

Influence of Pedagogy Support on Learning Motivation for College Student in Inner Mongolia, China

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Abstract: This paper explores the overall framework of teaching support and its impact on the learning motivation of students in higher education institutions in Inner Mongolia, China. Instructional support, including academic mentoring, feedback, and self-directed learning support, plays a key role in shaping a student's academic experience and their drive to succeed. The framework emphasizes the interconnections between academic guidance, teaching styles, and student motivation. It recognizes that fostering a supportive school environment enhances student resilience, reduces stress, and promotes a sense of security, all of which contribute to increased motivation. By integrating teaching support into a student's educational journey, the institution lays the foundation for both academic success and personal growth. This paper examines key factors that influence student motivation, such as teaching styles, academic feedback, and self-directed learning support. Understanding these dynamics enables educational institutions to develop strategies that engage schools in supporting students and ultimately improve learning outcomes and student well-being. The framework underscores the importance of cooperation between schools and policymakers in creating a positive and stimulating educational environment.

Keywords: overall framework, teaching support, learning motivation, higher education institutions

1. Introduction

In the context of education, motivation refers to the personal desire that drives an individual to learn and achieve. Increasingly, people are paying attention to the influence of various factors on learning motivation. Although learning motivation has garnered much attention, a key factor that directly affects it is teaching support. This study focuses on teaching support within the context of Inner Mongolia, China (Qiao & Gu, 2022).

Firstly, teaching support primarily reflects the interactive relationship between students and teachers, highlighting the role of teachers as guides, supporters, and collaborators in the students' learning process. It mainly involves guidance, cooperation and participation, feedback, and encouragement, all of which are crucial to students' learning motivation. Instructional support can influence a variety of learning-related behaviors, such as help-seeking and collaborative learning, and has been shown to impact student achievement and satisfaction across different contexts and disciplines. Additionally, teaching support can help students overcome setbacks and difficulties in learning, enhancing their self-confidence and self-efficacy. Through continuous encouragement and guidance, teachers can stimulate students' potential and promote their active engagement in the learning process (Groot, 2023).

Secondly, with the ongoing development of technology, the Internet and artificial intelligence continue to influence the field of education, making online education an important model. However, the virtual environment of online education also has some drawbacks. For example, it is often difficult for students to perceive teachers' intentions during online learning, which can lead to misunderstandings about the actual support provided. Moreover, in the online learning process, students may feel lonely and isolated due to the lack of face-to-face interaction with classmates and teachers. This sense of loneliness can lead to learning burnout, negatively impacting learning motivation and reducing the emotional support from teachers. This indicates that, in the context of online education, it is essential to establish an adaptive mechanism between teaching support and learning motivation to provide appropriate and timely support to students with varying motivational states (Elbyaly & Elfeky, 2023).

In addition to the component of teaching support, the types of receptivity to learning motivation also need to be considered. The receptivity of learning motivation refers to the accessibility and attention students give to expressions of

learning motivation, which is reflected in cognition. It represents the emergent awareness and attention to learning-related cues, i.e., the initial processing in information detection. Therefore, only when a certain type of learning motivation becomes prominent can it be recognized, explained, and thus exert a deeper influence (Qiao & Gu, 2022).

In summary, teaching support is an interactive, cooperative, and caring relationship between teachers and students that is crucial to students' learning motivation. The role of teaching support is particularly conducive to cultivating positive learning motivation among college students. Through academic guidance, cooperation and participation, feedback and encouragement, and the fostering of student autonomy, teachers provide comprehensive support to students, promoting the long-term development of learning motivation and academic performance in Inner Mongolia, China (Qiao & Gu, 2022).

1.1 Objectives

To explore the literature review about pedagogy support on learning motivation for college student in Inner Mongolia, China.

To discuss the significant of pedagogy support on learning motivation for college student in Inner Mongolia, China.

2. Literature Review

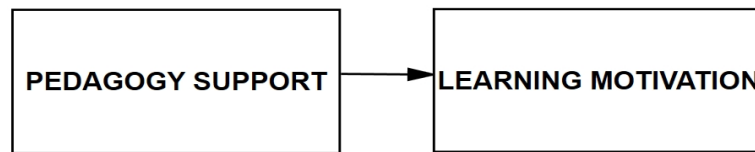


Fig. 1 - Coceptuale framework.

2.1 Learning Motivation

Learning motivation is a key factor that affects students' learning behavior and academic success. It refers to the internal and external drive that encourages students to actively participate in the learning process and pursue academic goals. Positive learning motivation can not only directly promote students' commitment and effort in their studies but also enhance their willpower to overcome difficulties. On the other hand, negative motivation tends to weaken students' enthusiasm for learning, leading to a decline in their motivation and ultimately affecting academic performance. Learning motivation is particularly important for contemporary college students, especially in the increasingly competitive and ever-changing environment of higher education (Groot, 2023).

