

The Influence of Tibetan Normal University Students' Entrance Motivation on Their Academic Investment

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Abstract: This study explored the influence of the enrollment motivation of the public funded normal students in Tibet on their academic investment. A stratified sampling method was used to investigate 201 public funded normal college students in Tibet University. The study found that the enrollment motivation of the public funded normal school students in Tibet was most affected by social incentives, and that of the relationship with others was the least. Among them, there were significant differences in enrollment motivation among ethnic groups and places of origin, and there were some significant differences in gender, grade, and parents' education. In ethnic minority areas, the motivation of public funded normal school students has a significant impact on learning input. Educational suggestions: we should pay attention to the enrollment motivation of public funded normal students, correct the enrollment motivation, and establish an elimination mechanism; Correct students' motivation to enter school and cultivate their academic challenge level; Establish cooperative learning and set up students' educational beliefs.

Keywords: Tibet, Normal students at public expense, Entrance motivation, Learning input.

1. Problem Statement

Education is the foundation of a country's long-term development and growth. At present, China's education development has entered the stage of overall quality improvement. The level of teachers directly determines the level of talents trained. To improve the quality of students, we must first improve the quality of teachers. It has been seven years since the Tibet Autonomous Region began to implement the policy of free normal students in 2015, which has provided a "high-quality" living water for the development of education in Tibet and a new path for the reform of teacher education in Tibet.

Entrance motivation refers to one of the specific manifestations of human motivation in the field of learning. It is an internal motivation factor closely related to people's needs and an important part of learning motivation. [1] The motivation of enrollment is first reflected in the demand for education, and then transformed into specific personal learning intentions, wishes, interests and other forms, and plays an important role in encouraging, guiding and maintaining personal learning activities. The motivation of enrollment can only stimulate the students to choose the major of the public funded normal students, and maintain their learning activities, so as to make them reach the motivation or psychological tendency of the set goals. Learning engagement is one of the important criteria to test students' learning process. It can predict students' academic achievements in a certain sense.[2]At the same time, it is also a very important research content in the field of positive psychology.

So far, there is not much research on Tibetan public funded normal students, especially on the enrollment motivation and the current situation of academic investment of Tibetan public funded normal students. For this reason, this paper chooses the public funded normal students of Tibet University as the research object to investigate their current situation.

2. Research Method

2.1. Research object

The method of simple random sampling was adopted. 260 questionnaires were distributed to the freshmen to seniors of Tibet University, and 240 questionnaires were returned, including 201 valid ones, with an effective rate of 83.8%. Among them, 51 are freshmen, 65 are sophomores, 56 are juniors and 29 are seniors; There are 60 boys and 141 girls.

2.2. Research tool

1. Admission motivation questionnaire for free normal students. The free normal school students' motivation questionnaire compiled by Liu Lili is adopted. The questionnaire has 19 items and 4 dimensions. Cronbach's alpha coefficient is tested to be 0.853.

2. The study input scale of the public funded normal province. The scale was compiled by Forest Science and Technology, and combined with the actual situation of public funded normal students in Tibet, the scale was revised, with a total of 23 items, including four dimensions of learning income, learning attitude, learning plan, and learning focus. The Cronbach's alpha coefficient was 0.884 after testing.

2.3. Data processing

SPSS26.0 was used for data processing and analysis.

3. Research Results

3.1. Basic information of respondents

Among 201 respondents, there are 60 boys (29.9%) and 141 girls (70.1%); 51 freshmen (25.4%), 65 sophomores (32.3%), 56 sophomores (27.9%) and 29 seniors (14.4%); 154 in rural areas (76.6%), 47 in urban areas (23.4%); 116 (57.7%) were the first volunteers, and 85 (42.3%) were transferred; There are 132 Tibetans (65.7%), 67 Han Chinese (33.3%) and 2 other nationalities (1%). (Table 1).

Table 1. Basic information of the sample

		Frequency	Percentage
Gender	Male	60	29.9
	Female	141	70.1
Grade	Freshman	51	25.4
	Sophomore	65	32.3
	Junior	56	27.9
	Senior	29	14.4
Place of origin	Province	130	64.7
	Extraprovincial	71	35.3
Type of origin	Provincial capital	31	15.4
	County/prefecture	65	32.3
	Village/township	105	52.2
Mother's education level	Primary school and below	132	65.7
	Junior high school	36	17.9
	High school or technical secondary school	18	9.0
	Junior college	7	3.5
	Undergraduate	6	3.0
Father's education level	Master or above	2	1.0
	Primary school and below	114	56.7
	Junior high school	50	24.9
	High school or technical secondary school	21	10.4
	Junior college	6	3.0
	Undergraduate	7	3.5
	Master or above	3	1.5

