

# Factors Influencing University Students' English Learning Motivation : A Case Study of a Public University in Henan Province, China

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## Abstract

**Purpose:** This study investigates the influence of four independent variables (Hybrid Learning, Relations between Teachers and Students, Confidence, and Proactive Personality) on one dependent variable (English Learning Motivation). Additionally, it aims to identify significant differences between variables. **Research design, data, and methodology:** The study employed the Index of Item-Objective Congruence (IOC) for validity and Cronbach's Alpha in a pilot test for reliability. A total of 132 valid responses from students at a public university in Henan Province, China, were analyzed using multiple linear regression to verify significant relationships between variables. Following this, a group of 40 students participated in a 12-week Intervention Design Implementation (IDI). Afterwards, quantitative results from post-IDI and pre-IDI assessments were analyzed using a paired-sample t-test for comparison. **Results:** Multiple linear regression analysis revealed that hybrid learning, relations between teachers and students, confidence, and proactive personality significantly impacted English learning motivation. Additionally, the paired-sample t-test demonstrated a significant difference in English learning motivation between the post-IDI and pre-IDI stages. **Conclusions:** This research aims to foster students' creativity by cultivating their self-leadership skills within the context of a public university in Henan Province, China.

**Keywords:** English, Motivation, Hybrid Learning, Intervention Design Implementation, Education

**JEL Classification Code:** I23, J28, L2

## 1. Introduction

In the context of English learning being crucial in Chinese higher education, yet students' proficiency varying, this study focuses on university students' English learning motivation. The research background highlights the importance of English, the role of non-intellectual factors such as motivation and attribution, and the lack of domestic literature on their correlation with performance. This study aims to investigate motivation regulation among Chinese EFL college students, examining its influence on the learning process and achievement.

The research includes a survey of 132 non-English majors from Henan Province using a structured

questionnaire and a case study of six students through interviews and diary analysis. The findings explore various aspects, including motivational regulation strategies, relationships with proactive personality and language learning strategies, and correlations with English proficiency.

Despite its limitations, this study has both theoretical and practical implications. It addresses the gap in research on motivational regulation in second language acquisition and emphasizes its significance for student achievement. The research objectives include:

- Examining the influence of hybrid learning, teacher-student relationships, self-confidence, and proactive personality on English learning motivation.

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- Assessing variable levels and proficiency.
- Implementing IDIs and evaluating differences between pre- and post-IDI stages.

The research questions focus on these influences, the current proficiency levels, and the effectiveness of IDIs. The methodology combines a questionnaire survey with interviews, targeting students at a university in Henan with over nine years of English learning experience. By integrating multiple theories and sampling techniques, this study provides insights into the nature and effectiveness of motivational regulation, contributing to foreign language learning research, understanding individual differences, and improving learner training and teaching effectiveness.

## 2. Literature Review

### 2.1 Hybrid Learning

Hybrid learning, an innovative educational approach, combines online learning with in-person, face-to-face instruction. This model is grounded in constructivist theory and aligns with modern trends in educational development, enabling the flexible integration of information technology (Sercu et al., 2005).

By leveraging real-time, user-friendly computer communication and multimedia technologies, hybrid learning enhances learning resources and the overall learning environment. This leads to a fundamental transformation of traditional learning models, fostering comprehensive educational innovation (Lin, 2007).

One of the key advantages of hybrid learning is its ability to overcome the time and space limitations of traditional learning. The teaching and learning process becomes more autonomous and open-ended, allowing students to break free from conventional, closed-door classroom settings (Li, 2021).

In the context of English education, the hybrid learning model makes English classrooms more dynamic by incorporating multimedia elements such as pictures, videos, and animations. The diverse nature of teaching content and delivery methods encourages multi-sensory engagement, promoting students' holistic cognitive development (Shen & Lu, 2019).

In summary, autonomous foreign language learning is a complex process that involves the interaction of active learning attitudes, independent learning capabilities, and the learning environment. Whether through intrinsic learning motivation and awareness or observable learning habits and strategies, independent learning ultimately manifests in a learner's autonomous learning behaviors.