In China, cultivating high-level talent is essential to meet the country's demand for high-quality innovation. Therefore, learning motivation is even more crucial in higher education. Currently, with the intensification of social competition, the challenging employment situation, and the increasing demands of colleges and universities for talent development, college students face multiple pressures from academics, employment, family, and society. If these pressures are not effectively alleviated, they can often reduce students' interest in learning, leading to fatigue and burnout. On campus, many students attribute learning burnout not only to academic pressure but also to a lack of personal motivation. This lack of motivation is related not only to students' own learning needs but also to family issues, interpersonal dynamics, and other external factors (Hollis, 2021).

In addition, learning motivation has long been a focus of educational psychologists because it is intricately linked to students' learning needs, interests, and academic achievement. It directly shapes students' learning attitudes and habits, thus affecting their academic outcomes. According to the hypothesis of learning motivation structure, learning motivation consists of four different components: learning needs, motivation, cognition, and willpower. This structure shows that learning motivation is not merely a desire for knowledge but also involves the pursuit of learning goals, a positive response to various challenges in the learning process, and the ability for self-regulation and persistence (Elbaly & Elfeky, 2023).

Currently, studies of learning motivation in China mainly focus on primary and secondary school students, with relatively little research on college students' learning motivation. However, in higher education, learning motivation has a more profound significance, as the university stage is a critical period in students' development and an important phase for cultivating self-management, independent learning abilities, and social responsibility. Existing studies on college students' learning motivation mainly discuss internal and external factors such as learning needs, personality traits, individual differences, family environment, and teacher influence. This highlights an important direction for future research: how to enhance college students' learning motivation through the innovation and improvement of teaching methods (Qiao & Gu, 2022).

In summary, learning motivation is one of the core factors that determine students' success or failure in learning. In China's unique socio-cultural and educational context, students' learning motivation is influenced by various factors, including family, school, and society. Researchers recognize that motivation, including learning motivation, is culturally nuanced. Future research should pay more attention to college students' learning motivation, particularly exploring the impact of educational methods on their motivation, to provide more effective strategies and approaches for talent development in colleges. At the same time, considering China's social and cultural background and educational environment, researchers should continue to carry out localized studies of learning motivation, promoting the development of higher education in China through theoretical innovation and practical exploration. By actively cultivating and guiding students' learning motivation, we can better develop high-quality talent and meet the country's and society's urgent need for innovative individuals.

2.2 The History of Learning Motivation

The history of learning motivation can be traced back to the ancient Greek philosopher Aristotle, who was among the first to study the relationship between motivation and goals. Aristotle focused on the motivations behind human behavior, arguing that motivation arises from an individual's natural tendency to pursue happiness and realize their potential. He explored the relationship between will, desire, and goals, highlighting that motivation is the inner driving force behind individual actions. In the field of education, he emphasized that students' learning motivation is driven by the pursuit of knowledge, curiosity, and the need for personal development. Aristotle's thoughts laid the philosophical foundation for later studies on learning motivation and influenced many modern psychologists and educational scholars, providing a theoretical basis for the in-depth study of the relationship between learning motivation and behavior (Carrasco & González, 2021).

As an important research field, learning motivation began to develop systematically in the early 20th century with the growth of educational psychology. Psychologists at that time sought to explain what drives individuals to learn and pursue knowledge from a scientific perspective. American psychologist John Dewey and others emphasized that learning motivation is central to education, with students' interest and autonomy being key factors affecting learning outcomes. With the rise of behaviorism, scholars started to study motivation through the relationship between stimuli and responses. Research during this period focused on the impact of external reinforcement, such as rewards and punishments, on learning behaviors (Pan & Kuo 2023).

Over time, scholars proposed various theories to deepen the understanding of learning motivation. Maslow's Hierarchy of Needs Theory, Vygotsky's Sociocultural Theory, and Piaget's Cognitive Development Theory are representative of this period. Maslow explained motivation through a needs-based perspective, identifying that learning behavior is driven by different levels of needs, including physiological, safety, belonging, esteem, and self-actualization. Vygotsky's Sociocultural Theory emphasized the influence of social interactions and cultural background on learning motivation, suggesting that students gain motivation through communication and collaboration with others. Piaget's Cognitive Development Theory posited that learning motivation is closely linked to the stage of cognitive development, indicating that teachers need to design learning activities appropriate to students' cognitive levels (Pan & Kuo 2023).

In the 1940s, American psychologist Clark Hull proposed the Drive Reduction Theory, which aimed to explain behavioral motivation as efforts to maintain physical and psychological balance. He argued that individuals act to reduce drives, such as hunger or thirst, to maintain homeostasis. This theory laid the groundwork for more complex theories of motivation developed later. By the 1960s, cognitive-based motivation theories began to emerge. Scholars like Atkinson developed Achievement Motivation Theory, which focuses on the balance between the pursuit of success and the fear of failure. Wiener's Attribution Theory examined how students attribute their successes and failures, linking these attributions to learning motivation. During this period, it became evident that learning motivation is not only influenced by external factors but also closely related to individuals' self-perception, goal setting, and emotional states (Carrasco & González, 2021).

