphasize excellence and recognition. For example, structured learning milestones can help students track their progress in mastering specific techniques or concepts, while competitive events can provide external validation and encourage high achievement. However, it is essential to ensure that performance goals are framed in a way that reduces stress and avoids fostering an overly competitive atmosphere. Instead, they should be used to celebrate individual and collective achievements, promoting both excellence and community within the classroom.

Access to resources also has substantial practical implications. Art education inherently relies on access to specialized tools, materials, and spaces, and the findings highlight the motivational impact of these resources. Institutions should prioritize investments in state-of-the-art facilities, including well-equipped studios, digital labs, and libraries with resources tailored to art education. Additionally, providing students with access to financial aid or subsidies for purchasing art supplies can alleviate economic barriers, ensuring equitable access to the resources needed for creative exploration. Digital resources, including online tutorials, virtual galleries, and collaborative platforms, should also be made readily available, reflecting the increasing integration of technology into art education.

The findings related to self-efficacy and its marginal significance in motivation suggest that while it may not have been the strongest factor, fostering a belief in one's abilities remains vital. Practical efforts should include workshops or courses focused on building resilience, time management, and coping strategies,

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helping students overcome challenges and persist in their artistic pursuits. Peer mentoring programs, where senior students support junior cohorts, can also enhance self-efficacy by providing role models who demonstrate successful navigation of similar academic and creative challenges. These interventions can instill a sense of capability and confidence, motivating students to take on ambitious projects and push their creative boundaries.

Policymakers and administrators can draw on these findings to inform broader institutional strategies. Policies should encourage the professional development of educators in areas such as motivational psychology and innovative pedagogy. Moreover, the establishment of a feedback loop between students and faculty can ensure that classroom practices and resource allocations are continuously refined to meet evolving student needs. Institutions should also consider creating platforms for student voices, such as advisory councils or forums, where students can share their experiences and contribute to shaping the learning environment. Such initiatives demonstrate institutional commitment to student welfare and motivation, fostering a sense of belonging and engagement.

Based on a cultural perspective, the findings emphasize the dual influence of collectivist and individualist values in Chinese higher education. Practical strategies should respect and integrate these cultural aspects. For instance, promoting group-based projects and peer collaboration aligns with collectivist traditions, while opportunities for individual recognition, such as awards or solo exhibitions, cater to the growing emphasis on personal achievement. A culturally sensitive approach

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ensures that interventions resonate with students' lived experiences and values, enhancing their motivational impact.

5.4.2 Theoretical implications

The findings of this research offer profound theoretical implications for the study of motivation, particularly in the context of art education in Shandong, China. By elucidating the various relationships among self-perception, self-efficacy, self-description, classroom climate, goal setting, and access to resources, this study enriches existing motivational theories and provides detailed insights that extend their applicability to specialized academic domains such as art education.

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One of the most significant theoretical contributions lies in the extension of self-determination theory (SDT). The strong role of classroom climate in shaping motivation corroborates SDT’s emphasis on the fulfillment of basic psychological needs—autonomy, competence, and relatedness—as central to intrinsic motivation. However, this study adds specificity by demonstrating how these needs manifest in art education, a field characterized by its reliance on creativity and self-expression. The findings suggest that art students’ perceptions of supportive and collaborative classroom environments amplify their intrinsic motivation by satisfying their need for autonomy and relatedness in unique ways. This underscores the importance of contextualizing SDT within specialized educational settings, thereby advancing its theoretical robustness and applicability.

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The relationship between self-description and motivation highlights a deeper dimension of identity formation in academic motivation, aligning with theories of self-concept and identity. Self-description, as found in this research, not only influences students' intrinsic motivation but also serves as a mechanism for aligning their academic goals with personal aspirations. This suggests that motivational theories should integrate a more dynamic understanding of how identity evolves in response to educational experiences. Such integration is particularly relevant for art education, where the development of a creative identity is integral to students' academic and professional trajectories. The findings thus call for a reexamination of self-concept within motivational theories to account for the interplay between academic environments and personal identity formation.