**H1:** Hybrid learning (SRL) has a significant impact on English learning motivation

### 2.2 Relations between Teachers and Students

The relationship between teachers and students, often referred to as the "teacher-student relationship" in academic literature, is an extensive and complex concept that can be analyzed from multiple dimensions and perspectives. It represents a unique form of interpersonal connection shaped through mutual influence and interaction during the shared educational and instructional process (Li, 1996).

In educational practice, teacher-student relationships do not exist as a singular form of interpersonal interaction. Instead, they constitute a dynamic system comprising multiple levels, including teaching, psychological, personal, and ethical relationships.

Firstly, regarding the teaching relationship, the most fundamental aspect of teacher-student relations lies in the formal and structured teaching connection. This relationship is primarily established based on the teacher's educational proficiency, which is influenced by their professional knowledge, instructional techniques, and personal charisma. Since teachers and students occupy distinct roles with different responsibilities, their collaboration is essential for effective learning.

Secondly, the psychological relationship extends beyond formal teaching interactions, encompassing an emotional bond formed through exchanges and interactions. This relationship reflects the psychological distance between teachers and students and signifies the level of intimacy and harmony within their interactions.

Thirdly, the personal relationship manifests both at the individual and group levels. A teacher may develop connections with individual students or student groups, while students may also establish informal personal relationships with teachers. These interactions can be influenced by shared interests, compatible personalities, or common academic specializations.

Finally, concerning the ethical relationship, while teacher-student interactions form a distinct interpersonal dynamic, they are ultimately embedded within broader social relationships. From simple spatial and social associations to complex, stable social behaviors, these relationships are influenced by societal norms and ethical expectations, adhering to a specific ethical framework (Li, 1996).

**H2:** Relations between Teachers and Students have a significant influence on English learning motivation

### 2.3 Confident

Confidence in learning, often referred to as self-efficacy (Bandura, 1977), pertains to an individual's beliefs, judgments, or perceptions regarding their ability to execute a particular behavior before engaging in it. Self-efficacy

serves as a critical factor in assessing an individual's behavior. According to Bandura (2001), self-efficacy lies at the core of a person's self-regulatory system and plays a key role in influencing motivation and performance. In the context of English learning, self-efficacy reflects students' perceived capabilities and confidence in their ability to learn and use the language. It is important to note that high self-efficacy does not necessarily equate to actual competence; rather, it indicates a learner's belief in their abilities within a specific domain.

Since Bandura (1977) introduced the concept of self-efficacy, it has attracted the attention of numerous scholars. Bandura (1986) identified four primary sources of self-efficacy: mastery experiences, vicarious experiences, social persuasion, and emotional states. Similarly, extensive research has confirmed a significant positive correlation between self-efficacy and English proficiency (Pajares & Graham, 1999). In other words, students with high self-efficacy tend to achieve higher levels of English proficiency. Additionally, some studies have found that self-efficacy can serve as a strong predictor of academic performance (Pajares & Graham, 1999).

In conclusion, self-efficacy is a vital driving force in regulating individual behavior, influencing students' attitudes, motivation, and learning outcomes. Research on self-efficacy holds significant implications for improving learning strategies and enhancing academic performance.

**H3:** Self-efficacy has a significant impact on English study motivation

## 2.4 Proactive Personality

According to Bateman and Crant (1993), the prototypical proactive personality, as conceptualized, is characterized by an individual who is relatively less restricted by situational factors and is capable of effecting environmental alterations. In contrast, those not categorized as such are relatively passive; they merely respond to, adapt to, and are shaped by their surroundings. Proactive individuals actively search for opportunities, demonstrate initiative, take action, and persist until they achieve a resolution by bringing about change. Proactive personality is an inherent trait within an individual, which can be significantly influenced by external factors such as society, environment, and culture. People with a proactive personality have the ability to identify problems and discern favorable opportunities at an early stage, and they can influence the existing situation around them or transform the environment they are dissatisfied with through proactive actions.