Currently, popular theories of learning motivation include Reinforcement Theory, Hierarchy of Needs Theory, Attribution Theory, Achievement Motivation Theory, and Self-Efficacy Theory. Reinforcement Theory emphasizes the impact of external rewards and punishments on learning behavior, proposing that positive reinforcement, such as praise and prizes, can enhance students' learning motivation. Hierarchy of Needs Theory categorizes individual needs into levels, suggesting that individuals will pursue higher-level needs, like belonging and self-actualization, only after their basic physiological and safety needs are met. Attribution Theory focuses on how students attribute their successes and failures, with the idea that attributing success to personal effort can increase motivation. Achievement Motivation Theory highlights the inner drive to achieve and overcome challenges, while Self-Efficacy Theory emphasizes how individuals' perceptions of their abilities affect their learning behavior and persistence (Filgona & Okoronka, 2020).

Overall, the evolution of learning motivation theory has traversed multiple paradigms, from behaviorism to cognitive psychology, and integrated sociocultural and neuroscientific perspectives. Each stage offers new insights and theoretical frameworks for understanding learning motivation, continually enriching and refining the field and providing diverse theoretical and methodological guidance for educational practice (Filgona & Okoronka, 2020).

2.3 Related Theories of Learning Motivation

Learning motivation theory is a theoretical framework that explains why people engage in learning activities and how they sustain and enhance their motivation. It examines the various factors and mechanisms that influence learning motivation and how these factors impact learning behavior and academic performance. Learning motivation refers to the internal drive that an individual experiences in order to achieve specific goals or fulfill certain needs during the learning process. This paper introduces relevant theories related to learning motivation, including Self-Determination Theory, Expectancy-Value Theory, Attribution Theory, and Achievement Motivation Theory.

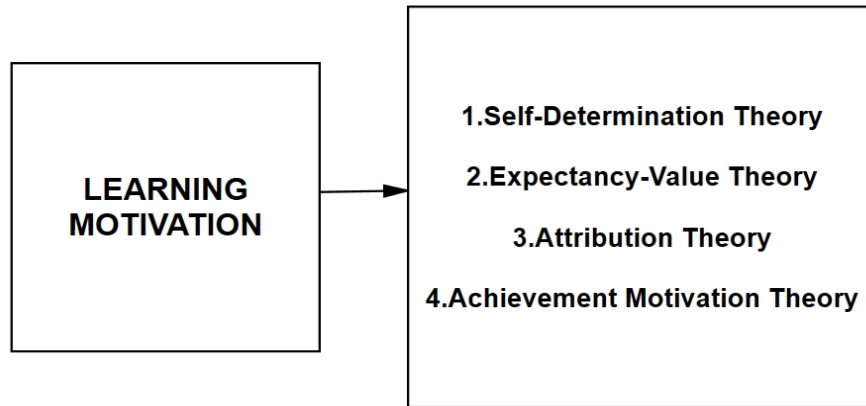


Fig. 2 - Related theories of learning motivation.

2.4 Self-Determination Theory

Self-Determination Theory (SDT), developed by psychologists Edward L. Deci and Richard M. Ryan, seeks to explain the motivations behind human behavior. It focuses on the relationship between the internal needs of individuals and the external environment, and emphasizes that the internal motivation can be stimulated by satisfying the basic psychological needs of human beings, so as to promote self-development and mental health. SDT believes that human behavior and motivation are driven by three basic psychological needs: autonomy, competence, and connectedness, which are key to intrinsic motivation and personal growth. First, Autonomy refers to the desire of individuals to freely choose and control their own actions, rather than being forced by external forces. This freedom to make decisions for yourself emphasizes the importance of acting in line with your heart's desires and values. For students, when they feel autonomous in their learning, they are more likely to actively participate and show stronger learning motivation. For example, giving students the opportunity to choose learning tasks can satisfy their need for autonomy and stimulate intrinsic interest in learning. Secondly, Competence means that an individual wants to feel that he or she is capable and able to cope effectively with a challenge. Students gain knowledge and skills through hard work and thus prove their abilities. By providing students with appropriate challenges and timely positive feedback, teachers can help them experience a sense of competence, thereby enhancing their motivation to learn. Finally, Relatedness refers to an individual's desire to have positive relationships with others and to feel loved and supported. Positive interactions in the learning environment can stimulate students' enthusiasm for learning. When students feel supported by teachers and peers, they are more motivated to learn and more willing to engage in learning activities. Learning motivation is divided into internal motivation and external motivation, among which internal motivation is an important factor for learning effect and sustainability, because the motivation comes from the individual's inner pursuit. Extrinsic motivation refers to behavior driven by external rewards or outcomes, such as obtaining good grades or scholarships. Although extrinsic motivation can motivate students' learning behavior in the short term, it is usually not as lasting and profound as intrinsic motivation. By understanding self-determination theory, educators can help students become more actively engaged in learning and achieve better academic development (Schunk & DiBenedetto, 2020).