The interplay between mastery and performance goals observed in this study further refines goal orientation theory. While mastery goals are traditionally associated with intrinsic motivation and deep learning, and performance goals with extrinsic motivation and surface-level engagement, this research reveals a more complex relationship. Both goal types significantly influence motivation, suggesting that their effects may not be mutually exclusive but rather context dependent. For art students, the dual emphasis on mastery and performance goals reflects the need to balance personal growth with external recognition. This insight challenges the dichotomy often presented in goal orientation theory and supports a more integrated perspective that considers how specific academic contexts mediate the impact of different goal orientations on motivation.

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The role of access to resources in motivating art students offers theoretical advancements in understanding extrinsic factors in educational motivation. While intrinsic motivation theories often downplay the influence of external factors, the findings of this study suggest that access to resources plays a pivotal role in enabling students to realize their intrinsic drives. This underscores the need for motivational theories to integrate resource-based perspectives, recognizing that external enablers such as materials, facilities, and financial support can act as catalysts for intrinsic motivation. By doing so, theories of motivation can better account for the structural and contextual realities of students' educational experiences.

Self-efficacy, though marginally significant in this study, provides an opportunity to explore its detailed role in motivation. Traditional theories such as Bandura's social cognitive theory posit that self-efficacy directly influences motivation through perceived competence. However, the findings suggest that its impact may be mediated by other factors such as classroom climate and goal orientation. This opens new theoretical avenues for examining self-efficacy as a component within a broader motivational ecosystem, where its effects are contingent on the interplay of individual and environmental variables. Such a perspective enriches social cognitive theory by incorporating a systems-based approach to understanding motivation.

The cultural context of this research further expands the theoretical discourse on motivation. Most motivational theories have been developed and validated in Western contexts, often emphasizing individualistic values such as autonomy and self-determination. By examining motivation in the collectivist context of Shandong,

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China, this research highlights the importance of social and relational dimensions in shaping motivation. For instance, the influence of classroom climate and self-description reflects the cultural emphasis on communal relationships and collective identity. This suggests that motivational theories need to incorporate cultural variability as a core component, moving beyond universalist assumptions to embrace a more detailed understanding of how cultural values shape motivational processes.

This study contributes to the emerging discourse on motivation in creative disciplines. Existing motivational theories often focus on cognitive and affective dimensions, with limited attention to creativity as a motivational driver. The findings highlight that motivation in art education is deeply intertwined with creative self-expression, aesthetic values, and the pursuit of originality. This suggests that motivational theories should expand to include creative dimensions, recognizing the unique ways in which students in artistic fields derive motivation from their engagement with creative processes. Such an expansion would not only enhance the theoretical scope of motivational research but also provide a more comprehensive framework for studying motivation in diverse academic disciplines.

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5.5 Limitations of the study

One notable limitation of the study lies in its reliance on cross-sectional data. The relationships between variables such as self-perception, classroom climate, and motivation were examined at a single point in time. While these relationships are statistically significant, the cross-sectional design precludes the ability to establish

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causal inferences. Motivation is a dynamic construct that evolves over time, influenced by both internal and external factors. Longitudinal research would provide a more robust framework for understanding how these variables interact and change across different stages of students' academic journeys, particularly in a context as detailed as art education.

The study's focus on self-reported measures introduces another limitation. The data were gathered through surveys, which depend on participants' perceptions and self-assessments. While self-reports are a common and practical tool in educational research, they are susceptible to biases such as social desirability and self-enhancement. Participants may have been inclined to present themselves in a more favorable light, particularly when responding to questions about motivation and self-efficacy. Such biases could lead to inflated or skewed results, potentially limiting the validity of the findings. Incorporating additional data collection methods, such as observational studies or qualitative interviews, would provide a richer and more detailed understanding of the variables under investigation.

The generalizability of the findings is constrained by the study's sample composition. The research exclusively targeted fine art undergraduates in Shandong, China, a specific population with unique cultural, academic, and social characteristics. While this focus allows for an in-depth exploration of motivation within this demographic, it limits the applicability of the findings to broader populations. The experiences and motivational factors of art students in Shandong may differ significantly from those in other academic disciplines, regions, or cultural contexts.