Crant (2000) contends that proactive personality is manifested in behaviors that involve identifying opportunities, endorsing changes, and taking control of

situations to make the most of these opportunities. Liu et al. (2020) posited that the mediating role of proactive personality is moderated by the level of an individual's positive emotions. Consequently, the influence of proactive personality on voice behavior varies depending on the level of an individual's positive emotions. In other words, as the intensity of positive emotions increases, the positive predictive effect of proactive personality on employees' voice behavior becomes more pronounced. When this kind of behavior is applied to English learning, it can be interpreted as the learning behaviors that emerge when enhancing students' proactiveness.

Harvey et al. (2006) conducted a study using a sample of full - time lower - grade university students and found that both an individual's proactive personality and interpersonal conflicts in the work context had a significant impact on overall psychological strain. Additionally, with respect to academic performance, emotional exhaustion in work and study, and job satisfaction, there was a significant interaction between proactive personality and conflict. Specifically, in situations with high levels of conflict, individuals with a stronger proactive personality are more likely to actively confront and manage the conflict. As a result, compared to those with a weaker proactive personality, they may potentially mitigate the negative impacts on their academic and work - related well - being.

**H4:** Proactive personality significantly influences English learning motivation.

## 2.5 English Learning Motivation

Learning motivation, as defined by Gardner (1985), refers to an individual's inclination, effort, and sense of fulfillment in the pursuit of language learning. In the context of English learning, which is a subset of human learning behaviors, English learning motivation manifests as a strong desire to acquire English and a deep hunger for knowledge. Gardner (1985) identified four key components of foreign language learning motivation: goals, effortful learning behaviors, the aspiration to achieve those goals, and learning dispositions. Students with high English learning motivation often demonstrate excellent academic performance, whereas those lacking such motivation may perceive English learning as a burden, which can hinder their ability to achieve satisfactory results. English learning motivation serves as the psychological drive that directly propels foreign language learners toward the accomplishment of specific English-learning goals throughout the learning process.

Given its importance, fostering students' English learning motivation is crucial within the teaching framework. However, the concept of language learners' motivation has long been considered one of the most

complex and difficult to understand areas of second-language acquisition research. Numerous definitions and interpretations of learning motivation exist, yet they lack uniformity. As a result, many studies have reached divergent conclusions (Dörnyei & Ushioda, 2011). Dörnyei and Ushioda (2011) classified research on second-language learning motivation into three distinct phases: the psychosocial phase, the cognitive-contextual phase, and the new approach phase.

Pleasurable second-language learning experiences can spark students' interest in English learning. As Dörnyei and Ushioda (2011) noted, during the early stages of English learning, students may derive enjoyment from factors such as affection for their English teacher, enjoyment of classroom activities, or a preference for reading English books. All these factors contribute to creating enjoyable second-language learning experiences, which can serve as powerful motivators for students to engage in English learning.

### 3. Research Methods and Materials

#### 3.1 Research Framework

The objective of this research was to investigate the factors influencing the English learning motivation of college students. The conceptual framework for this study was developed based on five variables, with one of the independent variables explaining the outcomes. As defined by Clark-Carter (2010), an independent variable is one that has the potential to influence another variable. In this study, the independent variables include blended learning, teacher-student relations, confidence, and proactive personality. The dependent variable is the English learning motivation of college students.

The researcher utilized the Self-Regulated Learning (SRL) model and three key theoretical frameworks to support and elaborate the conceptual framework. The conceptual framework aimed to examine the relationships among all the variables. The first relationship concerns blended learning and learning motivation, where blended learning serves as the exogenous variable, and learning motivation is the endogenous variable. The second relationship examines the connection between teacher-student relations and learning motivation, with teacher-student relations as the exogenous variable and learning motivation as the endogenous variable. The third relationship involves self-confidence and learning motivation, with self-confidence acting as the exogenous variable and learning motivation as the endogenous variable. The fourth relationship explores the link between proactive personality and learning motivation, where proactive

personality is the exogenous variable, and learning motivation is the endogenous variable.

All the theoretical frameworks discussed above provided support and contributed to the development of the conceptual framework, which is depicted in Figure 1.