2.5 Expectancy-Value Theory

Expectancy-Value Theory, proposed by Jacquelynne Eccles and Allan Wigfield, is a significant theory used to explain and predict individuals' motivation levels when performing specific tasks. According to this theory, students' motivation to learn depends mainly on their expectations regarding the learning task (i.e., their confidence in their ability to successfully complete the task) and the value they place on the task (i.e., their perceived importance or usefulness of the task). These two factors interact to determine whether students will actively engage in learning activities. Students are more motivated to learn if they believe they can successfully complete a task (high expectations) and see it as meaningful or worthwhile (Bui & Nguyen, 2024).

First, the theory emphasizes the role of individual confidence in success. Students assess whether they can complete a task based on various factors, such as their past experiences, self-perception, and evaluations from others. If they believe they have sufficient abilities and skills in a particular area, their expectations of success will be higher, and they will be more motivated to complete the task. Conversely, if students feel they lack competence or that the task is too difficult, their expectations of success will decrease, leading to reduced motivation. Self-efficacy is crucial here, influencing students' expectations for learning tasks. Educators can help students build positive self-efficacy and raise their expectations by providing appropriate encouragement, recognizing their efforts, and offering constructive feedback to enhance their confidence in their abilities (Bui & Nguyen, 2024).

Secondly, the value component of Expectancy-Value Theory includes four aspects: interest value, utility value, achievement value, and cost. Interest value refers to how much students enjoy a task. Utility value is the relevance of the task to personal goals, such as the importance of learning a subject for future career development. Achievement value refers to the satisfaction and self-affirmation derived from completing the task. Cost involves the time, effort, and potential failure associated with the task. Students' perceptions of these values directly affect their motivation to learn. If students perceive a task as having high interest, utility, and achievement value, while having a lower cost, they will be more engaged in learning. Conversely, if a task is less attractive and meaningful, or if students believe it requires excessive effort to achieve results, their motivation will decrease. In teaching, educators should emphasize the value and significance of learning content, showing how it relates to students' personal goals and future development to enhance their sense of task value. For example, teachers can illustrate how a subject applies to real life or invite professionals to share their experiences, demonstrating the practicality and importance of learning (Filgona & Okoronka, 2020).

Finally, expectations and values play a complementary role in motivating learning. High expectations but low value, or high value but low expectations, can undermine students' overall motivation. For example, if a student believes they can excel in a math test (high expectations) but does not see the relevance of math for their future (low value), they may not put in sufficient effort. Similarly, if a student believes that learning a foreign language is crucial for their future development (high value) but feels they lack talent for language learning (low expectations), they will lose motivation. Therefore, to effectively stimulate students' learning motivation, teachers need to enhance both their expectations of success and their sense of value for learning tasks. Expectancy-Value Theory provides an effective framework for understanding the formation and change of learning motivation. By increasing students' expectations and their sense of value for learning tasks, educators can effectively boost motivation and promote active participation in learning activities, leading to better academic performance. In teaching, it is essential for educators to focus on cultivating students' self-confidence and value perception and create a positive learning environment to stimulate their internal motivation (Qiao & Gu, 2022).

2.6 Attribution Theory

Attribution theory, developed by psychologist Bernard Weiner, seeks to explain how people understand and explain their own or others' actions and outcomes, particularly the causes of success and failure. The theory emphasizes that the way students attribute learning outcomes can significantly impact their future learning motivation. Attribution typically involves internal and external factors and can be divided into four main dimensions: ability, effort, luck, and task difficulty. Different combinations of these dimensions shape students' interpretations of learning outcomes, which in turn influence their emotional responses and future behavior (Khreis, 2024).

Firstly, attribution theory posits that students tend to interpret learning outcomes from both internal and external perspectives. Internal factors include ability and effort, while external factors include luck and task difficulty. Ability refers to a student's inherent talent and capability, and effort refers to the energy and time invested in the learning process. Luck is an uncontrollable external factor, and task difficulty pertains to the complexity of the task or the difficulty of the test. According to Weiner, students' interpretations of their success or failure based on these factors directly affect their subsequent learning behavior and motivation. When students attribute success to internal, controllable factors such as effort and ability, their motivation to learn tends to increase. Since effort and ability are perceived as controllable, students believe their actions lead to success, which encourages positive learning behaviors. Conversely, how students attribute failure also impacts their learning attitude and motivation. If students attribute failure to a lack of effort rather than a lack of ability, they are more likely to keep trying because effort is manageable. They will view failure as an opportunity to improve and will be willing to invest more time and effort to enhance their academic performance. However, if they believe failure is due to a lack of ability or factors beyond their control, they may develop a sense of helplessness and believe that no amount of effort will lead to success. This negative attribution can lead to "learned helplessness," undermining their self-confidence and motivation (Khreis, 2024).