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Future studies should consider diverse samples to evaluate the extent to which the findings hold across various educational and cultural settings.

Another limitation pertains to the study's emphasis on quantitative analysis. While the statistical techniques employed provide valuable insights into the relationships between variables, they do not capture the depth and complexity of students' lived experiences. Motivation, especially in creative fields such as art, is influenced by intangible factors that may not be easily quantified, such as passion, inspiration, and personal meaning. A mixed-methods approach, incorporating qualitative data through interviews or focus groups, would offer a more holistic understanding of how these factors interact with the quantitative dimensions of motivation.

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The study also acknowledges potential issues with the operationalization of constructs. Constructs such as self-perception, classroom climate, and access to resources were measured using standardized scales, which may not fully capture the unique characteristics of these variables within the context of art education. For example, classroom climate in art education might involve unique elements such as opportunities for creative collaboration, critique sessions, and exposure to diverse artistic perspectives. Similarly, access to resources may include specialized tools, studio spaces, and mentoring relationships that are particularly relevant to art students. The reliance on generalized scales may have overlooked these context-specific details which limits the depth of the findings.

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The cultural context of the study, while providing valuable insights, also presents a limitation in terms of its potential influence on participants' responses. In collectivist societies such as China, social norms and expectations may shape how students perceive and report their motivation and related constructs. For instance, students might emphasize classroom climate or external support as more significant than intrinsic factors due to cultural values prioritizing harmony and community. This cultural lens could affect the interpretation of the results and may not align with findings in more individualistic contexts. Comparative studies across different cultural settings would provide a more comprehensive understanding of how cultural factors shape motivational processes.

The exclusion of certain variables that could influence motivation represents another limitation. While the study focuses on well-established constructs such as self-efficacy and goal orientation, other factors, such as emotional intelligence, resilience, and creativity, were not included. These variables are particularly pertinent in art education, where emotional and creative capacities play a critical role in shaping students' academic and professional trajectories. Their omission may result in an incomplete picture of the factors influencing motivation, suggesting the need for broader theoretical models in future research.

Finally, the statistical significance of certain variables, such as self-efficacy, approached the threshold of acceptance, indicating potential variability in their impact. This suggests that other mediating or moderating factors not included in the study may be influencing these relationships. For instance, the interplay between personal traits and external influences, such as family support or institutional policies, could

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provide additional insights into the complexity of motivation. Future research should adopt a more integrative approach, exploring these interactions to uncover the broader motivational ecosystem in art education.

5.6 Recommendations for future research

Future research addressing the limitations of this study on motivation among fine art undergraduates in Shandong, China, offers significant potential for advancing the theoretical and practical understanding of motivational dynamics in education. A critical starting point is the adoption of longitudinal research designs. The cross-sectional nature of this study limits insights into the temporal dynamics and causal relationships between key variables such as self-perception, classroom climate, and motivation. Longitudinal studies would allow researchers to track changes over time, revealing how motivational constructs evolve across different stages of students' academic and personal development. Such an approach could identify patterns of motivational growth or decline, enabling the development of targeted interventions to sustain or enhance motivation over time.

Another important avenue for future research is the incorporation of mixed methods approaches. The reliance on quantitative self-reported data, while valuable for capturing broad trends, fails to fully account for the depth and complexity of students' lived experiences. Qualitative methods such as interviews, focus groups, or ethnographic observations would provide richer insights into how students interpret and experience motivation in their academic journeys. Mixed-methods designs would

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not only validate the findings from quantitative analyses but also offer a detailed understanding of the contextual and personal factors that drive or hinder motivation, particularly in the unique context of art education.

To enhance the validity of findings, future studies should expand the sample diversity. The exclusive focus on fine art undergraduates in Shandong limits the generalizability of the results. Broadening the sample to include students from other disciplines, regions, or cultural contexts would allow for comparisons and a more comprehensive understanding of motivational factors across different educational settings. Such comparative studies could identify universal versus context-specific elements of motivation, thereby refining theoretical models and offering tailored recommendations for diverse academic environments.