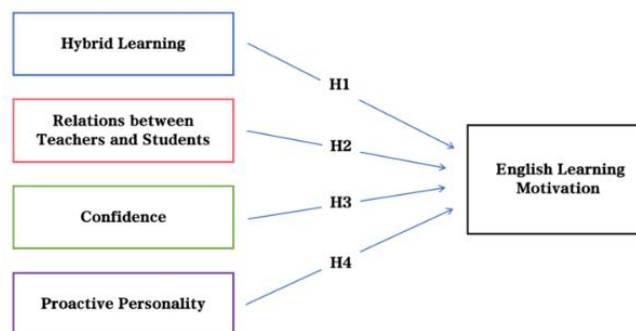


Figure 1: Conceptual Framework

H1: Hybrid learning significantly influences English learning motivation.

H2: Relations between teachers and students significantly influence English learning motivation.

H3: Confidence significantly influences English learning motivation.

H4: Proactive personality significantly influences English learning motivation.

#### 3.2 Research Methodology

The research process consisted of four distinct stages. The first stage involved surveying the entire research population to collect data for the proposed conceptual framework. Subsequently, all hypotheses were rigorously tested using multiple linear regression to determine their significance at a p-value threshold of < 0.05. Hypotheses that were supported were retained, while those that did not meet the criteria were eliminated.

The second stage entailed conducting pre-IDI surveys with the remaining population of 132 students, based on the supported hypotheses. The third stage introduced the Intervention Design Implementation (IDI), which was specifically implemented with 40 participants.

In the final stage, the 40 IDI participants completed a survey, generating the necessary data for conducting a paired-sample t-test analysis to compare the pre-IDI and post-IDI results. This comprehensive process enabled a thorough examination of the research's objectives and hypotheses.



### 3.3 Research Population, Sample Size, and Sampling Procedures

#### 3.3.1 Target Respondents

The subjects of this dissertation were fourth-year university students in Henan Province, specializing in disciplines such as Art, History, and Literature. Each class typically consisted of approximately 30 students, bringing the total number of students across five classes to about 150. Among them, a total of 132 valid questionnaires were collected.

A total of 150 non-English majors from general universities in Henan Province participated in the survey. Among the 132 valid questionnaires, 28 respondents were male, and 104 were female. Their ages ranged from 18 to 21 years, distributed across four academic years. All participants were in the first semester of their second year and had taken the College English Test Band 4 (CET-4), a national English proficiency test for non-English majors, after one year of English language study at the university level.

#### 3.3.2 Sample Size

The researcher conducted a pilot survey with 30 randomly selected students to assess reliability. Following this, 132 non-English majors from general universities were identified as the research population. The study employed multiple linear regression to examine relationships between independent and dependent variables. Finally, 40 voluntary students participated in the Intervention Design Implementation (IDI) stage.

#### 3.3.3 Sampling Procedure:

The researcher followed several sampling procedures, outlined as follows:

##### Sampling 1: Pilot Survey and Pilot Test

A random sample of 30 students was selected to complete the survey questionnaire and provide feedback for the pilot survey and reliability testing.

##### Sampling 2: Pre-Survey

A total of 150 non-English majors from general universities in Henan Province, representing different academic years, were sampled for the pre-survey. The survey questionnaire was distributed via the WJX app. After reviewing responses, 132 valid responses were confirmed.

##### Sampling 3: IDI Sampling

The researcher randomly selected 40 voluntary students from the pre-survey participants to take part in the IDI intervention stage.

### 3.4 Research Instruments

#### 3.4.1 Design of Questionnaire

The design of the questionnaire involves constructing measurement tools for the action research. The Self-Regulated Language Learning Questionnaire consists of four sections. All items in the questionnaire were written in both Chinese and English to ensure that students fully understood the content and found it easy to read and answer. Students were asked to respond on a five-point Likert scale, ranging from 1 (This statement is never or almost never true for me) to 5 (This statement is completely or almost completely true for me).

#### 3.4.2 Components of Questionnaire

The Self-Regulated Language Learning Questionnaire comprises four sections:

Personal Information – Includes details such as gender, grade, major, and CET-4 score.

Motivational Regulation Strategies – Statements assessing students' strategies for regulating their motivation in language learning.

Language Learning Strategies – Covers both metacognitive (planning, monitoring, and evaluating learning) and cognitive (practical language use and application) strategies.

English Learning Motivation – Divided into two subscales:

English Learning Goal Orientation – Examining students' intrinsic and extrinsic goals for learning English.