Secondly, positive attribution effects on learning motivation are significant. Attribution theory provides educators with strategies to help students view learning outcomes positively, thus boosting their motivation. Teachers can enhance students' self-efficacy by encouraging them to attribute academic achievements to effort and effective strategies. For instance, when students receive good grades, teachers can highlight that these results are due to their hard work rather than luck. When students face setbacks, teachers can guide them to reflect on their learning strategies and reassure them that improvement is possible through persistent effort. By associating learning results with personal effort and strategies, students will feel more in control of their outcomes and be more motivated to overcome learning challenges. Emphasizing

effort and strategy also fosters a growth mindset, where students believe that their abilities can improve with study and effort. Facing challenges, they view difficulties as opportunities for growth rather than obstacles. This positive attribution enhances students' motivation and willingness to engage in learning and tackle various challenges (khreis, 2024). Finally, attribution theory highlights the crucial role of students' interpretations of learning outcomes and attribution methods in their motivation. By guiding students to attribute success to effort and strategy and to view failure as a chance for improvement, teachers can effectively enhance students' intrinsic motivation and foster a positive learning attitude. Attribution theory not only provides a framework for understanding student motivation but also offers practical guidance for educational practice. Teachers should focus on cultivating students' positive attributions and guiding them to approach both success and failure with a constructive attitude to improve their learning outcomes and academic achievement.

2.7 Achievement Motivation Theory

The theory of achievement motivation, proposed by psychologist David McClelland, focuses on an individual's drive to pursue success and achievement. The central idea is that achievement motivation is primarily influenced by a desire to succeed and a fear of failure. According to this theory, achievement motivation affects individuals' attitudes and behaviors as they pursue goals. Students with high achievement motivation typically exhibit a more positive attitude towards learning. Their strong desire to succeed, combined with a fear of failure, drives them to strive harder for excellence (Mokmin, 2024).

Firstly, during the learning process, this motivation leads students to set more challenging goals and demonstrate greater persistence and resilience in the face of difficulties. Achievement motivation not only influences students' learning attitudes but also directly impacts academic performance. Students with high achievement motivation often excel academically because their strong desire to succeed compels them to overcome obstacles and continuously improve their abilities. To effectively enhance students' achievement motivation, teachers can employ several strategies. Setting challenging tasks is one effective approach. Teachers can design moderately difficult tasks that stimulate students' interest and encourage them to work hard to overcome challenges, thereby enhancing their self-efficacy and learning motivation (Mokmin, 2024).

Secondly, teachers should provide positive feedback to boost students' self-confidence and sense of achievement. Timely recognition and encouragement can help students appreciate their efforts and accomplishments, thereby fostering stronger motivation and improving academic performance. Additionally, teachers should assist students in setting clear goals and provide the necessary support and resources to achieve these goals. By offering clear objectives and the required resources, teachers can help students stay focused, plan effectively, and navigate any difficulties they encounter (Mokmin, 2024).

Finally, the theory of achievement motivation highlights the significance of individuals' emotional experiences of success and failure in learning. By setting challenging tasks and providing positive feedback, teachers can effectively enhance students' motivation to achieve, thereby stimulating their enthusiasm for learning and improving their academic performance. This motivational strategy not only contributes to the growth and development of individual students but also improves the overall quality of education (Mokmin, 2024).

In summary, these learning motivation theories explain individual learning motivation and behavior from various perspectives. Self-determination theory emphasizes the importance of fulfilling psychological needs for intrinsic motivation; attribution theory focuses on how individuals interpret success and failure and their influence on future motivation; self-efficacy theory highlights the impact of belief in one's abilities on learning motivation; and achievement motivation theory examines the emotional drive for success and fear of failure. These theories offer valuable insights for educational practice and help teachers design effective teaching strategies to enhance students' learning motivation and academic performance.

2.8 Pedagogy Supports the Concept

Teaching support refers to the resources, strategies, and environments provided by teachers and educational institutions to enhance students' learning and overall development. Its core aim is to address students' academic and emotional needs in various ways, stimulating their interest in learning, improving their motivation, and ultimately achieving desired learning outcomes. Teaching support is a comprehensive and multifaceted concept, encompassing academic, emotional, social, technical, environmental, and personalized aspects (Kong & Wang, 2024).

Academic support is a central component of teaching support and includes the curriculum content provided by teachers, teaching methods, strategies, and academic feedback. Teachers design scientific and effective teaching content and employ diverse methods, such as lectures, discussions, and cooperative learning, to help students better understand and master knowledge. Additionally, teachers offer timely academic feedback to correct students' mistakes and promote their learning progress. This support aims to guide students toward independent learning through effective instructional design and methods, fostering their academic abilities and learning habits (Kong & Wang, 2024).

In summary, teaching support is multi-faceted and multidimensional, with the goal of helping students develop a positive learning attitude, enhance their motivation, and improve their academic performance through comprehensive measures. Effective teaching support not only advances students' academic development but also positively influences their emotional, social, and personal growth (Kong & Wang, 2024).