3.2. The scores of Tibetan teachers' college entrance motivation and academic investment

The enrollment motivation score of Tibetan public funded normal school students was (3.40 ± 0.55), including personal characteristics score (3.46 ± 0.79), social incentive score (3.77 ± 0.68), employment occupation score (3.34 ± 0.62), and relationship with others score (3.03 ± 0.89). The scores of the four dimensions from high to low were: social incentive>personal characteristics>employment occupation>relationship with others. (Table 2). The score of social incentive is the highest, which shows that it has a great impact on the selection of a public funded normal student. The free education policy of Normal Province has achieved good results in publicity. The lowest score was related to others, indicating that the opinions of relatives, teachers and friends had little influence on becoming a public funded normal student. There is a significant gender difference in social incentives among Tibetan public funded normal school students, with girls scoring significantly higher than boys; However, there is no significant gender difference in the other three dimensions of enrollment motivation. The F test shows that there is no significant grade difference in the enrollment motivation of Tibetan public funded normal students; In terms

of the type of student origin, there are significant differences in the enrollment motivation of Tibetan public funded normal students. Multiple ex post comparison found that students from villages/towns were significantly higher than those from provincial capitals and counties/prefectures in terms of enrollment motivation, personal characteristics and relationship with others. The independent sample t-test shows that there are significant differences in the enrollment motivation of Tibetan public funded students in ethnic groups and places of origin. Among them, Tibetan students scored significantly higher than Han students in terms of enrollment motivation, personal characteristics and relationship with others; The scores of entry motivation, personal characteristics, employment occupation and relationship with others of students from within the province were significantly higher than those from outside the province. In addition, this study found that parents' education level has a significant impact on students' enrollment motivation, and parents with master's degrees have a significant impact on their enrollment motivation and personal characteristics.

The score of academic input was (3.29 ± 0.56), in which the scores of learning income, learning attitude, learning plan and learning focus were (3.51 ± 0.60), (3.36 ± 0.65), (3.18 ± 0.67) and (3.10 ± 0.70) respectively.

Table 2. Overall scores of all dimensions of Tibetan public funded normal students' motivation and academic investment

Project	M	SD	Project	M	SD
Entrance motivation	3.40	0.55	Academic input	3.29	0.56
Personal characteristics	3.46	0.79	Learning Benefits	3.51	0.60
Social incentives	3.77	0.68	Learning attitude	3.36	0.65
Employment Occupation	3.34	0.62	Learning plan	3.18	0.67
Relating to others	3.03	0.89	Study and focus	3.10	0.70

Project	Personal characteristics		Social incentives		Employment		Professional relations		Entrance motivation	
	<i>M ± SD</i>	<i>t/F</i>	<i>M ± SD</i>	<i>t/F</i>	<i>M ± SD</i>	<i>t/F</i>	<i>M ± SD</i>	<i>t/F</i>	<i>M ± SD</i>	<i>t/F</i>
Gender										
Male	3.44±0.67	-0.249	3.52±0.62	-3.513**	3.29±0.65	0.427	3.14±0.79	0.232	3.35±0.49	0.379
Female	3.47±0.84		3.88±0.68		3.36±0.60		2.98±0.92		3.42±0.58	
Grade										
Freshman	3.37±0.89	1.440	3.96±0.73	1.820	3.28±0.7	1.482	2.99±0.99	1.270	3.4±0.69	0.593
Sophomore	3.55±0.76		3.72±0.71		3.46±0.66		3.14±0.88		3.47±0.54	
Junior	3.55±0.79		3.69±0.7		3.24±0.58		2.86±0.79		3.34±0.5	
Senior	3.25±0.62		3.7±0.4		3.38±0.37		3.16±0.88		3.37±0.37	
Nation										
Zang nationality	3.62±0.69	4.055***	3.80±0.69	1.044	3.37±0.61	0.713	3.23±0.84	4.702***	3.50±0.50	3.833***
Han nationality	3.15±0.89		3.70±0.67		3.30±0.62		2.63±0.86		3.20±0.60	
Place of origin										
Province	3.59±0.72	3.292**	3.83±0.66	1.555	3.43±0.61	2.772**	3.2±0.85	3.798***	3.51±0.5	4.001***
Extraprovincial	3.22±0.86		3.67±0.72		3.18±0.6		2.72±0.87		3.2±0.58	
Type of origin										
Provincial capital	3.40±0.87	9.839***	3.73±0.72	0.890	3.43±0.61	2.397	2.95±0.84	4.868**	3.37±0.55	7.175***
County/prefecture	3.15±0.86		3.69±0.67		3.20±0.72		2.78±0.90		3.21±0.60	
Village/township	3.67±0.64		3.83±0.68		3.40±0.54		3.21±0.86		3.53±0.49	
Mother's education level										
Primary school and below	3.58±0.71	4.204**	3.84±0.66	1.643	3.39±0.60	1.436	3.14±0.86	2.041	3.48±0.50	3.978**
Junior high school	3.25±0.67		3.62±0.56		3.26±0.48		2.80±0.77		3.23±0.42	
High school or technical secondary school	3.21±1.06		3.64±0.89		3.24±0.90		3.00±1.09		3.27±0.86	
Junior college	3.10±0.89		3.46±0.8		3.03±0.53		2.52±0.98		3.03±0.53	
Undergraduate	2.83±1.04		3.70±0.65		3.20±0.74		2.50±1.07		3.06±0.60	
Master or above	4.92±0.12		4.60±0.57		4.11±0.15		3.67±0.94		4.32±0.10	
Father's education level										
Primary school and below	3.58±0.71	3.117**	3.84±0.64	1.697	3.38±0.62	1.828	3.17±0.85	1.795	3.49±0.51	3.103**
Junior high school	3.28±0.78		3.73±0.68		3.36±0.50		2.84±0.79		3.30±0.48	
High school or technical secondary school	3.47±0.88		3.55±0.79		3.21±0.82		2.90±1.09		3.28±0.78	
Junior college	3.00±0.96		3.47±0.60		2.87±0.50		2.39±1.14		2.93±0.45	
Undergraduate	2.79±0.90		3.46±0.86		3.09±0.66		2.81±0.66		3.03±0.47	
Master or above	4.17±1.30		4.33±0.61		3.94±0.31		2.89±1.50		3.83±0.85	