English Self-Efficacy – Assessing students' confidence in their ability to succeed in English learning tasks.

#### 3.4.3 IOC Results

This research invited three experts to provide judgmental opinions on the questionnaire, which was developed based on previous studies. The IOC form aimed to assess whether each question aligned with the research objectives and definitions. In this IOC process, independent experts, scholars, or doctoral-level researchers rated each item using the following scale:

+1 (Congruent)

0 (Questionable)

-1 (Incongruent)

For the Hybrid Learning and Relations Between Teachers and Students scales, the reliability coefficients were notably high at 0.923 and 0.763, respectively. The Confidence scale demonstrated a reliability coefficient of 0.881, while the Proactive Personality scale exhibited a reliability coefficient of 0.945. The English Learning Motivation scale achieved a reliability coefficient of 0.900. Out of 49 questions, 47 scored above 0.67 and were retained for the final questionnaire.

### 3.4.4 Reliability and Validity

A pilot survey was conducted with 30 randomly selected students, who were asked to complete the questionnaire and provide feedback. Following this, the researcher performed Cronbach's Alpha internal consistency reliability test to ensure the reliability of the questionnaire, with values expected to be  $\geq 0.7$  (Nunnally & Bernstein, 1994). The results confirmed high reliability for each construct, as shown in the table below.

**Table 1:** Pilot Test

Variable	No. of Items	Cronbach's Alpha	Strength of association
Hybrid Learning	13	0.948	Excellent
Relations between Teachers and Students	7	0.900	Excellent
Confidence	12	0.930	Excellent
Proactive Personality	6	0.820	Good
English learning motivation	9	0.929	Excellent

## 4. Results and Discussion

### 4.1 Results

#### 4.1.1 Demographic Profile

The researcher presented the demographic profile of the entire research population ( $n=132$ ), followed by the selected group of students ( $n=40$ ) who participated in the IDI, as shown in Table 2.

**Table 2:** Demographic Profile

Entire Research Population ( $n=132$ )		Frequency	Percent
Gender	Male	28	21.21%
	Female	104	78.79%
Year	First Year	10	7.58%
	Second Year	56	42.42%
	Third Year	45	34.09%
	Fourth Year	21	15.91%
Age	18	10	7.58%
	19	56	42.42%
	20	45	34.09%
	21	21	15.91%
Total		132	100%
IDI Participants ( $n=40$ )		Frequency	Percent
Gender	Male	6	15.00%
	Female	34	85.00%
Year	First Year	0	0
	Second Year	4	10.00%
	Third Year	23	57.50%

Entire Research Population ( $n=132$ )		Frequency	Percent
Age	Fourth Year	13	32.50%
	19	4	10.00%
	20	23	57.50%
	21	13	32.50%
Total		40	100%

### 4.1.2 Results of multiple linear regression

The researcher conducted Multiple Linear Regression (MLR) on the 132 survey questionnaire responses to determine whether each hypothesis was supported. The table shows that the p-value is 0.000, which is less than 0.05, indicating the statistical significance of the model.

The Variance Inflation Factor (VIF) values for all four factors are shown below, revealing slight multicollinearity influences. However, based on VIF analysis, multicollinearity is not a concern since all VIF values are below 5 (Hair et al., 1995).

The findings indicate that:

Hybrid Learning has a positive and significant influence on English learning motivation ( $\beta > 0$ , p-value  $< 0.05$ ).

Relations between Teachers and Students have a positive and significant influence on English learning motivation ( $\beta > 0$ , p-value  $< 0.05$ ).

Confidence has a positive and significant influence on English learning motivation ( $\beta > 0$ , p-value  $< 0.05$ ).

Proactive Personality has a positive and significant influence on English learning motivation ( $\beta > 0$ , p-value  $< 0.05$ ).