History of educational support

Historically, teaching practice has been largely teacher-centered, with a focus on imparting knowledge through lectures and rote memorization. This approach is often referred to as the traditional teaching model, which emphasizes the authority of the teacher and the passive role of the student. Over time, influenced by progressive educational theories that promoted active learning, critical thinking, and student autonomy, the educational paradigm shifted to a student-centered approach (Kong & Wang,2024).

The mid-20th century saw a major change with the introduction of the constructivist theories of Piaget and Vygotsky, which emphasized that learners construct their own knowledge through interactions with their environment and peers. These theories lay the foundation for modern educational practices that prioritize student engagement, collaboration, and inquiry-based learning (Kong & Wang,2024).

In China, the evolution of pedagogical support reflects broader educational reforms and shifts in teaching methods. Traditionally, Chinese education has been heavily influenced by Confucianism, which emphasizes rote learning and respect for authority. Teachers are seen as the primary source of knowledge, and students are expected to excel on high-stakes tests.

In the late 20th and early 21st centuries, China undertook major educational reforms aimed at modernizing the Chinese education system. These reforms emphasize the development of critical thinking, creativity, and problem-solving skills. The shift to a more student-centered approach encourages teachers to adopt interactive teaching methods, create a supportive classroom environment, and focus on the overall development of students.

2.9 Related Theories Supported by Pedagogy

Pedagogy support theory is a theory that studies how to promote students' learning motivation and academic success through various support measures. It covers supporting factors such as teachers, teaching materials, learning environments and educational policies. The following are some of the core concepts and theories related to instructional support: Constructivist learning theory, Humanistic theory, Achievement goal theory.

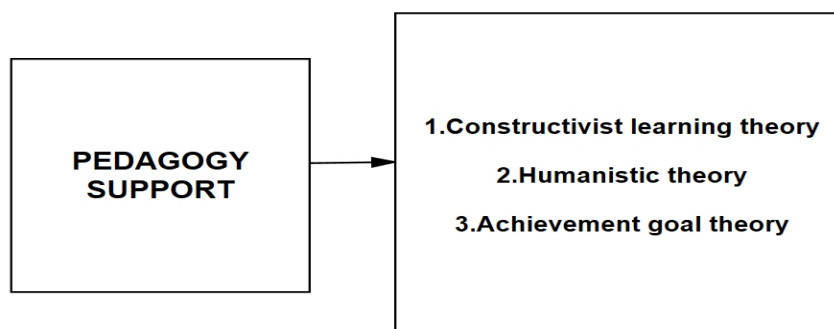


Fig. 3 - Related theories supported by pedagogy.

2.10 Constructivism Learning Theory

Constructivist learning theory emphasizes the active participation of students in constructing their own knowledge. This theory not only focuses on students' cognitive development but also highlights the critical roles of social interaction and context in learning. Piaget's theory of cognitive development is a key component of constructivism. He proposed that students' cognitive abilities evolve through distinct developmental stages, each characterized by unique thinking patterns and ways of understanding the world. According to Piaget, these stages are sensorimotor, preoperational, concrete operational, and formal operational. Each stage represents a different mode of thinking that influences how students interpret and interact with their surroundings. Piaget emphasized that learning involves "assimilation" and "accommodation," where students interact with their environment using their existing knowledge structures to actively construct new knowledge. Teachers should therefore consider students' cognitive developmental stages, provide appropriate learning materials and activities, and create environments that align with students' cognitive characteristics. This approach helps students build new concepts and understandings based on their existing knowledge, leading to a deeper grasp of content (Kong & Wang,2024).

Constructivism also underscores the significance of social interaction and cultural context in knowledge construction. Vygotsky's sociocultural theory expanded on this perspective, asserting that students' learning and cognitive development occur through interactions with their social environment and cultural context. Vygotsky highlighted that language, social interaction, and culture are central to students' learning processes. He viewed language not just as a communication tool but also as a vital means for thinking and internalizing knowledge. Vygotsky proposed the concept of the "Zone of

Proximal Development" (ZPD), which represents the gap between a student's current level of development and their potential level with external support. According to his theory, students can accomplish tasks beyond their independent capabilities with the help of peers or teachers, a process often referred to as "scaffolding." Scaffolding involves the support and guidance provided by teachers or more capable peers to assist students in gradually achieving independent learning and thinking. As students' abilities improve, scaffolding can be gradually removed, allowing them to master and apply knowledge independently (Kong & Wang, 2024).

Vygotsky's theory underscores the importance of using the ZPD to provide students with appropriate challenges and support to foster their knowledge construction and skill development. Additionally, constructivism values cooperative learning, suggesting that students build knowledge through communication, discussion, and collaboration with peers and teachers. Educational practices should offer various cooperative learning opportunities, such as group discussions and project collaborations, to facilitate the joint construction of knowledge. Through teacher-student interactions and peer cooperation, students can explore different viewpoints, adjust their thinking, and deepen their understanding of concepts. This cooperative learning not only aids in knowledge construction but also develops students' communication skills, teamwork, and social abilities.