The results show that the score of academic input is (3.29 ± 0.56), and the scores of learning income, learning attitude, learning plan and learning focus are (3.51 ± 0.60), (3.36 ± 0.65), (3.18 ± 0.67) and (3.10 ± 0.70) respectively. The highest score is in the dimension of learning income, and the lowest score is in the dimension of learning focus.

3.3. The Influence of Tibetan Students' Entrance Motivation on Their Academic Investment

What is the impact of Tibetan free normal students' motivation on their learning investment? How influential is it? With the four dimensions of Tibetan public funded normal students' enrollment motivation as independent variables, and the four dimensions of learning investment and their total

scores as dependent variables, the regression analysis is conducted. The results are as follows (Table 3).

Table 3 shows that enrollment motivation can significantly and positively predict the total score of learning income, learning attitude, learning plan, learning focus and learning investment; social motivation and relationship with others can significantly and negatively predict the total score of learning income, learning attitude, learning plan, learning focus and learning investment; employment occupation has no significant impact on learning attitude and learning focus. Entrance motivation can explain 33.9% of the change in learning income and 32.1% of the total score of learning investment; Social incentives, employment occupations and relationships with others can explain 28.9% of the changes in learning plans, 22.3% in learning attitudes and 16.6% in learning focus.

Table 3. The Regression Analysis Results of the Influence of Tibetan Normal University Students' Entrance Motivation on Academic Investment

Dependent variable	Predictive variable	B	β	t	R2	F
Learning Benefits	Personal characteristics				0.339	25.182***
	Social incentives	-0.156	-0.176	-1.505		
	Employment Occupation	-0.325	-0.334	-3.247**		
	Relating to others	-0.438	-0.649	-5.744***		
	Entrance motivation	1.384	1.275	6.044***		
Learning attitude	Personal characteristics				0.223	14.059***
	Social incentives	-0.269	-0.281	-2.215*		
	Employment Occupation	-0.137	-0.130	-1.165		
	Relating to others	-0.295	-0.402	-3.285***		
	Entrance motivation	1.188	1.008	4.408***		
Learning plan	Personal characteristics				0.289	19.887***
	Social incentives	-0.313	-0.319	-2.624**		
	Employment Occupation	-0.327	-0.302	-2.834**		
	Relating to others	-0.396	-0.527	-4.499***		
	Entrance motivation	1.556	1.290	5.894***		
Study and focus	Personal characteristics				0.166	9.747***
	Social incentives	-0.393	-0.381	-2.892**		
	Employment Occupation	-0.220	-0.193	-1.671		
	Relating to others	-0.304	-0.385	-3.034**		
	Entrance motivation	1.323	1.042	4.398***		
Academic input	Personal characteristics				0.321	23.145***
	Social incentives	-0.283	-0.341	-2.873**		
	Employment Occupation	-0.252	-0.276	-2.648**		
	Relating to others	-0.358	-0.565	-4.934***		
	Entrance motivation	1.363	1.337	6.253***		