**Table 3:** The multiple linear regression of five independent variables

Variables	Standardized Coefficients Beta value	t-value	p-value	VIF	R <sup>2</sup>
Hybrid Learning	0.251	3.856	0.000	1.294	0.585
Relations between Teachers and Students	0.236	2.889	0.005	2.037	
Confidence	0.172	2.021	0.045	2.215	
Proactive Personality	0.341	5.041	0.000	1.398	

**Note:** p-value  $< 0.05^*$

Based on the above data, it can be concluded that the four hypotheses (H1, H2, H3, and H4) are all supported. Therefore, under these circumstances, and based on the results of the multiple linear regression analysis, the authors proceeded to conduct the IDI test on these four hypotheses and analyze the IDI according to the following assumptions: H5: There is a significant mean difference in hybrid learning

between pre-IDI and post-IDI.

H6: There is a significant mean difference in relations between teachers and students between pre-IDI and post-IDI.

H7: There is a significant mean difference in confidence between pre-IDI and post-IDI.

H8: There is a significant mean difference in proactive personality between pre-IDI and post-IDI.

H9: There is a significant mean difference in English learning motivation between pre-IDI and post-IDI.

## 4.2 IDI Intervention Stage

The IDI intervention program lasted for 12 weeks. Based on the quantitative and qualitative data collected during the pre-IDI stage, this study aimed to enhance college students' English learning motivation. The researchers described the IDI intervention in chronological order, as depicted in Figure 2.

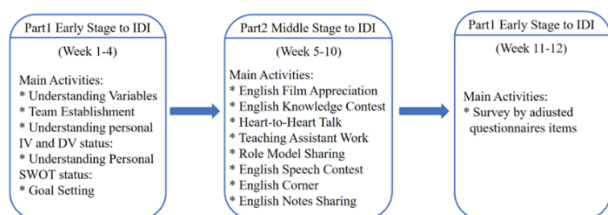


Figure 2: IDI Intervention Stage

## 4.3 Results Comparison between Pre-IDI and Post-IDI

The researcher conducted a paired-sample t-test analysis on all five variables to determine whether there were significant differences in English learning motivation between the pre-IDI and post-IDI phases. The tables below illustrate the paired-sample t-test analysis for the five variables, as follows:

Table 4: Paired-Sample T-Test Results

Variables	Mean	SD	SE	p-value
Hybrid Learning				
Pre-IDI	3.023	0.888	0.14045	p<0.001
Post-IDI	3.767	0.592	0.09358	
Relations between Teachers and Students				
Pre-IDI	3.286	1.046	0.16543	p<0.001
Post-IDI	4.004	0.487	0.07698	
Confidence				
Pre-IDI	3.173	0.604	0.09545	p<0.001
Post-IDI	3.729	0.729	0.11528	
Proactive Personality				
Pre-IDI	3.325	0.962	0.15214	p<0.001
Post-IDI	3.875	0.483	0.07636	

Variables	Mean	SD	SE	p-value
<b>English Learning Motivation</b>				
Pre-IDI	2.736	0.877	0.13866	p<0.001
Post-IDI	3.606	0.558	0.08824	

Table 4 illustrates the results of the paired-sample t-test analysis comparing the pre-IDI and post-IDI stages, as follows:

**Hybrid Learning:** There was a significant increase between the post-IDI stage ( $M = 3.767$ ,  $SD = 0.592$ ,  $SE = 0.09368$ ) and the pre-IDI stage ( $M = 3.023$ ,  $SD = 0.888$ ,  $SE = 0.14045$ ), with  $p < 0.001$ . The mean difference between the post-IDI and pre-IDI stages was 0.744. Therefore, H5 was supported, confirming a significant mean difference in hybrid learning between the pre-IDI and post-IDI stages.

**Relations Between Teachers and Students:** There was a significant increase between the post-IDI stage ( $M = 4.004$ ,  $SD = 0.487$ ,  $SE = 0.07698$ ) and the pre-IDI stage ( $M = 3.286$ ,  $SD = 1.046$ ,  $SE = 0.16543$ ), with  $p < 0.001$ . The mean difference was 0.718. Therefore, H6 was supported, confirming a significant mean difference in relations between teachers and students between the pre-IDI and post-IDI stages.

**Confidence:** There was a significant increase between the post-IDI stage ( $M = 3.729$ ,  $SD = 0.729$ ,  $SE = 0.11528$ ) and the pre-IDI stage ( $M = 3.173$ ,  $SD = 1.604$ ,  $SE = 0.09545$ ), with  $p < 0.001$ . The mean difference was 0.556. Therefore, H7 was supported, confirming a significant mean difference in confidence between the pre-IDI and post-IDI stages.