2.11 Humanistic Theory

The core concept of humanistic theory is to respect students' individual differences and growth needs. It emphasizes that education is not only about imparting knowledge but also about promoting students' overall development. Humanistic theory focuses on students' emotions, psychological states, individual values, and potential for self-realization. It advocates a student-centered teaching approach and encourages students to become independent and autonomous learners (Zhang, & Gai, 2024).

Carl Rogers, a leading figure in humanistic education, introduced the "student-centered" teaching method. He argued that the teaching process should focus on the interests, needs, and emotional development of students. According to Rogers, teachers should not only impart knowledge but also listen to and guide students' growth. Teachers should create an open, non-judgmental learning environment that encourages students to express their thoughts and feelings and helps them discover and explore their interests and potential. In a safe, understood, and accepted atmosphere, students are more likely to engage actively in learning, develop self-concept, and enhance self-awareness, leading to personal growth and development. Rogers also emphasized the importance of "authenticity" and "empathy" in teaching. Teachers should be genuine when interacting with students and empathize with their feelings and confusions. This emotional support helps build a trusting relationship, making students more willing to express themselves and explore new ideas and knowledge (Zhang, & Gai, 2024).

Abraham Maslow, another prominent figure in humanistic theory, approached students' learning motivation through his hierarchy of needs. Maslow's hierarchy of needs theory suggests that human needs are organized in a hierarchy from low to high: physiological needs, safety needs, belongingness and love needs, esteem needs, and self-actualization needs. According to Maslow, individuals pursue higher-level needs only after lower-level needs are satisfied. Applied to education, Maslow's theory indicates that students first need to have their basic physiological needs, such as food and rest, met. Next, they need a stable, non-threatening learning environment to fulfill their safety needs. Once these basic needs are met, students seek love and support from teachers and classmates to satisfy their need for belonging. After fulfilling these needs, students strive for respect and recognition to build a positive self-image. Finally, when these needs are satisfied, students are motivated to pursue self-actualization, which involves realizing their full potential and achieving their goals and dreams. Therefore, teachers should address students' emotional and psychological needs by creating a safe, positive, and caring learning environment (Zhang, & Gai, 2024).

In summary, humanistic theory emphasizes that the ultimate goal of education is to foster the all-around development of students by respecting their individual differences and psychological needs. Carl Rogers' "student-centered" approach and Abraham Maslow's hierarchy of needs provide foundational guidance for humanistic education. By focusing on emotional support, creating a positive learning environment, and addressing students' psychological needs, teachers can enhance students' intrinsic motivation to learn and support their journey toward becoming active and autonomous learners, ultimately achieving personal growth and self-actualization.

2.12 Achievement Goal Theory

Achievement goal theory is a study of the goals pursued by students in the learning process and their influence on learning motivation. It further reveals how different goals students hold in learning affect their learning behavior, emotional state and learning effect. The theory mainly distinguishes two types of core goal: mastery goal and achievement goal, which represent students' different concerns about learning and have different influences on their learning motivation (Lee, & An, 2024).

First of all, mastery goal refers to students' pursuit of understanding and mastery of knowledge and skills. Students with mastery goals pay more attention to their own progress, the process and intrinsic value of learning itself, rather than external evaluation and results. They see learning as a way to improve themselves and strive to overcome difficulties and seek a deeper understanding of knowledge. They see mistakes and setbacks as an inevitable part of the learning process and view these challenges as valuable learning opportunities. Therefore, students who pursue mastery goals usually

exhibit more active learning behaviors, such as actively participating in class discussions, thinking positively about problems, and trying different learning strategies. Under the guidance of mastery goals, students are more likely to maintain their enthusiasm and investment in learning, develop continuous interest in learning, and have stronger independent learning ability (Lee, & An, 2024).

Secondly, unlike mastery goals, achievement goals focus on external evaluation, comparison with others and competition. Students pursuing achievement goals focus on obtaining external recognition through academic performance, such as achieving high grades, winning awards, or standing out among their peers. Their learning motivation is more to prove their own ability or avoid failure, in order to gain others' appreciation or avoid others' criticism. Performance goals can be further divided into two categories: performance approximation goals and performance avoidance goals. Performance reaching goals are when students strive to win in competition in order to demonstrate their competence, while performance avoidance goals are when students try to avoid failing in their studies so as not to be judged as incompetent by others. However, regardless of the type of achievement goal, excessive focus on external evaluation and comparison with others can bring certain negative effects. In addition, they are more likely to resort to opportunistic behavior, such as rote memorization, cheating, etc., in order to obtain good grades, rather than pursuing a true understanding and mastery of knowledge. This behavior not only limits the depth of their learning, but may also lead to a loss of interest in learning (Lee, & An, 2024).

