

Factors of Curriculum Model That Influence Students' Study Motivation in Undergraduate Vocational Universities in Jiangxi Province

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Abstract:

Motivation, defined as the desire to act in pursuit of a goal, plays a vital role in learning. As China shifts towards high-quality development, the government encourages practical undergraduate universities to develop Undergraduate Vocational Education and Training (UVET) programs. The curriculum model, a central component of UVET, has a significant influence on students' motivation to study. However, existing research on how the curriculum model in UVET impacts student motivation remains insufficient. This paper aims to explore the factors within the curriculum model that influence students' study motivation in undergraduate vocational universities in Jiangxi Province. A qualitative method was employed, with a sample of 10 undergraduate vocational students and teachers selected through purposeful sampling. The analysis revealed that clear educational objectives, engaging teaching content, interactive teaching methods, balanced assessment strategies, and a supportive learning environment can significantly enhance students' motivation to study. This study benefits both students and teachers in UVET by providing insights that can help refine the curriculum model to boost student motivation and improve teaching effectiveness.

Keywords:

Study motivation, curriculum model, practical undergraduate universities, UVET