**Proactive Personality:** There was a significant increase between the post-IDI stage ( $M = 3.875$ ,  $SD = 0.483$ ,  $SE = 0.07636$ ) and the pre-IDI stage ( $M = 3.325$ ,  $SD = 0.962$ ,  $SE = 0.15214$ ), with  $p < 0.001$ . The mean difference was 0.55. Therefore, H8 was supported, confirming a significant mean difference in proactive personality between the pre-IDI and post-IDI stages.

**English Learning Motivation:** There was a significant increase between the post-IDI stage ( $M = 3.606$ ,  $SD = 0.558$ ,  $SE = 0.08824$ ) and the pre-IDI stage ( $M = 2.736$ ,  $SD = 0.877$ ,  $SE = 0.13866$ ), with  $p < 0.001$ . The mean difference was 0.87. Therefore, H9 was supported, confirming a significant mean difference in English learning motivation between the pre-IDI and post-IDI stages.

Based on the paired-sample t-test results above, two key conclusions can be drawn:

All five variables showed a significant mean difference between the pre-IDI and post-IDI stages.

There was a significant increase in English learning motivation between the pre-IDI and post-IDI phases.

## 5. Conclusions, Recommendations and Limitations

### 5.1 Conclusions & Discussions

This study examined the impact of four independent variables—hybrid learning, teacher-student relationships, confidence, and proactive personality—on English learning motivation. A comprehensive research design was employed, incorporating robust data collection methods and statistical analyses to ensure meaningful conclusions.

To establish the validity and reliability of the research instruments, the Index of Item-Objective Congruence (IOC) was utilized for content validity, while Cronbach's Alpha was applied in a pilot test to assess internal consistency. Data were gathered from 132 valid responses from students at a public university in Henan Province, China, and analyzed using multiple linear regression to determine the significance of the relationships between the independent and dependent variables. Additionally, a 12-week Intervention Design Implementation (IDI) was conducted with a selected group of 40 students. Pre- and post-intervention data were compared using a paired-sample t-test.

The results indicate that hybrid learning and teacher-student relationships significantly influence English learning motivation, whereas confidence and proactive personality have a relatively weaker impact. This suggests that interventions aimed at enhancing students' motivation should prioritize improving hybrid learning experiences and fostering stronger teacher-student relationships. However, to maximize the overall effectiveness of motivation-enhancing strategies, additional efforts should be made to strengthen confidence and proactive personality traits.

Furthermore, findings from the paired-sample t-test reveal a statistically significant improvement in English learning motivation following the 12-week intervention. This suggests that the intervention not only enhanced students' motivation but also positively influenced their self-leadership skills and creativity.

In summary, this study provides valuable insights into English learning motivation in the context of higher education. By employing a well-structured methodology and rigorous analysis, the research offers practical recommendations for educational institutions seeking to enhance students' engagement with English learning. The findings have direct implications for curriculum development, instructional strategies, and intervention programs aimed at fostering long-term motivation among students.

Ultimately, the study underscores the importance of designing comprehensive, student-centered learning

environments that integrate hybrid learning models and strengthen teacher-student relationships. These findings contribute to the growing body of research on language learning motivation and offer actionable strategies for improving educational outcomes in an increasingly competitive and globalized world.

### 5.2 Recommendations

In today's era of globalization and the rapid development of the knowledge economy, the importance of enhancing college students' motivation to learn English has become increasingly prominent. Based on the previous discussion and related literature, the following suggestions are made to effectively enhance college students' motivation to learn English and provide useful references for teaching practice.

First, the hybrid learning model should be deeply integrated into the English teaching system. Colleges and universities should fully integrate online and offline resources and carefully design English courses. Online, with the help of rich and diversified learning platforms, they can provide a large amount of English learning materials, such as original English documentaries, interactive language learning software, and online academic lectures, to meet students' independent learning needs. Offline, they should organize various language practice activities, such as English corners, drama performances, and group discussions, to create authentic language communication scenarios. This organic combination of learning modes can fully mobilize students' enthusiasm for learning and stimulate their desire to actively explore English knowledge.