Finally, it is worth noting that although achievement goals can motivate students to work hard to some extent, especially in the context of competition and ranking, they also have the potential negative effect of inhibiting students' motivation to learn. Therefore, teachers should treat achievement targets carefully in teaching, minimize direct comparisons between students, and avoid overemphasizing test scores and rankings. Instead, students should be encouraged to set learning goals relevant to themselves, focus on self-growth, and cultivate their intrinsic interest and motivation for learning. Only when students see learning as a process of self-development and exploration, rather than a means of external evaluation, can they truly form a positive attitude towards learning and develop a lasting motivation for learning (Lee, & An, 2024). In conclusion, achievement goal theory emphasizes the influence of different types of goals pursued by students on learning motivation. Mastery goals are associated with positive learning behaviors and high levels of learning motivation because of their focus on personal understanding and advancement of knowledge. Performance goals focus on external evaluation and competition, which can lead to anxiety and unhealthy learning strategies. In order to promote students' in-depth understanding of knowledge and cultivate their self-learning ability, teachers should actively guide students to set mastery goals in teaching, pay attention to the learning process, pay attention to the evaluation of personal progress, and create a learning environment that encourages exploration and innovation. In this way, students will be more likely to see learning as a continuous process of development, inspiring intrinsic motivation to learn and achieve self-growth (Mulang, 2021).

3. Discussion

This study found a close relationship between teaching support and college students' learning motivation. The literature review shows that teaching support encompasses many factors, such as academic guidance and encouragement for independent learning, which significantly impact students' learning motivation. This study further validates the role of teaching support in enhancing students' learning motivation and self-efficacy. Specifically, teachers' care and support in the classroom can boost students' interest in learning and intrinsic motivation, and improve their engagement in academic tasks. Additionally, teachers' encouragement of independent learning and timely feedback on students' progress were also found to be crucial for improving learning motivation. By systematically exploring the influence of different dimensions of teaching support on students' learning motivation, this study provides an empirical basis for understanding the role of teaching support in student learning (Mulang, 2021).

However, the unique cultural context of Inner Mongolia in China must be considered when discussing the impact of teaching support on student motivation. The cultural factors in Inner Mongolia, such as multi-ethnic integration and traditional grassland culture and values, may mediate the influence of teaching support on students' motivation. Traditional grassland culture emphasizes collectivism and respect for elders, which might lead students to be more inclined to follow teacher guidance and less enthusiastic about expressing personal ideas and learning independently. Therefore, when providing teaching support, teachers need to be mindful of these cultural influences on students' behavior and learning styles. Culturally responsive teaching practices are particularly important in this context. Teachers should understand and respect the cultural background of students in Inner Mongolia and adopt teaching strategies that can stimulate their learning motivation. Culturally sensitive teaching methods can help narrow the gap between teachers and students and allow students to find meaning and motivation in learning within their familiar cultural context, thereby enhancing their enthusiasm for learning (Mulang, 2021).

Overall, this study offers several implications for educators and policymakers. First, teachers should strengthen teaching support, particularly emotional support and encouragement for independent learning, as these are key factors in enhancing learning motivation. By creating a positive classroom atmosphere, providing personalized academic guidance, and giving timely feedback, teachers can improve students' self-efficacy and intrinsic motivation. Second, educators should focus on culturally responsive teaching practices and adapt methods to the specific cultural background of Inner Mongolia. For example, teachers can integrate ethnic cultural elements into their teaching to highlight the unique value of students within

their cultural context, helping to stimulate their interest in learning. Finally, policymakers should provide teachers with cultural sensitivity training to enhance their understanding and ability to teach students from diverse cultural backgrounds, ensuring that teaching support effectively enhances students' motivation to learn. Through these strategies, educators and policymakers can work together to create a supportive learning environment that fosters stronger learning motivation and academic development potential for university students in Inner Mongolia (Mulang, 2021).

4. Conclusions

Affective support has a profound impact on higher education students' learning motivation, capturing the complex relationship between emotional health, family support, and academic performance. Affective support is not only crucial for students' mental health but also serves as a key driving force for their academic success. When students encounter stress, difficulties, or challenges, family support can help them alleviate anxiety, maintain a positive outlook, and engage in learning more confidently and actively.

Affective support also fosters a sense of belonging, resilience, and confidence in students, motivating them to pursue their academic goals. Studies have shown that students' emotional states directly affect their learning motivation and academic performance, and family care and encouragement can reduce stress, enhance intrinsic motivation, and strengthen self-esteem and self-efficacy. Higher education institutions can involve families in students' educational journeys through various measures, such as organizing family education seminars, establishing home-school communication platforms, and hosting campus activities that include family participation. These methods not only strengthen the emotional connection between students and their families but also provide dual support from both home and school, creating a more favorable learning environment.

In summary, building an affective support framework can enhance students' learning motivation and self-efficacy. By recognizing the strong link between emotional and academic support, higher education institutions can encourage active family involvement to provide students with comprehensive support, facilitating their growth and development during their university years.

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Conflict of Interest

The authors declare no conflicts of interest.

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