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Cultural influences on motivation warrant further exploration. This study highlights the potential impact of cultural norms and values on how students perceive and report their motivational experiences. Future research should adopt a cross-cultural perspective to examine how cultural contexts shape the relationships between variables such as self-efficacy, classroom climate, and motivation. Comparative studies between collectivist and individualist societies, for example, could uncover how cultural factors mediate or moderate these relationships. Additionally, employing culturally sensitive measurement tools would ensure that constructs are accurately captured and interpreted in diverse settings, contributing to a more inclusive understanding of motivational processes.

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Future research should also consider integrating underexplored variables that are particularly relevant to art education. Constructs such as creativity, emotional intelligence, and resilience are likely to play significant roles in shaping the motivation of art students. Investigating these factors alongside traditional constructs like self-efficacy and goal orientation would provide a more holistic view of motivation in creative disciplines. Furthermore, examining the interplay between these variables could reveal how they collectively influence motivation, offering insights into the unique motivational dynamics of art education.

Another recommendation involves refining the operationalization of constructs to better reflect the specificities of art education. Variables such as classroom climate and access to resources should be measured using instruments that capture context-specific elements, such as the availability of studio spaces, quality of artistic mentorship, and opportunities for creative collaboration. Developing or adapting measurement scales that address these unique aspects would enhance the precision and relevance of findings, providing more actionable insights for educators and policymakers in art education.

Given the limitations associated with self-reported data, future studies should incorporate triangulation methods to validate findings. For example, combining self-reports with peer evaluations, teacher assessments, or behavioral observations could provide a more objective and comprehensive picture of students' motivation. Additionally, the use of advanced technologies, such as eye-tracking or physiological measures, could offer innovative ways to assess engagement and motivation in real-time, particularly during creative tasks or classroom activities.

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The inclusion of moderating and mediating variables in future research is also recommended. Variables such as social support, institutional policies, and digital learning tools may influence the relationships observed in this study. For instance, social support from peers and family could strengthen the link between self-efficacy and motivation, while institutional policies might moderate the impact of classroom climate on student engagement. Exploring these interactions would contribute to a deeper understanding of the complex ecosystem of motivational factors and help identify leverage points for effective interventions.

Future studies should also consider the impact of technological advancements on motivation, particularly in the context of art education. The integration of digital tools and platforms has transformed educational practices, offering both opportunities and challenges for student motivation. Investigating how technologies such as virtual reality, online collaboration tools, and digital portfolios influence motivational constructs could provide valuable insights into optimizing the learning environment for art students.

Finally, expanding the scope of research to include longitudinal and experimental studies could further validate and extend the findings. Experimental designs, for instance, could test the effectiveness of specific interventions, such as enhancing classroom climate or providing targeted support for self-efficacy, on improving motivation. Longitudinal studies, on the other hand, could examine how motivational factors interact and evolve over time, providing a more comprehensive understanding of their long-term impacts on academic and career outcomes.

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5.7 Summary

In summary, this chapter has analyzed the research findings, providing an in-depth exploration of how self-perception, self-efficacy, self-description, mastery goals, performance goals, classroom climate, and access to resources influence motivation among fine art undergraduates in Shandong, China. The discussion critically evaluated the statistical and thematic results, situating them within the broader context of educational research. By comparing the findings to existing literature, the chapter identified areas of convergence and divergence, offering new insights into the motivational constructs relevant to art education. Furthermore, the analysis underscored the theoretical contributions of the study, emphasizing the detailed interactions between personal, contextual, and goal-related factors. The comprehensive evaluation of these relationships has established a robust foundation for understanding the dynamics of student motivation in this unique educational context, setting the stage for the subsequent exploration of implications and recommendations.