Second, efforts should be made to establish a positive and harmonious relationship between teachers and students. Teachers in English education should not only impart knowledge but also serve as guides and companions in students' learning journeys. Regular one-on-one communication with students should be conducted to gain an in-depth understanding of their confusions, pressures, and expectations regarding learning English, providing tailored learning guidance and psychological support. In classroom teaching, teachers should give students timely affirmation and encouragement, focusing on the timeliness and effectiveness of feedback, so that students feel their efforts are recognized, thereby enhancing their self-confidence in English learning.

Third, great importance should be placed on cultivating students' confidence and proactive personality. To enhance students' self-confidence, schools can organize multi-level and diverse English competitions, ranging from basic word spelling and grammar contests to advanced English speech and debate competitions, so that students at different levels can participate, gain a sense of achievement, and gradually build confidence in their ability to learn English well. At the



same time, through relevant training courses and practical activities, students' initiative can be stimulated, encouraging them to take the initiative in creating English learning opportunities, such as participating in international exchange programs, interacting with foreign teachers, and organizing English study groups independently, to actively plan and promote their own English learning process.

Fourth, teachers should strengthen the stimulation of students' intrinsic motivation. They should emphasize the intrinsic satisfaction gained from mastering English knowledge and skills, such as the ability to read English classic literature without barriers, communicate freely with people worldwide, and broaden international horizons. Activities such as organizing English culture sharing sessions and inviting successful individuals who have used English to achieve personal goals to share their experiences can guide students to view English learning as an important means of self-improvement and growth, rather than merely a way to pass exams or gain external rewards, cultivating a lasting passion for English learning.

Fifth, a sound assessment and monitoring system for English learning should be established. A variety of methods, such as questionnaires, classroom observations, and analysis of learning records, should be used regularly to comprehensively assess students' motivation and learning effectiveness, and accurately identify the challenges students encounter in the learning process. Based on the assessment results, targeted counseling and intervention measures should be provided, such as psychological counseling and learning strategy guidance for students with low motivation, and special remedial courses for students facing learning difficulties, to ensure the continuous improvement of students' motivation and learning ability.

Sixth, the professional training of English teachers should be strengthened. Teachers should be regularly organized to attend training seminars on stimulating students' motivation and innovative teaching methods, improving their ability to apply the blended learning model, build positive teacher-student relationships, and stimulate students' intrinsic motivation. This enables teachers to better guide students, create a positive and active English learning atmosphere, provide constructive feedback, and help students make continuous progress in their English learning.

Seventh, a peer support platform for English learning should be established. Students with excellent English learning results and rich experience can be selected as study tutors to provide guidance on learning methods and psychological support to other students. By organizing activities such as study groups and learning experience sharing sessions, students can learn from and motivate each other in peer support, improving both their motivation and learning effectiveness.

To sum up, by implementing the above suggestions,

educational institutions can create an all-around and multi-level English learning support environment. This will allow students to actively enhance their motivation to learn English in a positive atmosphere, continuously improve their comprehensive English skills, and lay a solid foundation for their future development in the context of globalization. Colleges, universities, and educators have a responsibility to implement these recommendations to help students master English as a critical tool for personal growth and success.

### 5.3 Limitations for Future Research

Although this study has conducted in-depth discussions around the effects of multiple independent variables on students' motivation to learn English and achieved certain results, which provide useful references for English teaching practice, there are still limitations that cannot be ignored. These shortcomings highlight directions for subsequent research.

**Sample Size and Demographics:** The study focused on a specific group of students from a public university in Henan Province, China. Future research should aim to diversify the sample by including students from various educational backgrounds, age groups, and cultural contexts to assess the generalizability of the findings.

**Variables and Relationships:** The study focused on four specific independent variables and one dependent variable. Future research could explore additional independent variables and their potential interactions, offering a more comprehensive view of the factors influencing English learning motivation.

**Intervention Design:** The study implemented a specific intervention program. Future research should explore alternative intervention designs, allowing for a comparison of the effectiveness of different strategies in enhancing English learning motivation.

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