4. Discussion

4.1. General characteristics of the enrollment motivation and academic investment of Tibetan public funded normal students

In the enrollment motivation of Tibetan public funded normal school students, the social incentive dimension scored the highest, followed by personal characteristics, employment career motivation, and finally the influence of relating to others. There are significant differences in the enrollment motivation of Tibetan public funded normal students in terms of gender, nationality, family location and family economic situation. From the results of the study, in terms of gender, girls are more likely to be motivated by the society to enter school. In terms of personal characteristics, employment occupation and relationship with others, there is no difference between boys and girls; There is no difference among the four grades in students' motivation for admission. In terms of nationality, Tibetan and Han students have significant differences in overall enrollment motivation, personal characteristics, and relationship with others. Tibetan public funded normal school students are more likely to be influenced by their personal characteristics and relationship with others. On the four dimensions of enrollment motivation, Tibetan students scored higher than Han students. In terms of student origin, in addition to the dimension of social incentives, the students from the province are significantly higher than those from other provinces in terms of individual characteristics, employment occupation, relationship with others and overall enrollment motivation. In terms of the type of origin, Tibetan teachers' students from villages/towns are

more likely to be influenced by their personal characteristics and relationships with others.

The study found that the total average score of learning investment of the public funded normal students in Tibet University was at the middle level, indicating that the learning investment of the public funded normal students in Tibet needed to be improved. The research on each dimension shows that the learning income dimension has the highest score, indicating that the public funded normal students can have a place of "belonging" after graduation because of the policy guarantee. The score of learning focus dimension is the lowest, that is to say, Tibetan public funded normal students may have some inertia in the learning process, or it may be because the university is different from the previous middle school stage of learning, students have more community and university collective activities, and only the final examination, students' focus on learning is reduced.

There is no significant difference in the overall learning investment and each dimension among the public funded normal students of different grades. This is consistent with the research results of Zhan Miao (2017) on college students' learning input.[3]It shows that there is no significant difference in learning input and dimensions among different grades of public funded normal students. It may be because there is no pressure to enter a higher school, that is, learning has lost its goal. When encountering difficult problems, it lacks a sense of urgency and is unwilling to think or actively seek teachers' help. In addition, the way of study inspection is only the final exam, so they think that it is OK to temporarily invest in learning during the final exam, so that short-term high investment occurs.

4.2. The Entrance Motivation of Tibetan Free Normal Students has a Significant Effect on Learning Investment

Studies at home and abroad have shown that motivation to enter school is closely related to professional identity, learning status and academic achievements. The research of Chinese scholars such as He Xiang shows that all dimensions of enrollment motivation have a significant predictive effect on learning input. [4] It is also found that the motivation of enrollment plays a crucial role in the learning life of normal school students. It not only affects students' academic efficiency, learning efficiency and academic performance (Zhang Yue, 2018), but also affects students' professional commitment and professional identity (Tian Taiting, 2017; Ma Hongyu, 2013).[5] This study found that there is a significant correlation between the enrollment motivation and the learning input of the public funded normal students in Tibet, which means that the students' learning motivation is high and their learning input will be higher.

5. Education Suggestion

Entrance motivation can predict learning engagement, which is closely related to students' academic performance. Therefore, educators should actively pay attention to the impact of enrollment motivation on the learning and development of public funded normal students, pay attention to the current situation, development characteristics and group distribution characteristics of enrollment motivation and learning investment of public funded normal students in Tibet, and actively understand their main influencing factors and effects. Amplify the competitive effect and establish the elimination mechanism. For some students who just want to "mix, wait, rely on and be important", an open elimination mechanism will be implemented, and academic warning and criticism education will be carried out at appropriate opportunities.

Secondly, correct the students' motivation for admission and cultivate their academic challenge level. When students enter the school, the relevant management work of the school

can find a suitable time to understand the students' motivation, and focus on stimulating and maintaining students with different motivation levels. For those caused by external motivation, it can be analyzed one by one, so that students' external motivation can be constantly transformed into internal motivation, so that they can truly love their required majors and the future industry.

Finally, we should establish cooperative learning and students' educational beliefs. The school is not a single spoon feeding education. It should focus on the all-round development of students as the benchmark, and let students participate in the classroom more; Arrange students to participate in teaching practice activities to improve their recognition and understanding of teachers' work.

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