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Appendix

Appendix 1: Questionnaire

Section A: Demographics

1. Gender

Male	☐
Female	☐

2. Age

Under 20	☐
20 – 24	☐
25 – 29	☐
30 and above	☐

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3. Academic Year

First Year (Freshman)	☐
Second Year (Sophomore)	☐
Third Year (Junior)	☐
Fourth Year (Senior)	☐

4. Hometown

Urban	☐
Suburban	☐
Rural	☐

5. Family Household Income (per month)

Less than 5,000 RMB	☐
5,001 - 10,000 RMB	☐
10,001 - 20,000 RMB	☐
More than 20,001 RMB	☐

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Section B: Variables

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

No.	Item	(1)	(2)	(3)	(4)	(5)
Motivation						
1.	I am motivated to do my schoolwork because I enjoy learning new things.					
2.	I feel satisfied when I achieve my academic goals.					
3.	I strive to understand the material as thoroughly as possible.					
4.	I am driven by the desire to achieve high grades.					
5.	I feel motivated when I see progress in my learning.					
6.	I am motivated to study to fulfil my personal goals.					
Self-Efficacy						
1.	I believe I am capable of achieving my academic goals.					
2.	I see myself as a hardworking student.					
3.	I feel confident in my ability to learn new things.					
4.	I perceive myself as intelligent.					
5.	I think I am good at solving academic problems.					
6.	I see myself as a motivated learner.					
Self-Efficacy						
1.	I can always manage to solve difficult problems if I try hard enough.					
2.	I am confident that I could deal efficiently with unexpected events.					
3.	I can remain calm when facing difficulties because I can rely on my coping abilities.					
4.	When I am confronted with a problem, I can usually find several solutions.					
5.	If I am in trouble, I can usually think of a solution.					
6.	I am confident in my ability to manage my personal and academic life.					
Self-Description						
1.	I consider myself a creative person.					
2.	I describe myself as an independent learner.					
3.	I often reflect on my strengths and weaknesses.					
4.	I believe I am an effective communicator.					
5.	I see myself as someone who is organized.					
6.	I describe myself as goal oriented.					

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No.	Item	(1)	(2)	(3)	(4)	(5)
Mastery Goal						
1.	I want to learn as much as possible from my classes.					
2.	I prefer tasks that really challenge me so I can learn new things.					
3.	I am more interested in mastering the material than in getting good grades.					
4.	I enjoy challenging class assignments.					
5.	I strive to completely understand my course materials.					
6.	I am willing to put in a great deal of effort beyond what is expected to learn all I can.					
Performance Goal						
1.	I want to do better than other students in my class.					
2.	My goal is to get a better grade than most of the students.					
3.	I am motivated by the desire to outperform my peers.					
4.	I want to be the top student in my class.					
5.	I aim to achieve high grades to show my ability relative to others.					
6.	I prefer to work on assignments where I can demonstrate my ability to others.					
Classroom Climate						
1.	My teacher creates a supportive learning environment.					
2.	I feel comfortable asking questions in class.					
3.	My classmates are respectful and collaborative.					
4.	The classroom environment is conducive to learning.					
5.	There is a positive atmosphere in my classroom.					
6.	I feel valued and respected by my teacher and classmates.					
Access to Resources						
1.	I have access to all the materials I need for my coursework.					
2.	The library resources are adequate for my academic needs.					
3.	I can easily find the information I need for my studies.					
4.	I have access to online resources that help me learn.					
5.	The technical support provided by my institution is helpful.					
6.	I have access to study spaces that meet my needs.					

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Appendix B: Interview Questions

Self-Perception
1. How does creating or presenting your artwork impact your confidence and motivation in your fine arts studies?
Self-Efficacy
2. Can you share an experience where you overcame a challenge in completing an art project and how it influenced your belief in your abilities as a fine arts student?
Self-Description
3. How would you describe your identity as a fine arts student, and how does it shape your approach to your art studies?
Mastery Goals
4. What motivates you to improve your artistic skills and understanding, even when faced with difficult techniques or concepts in your fine arts coursework?
Performance Goals
5. How important is recognition or approval from teachers and peers for your motivation to excel in your fine arts projects?
Classroom Climate
6. How does the atmosphere in your studio or classroom—such as interactions with classmates and teachers—affect your motivation to engage in fine arts activities?
Access to Resources
7. How do the availability of materials, tools, and facilities influence your ability to stay motivated and complete your fine arts projects?

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