

A Conceptual Paper: Influence of Family Satisfaction and University Satisfaction on Learning Motivation among University Students in Sichuan, China

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Abstract – Learning motivation is a critical factor influencing academic success and personal development among university students. This study examines the roles of family satisfaction and university satisfaction in shaping the learning motivation of students in Sichuan, China, a region characterized by unique cultural and educational contexts. The current level of university students' learning motivation is low, and issues related to learning motivation require timely attention from both society and educational institutions. Specifically, this study explores the issue of learning motivation among different groups of male and female university students in Sichuan, the differences in learning motivation among various age groups, the impact of family satisfaction domains on learning motivation, and the influence of university satisfaction domains on learning motivation. Previous studies indicate that learning motivation among university students is influenced by a range of personal, familial, and institutional factors. Research highlights that family satisfaction significantly impacts students' motivation to learn. Similarly, university satisfaction, plays a crucial role in shaping student engagement and persistence. Furthermore, gender and age differences have been noted in learning motivation, with male and female students exhibiting different motivational patterns, and older students often displaying higher intrinsic motivation compared to younger peers. Studies conducted in China emphasize the importance of culturally embedded values such as familial expectations and collective identity in shaping academic behaviours. This research adopts a quantitative approach, utilizing methods for collecting and analysing numerical data to elucidate and measure participants' thoughts and emotional levels. The study aims to measure certain specific factors in participants and reveal potential relationships and patterns through quantitative analysis. Specifically, the study used statistical tools, regression analysis, analysis of variance, correlation analysis, to conduct in-depth analysis of the large amount of data collected (Bernard, 2000). By employing these quantitative analyses, the study seeks to gain a deeper understanding of the relationships and trends present in the dataset, providing valuable insights into the research questions at hand. Furthermore, this study adopts a descriptive survey approach, aiming to generalize findings from a sample population to a larger one. The goal is to make inferences about the characteristics or behaviours of the larger population based on the observations from the sample. The conceptual framework of this study is grounded in self-determination theory and ecological systems theory. Self-determination theory posits that intrinsic and extrinsic motivation are shaped by psychological needs for autonomy, competence, and relatedness, while ecological systems theory highlights the interplay between individual, familial, and institutional factors. Based on these theories, the proposed framework suggests that family satisfaction positively influences learning motivation.

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University satisfaction also plays a positive role in shaping learning motivation. Gender differences moderate the relationship between satisfaction domains and learning motivation, as do age differences. By integrating these theoretical perspectives, this study aims to provide a comprehensive understanding of how family and university satisfaction contribute to learning motivation among university students in Sichuan, China, and offer insights for future research and policy interventions.

Keywords – Family satisfaction, University satisfaction, Learning motivation

I. INTRODUCTION

Learning motivation refers to the internal psychological force that drives individuals to actively engage in learning activities. It directly influences the direction, intensity, and persistence of learning behaviour. Learning motivation can be driven by intrinsic factors (such as interest, curiosity, and a sense of achievement) or extrinsic factors (such as rewards, social expectations, and exam pressure). In recent years, research has further revealed the complexity and multidimensionality of learning motivation. For example: Schunk et al. (2021) highlighted that learning motivation is a critical factor for academic success, especially when facing challenging tasks. Motivation determines students' perseverance and the application of learning strategies. Ryan & Deci (2020) updated their Self-Determination Theory, emphasizing the interaction between intrinsic and extrinsic motivation and its impact on learning outcomes. They also explored how autonomy-supportive learning environments can enhance students' learning motivation. Lee et al. (2023) investigated the challenges and benefits of online learning environments on learning motivation. Their study found that students not only affect their academic performance but also has profound implications for their future career development and personal growth. Understanding the learning motivation of university students and its influencing factors, especially the impact of family satisfaction and school satisfaction on learning motivation, is of great significance for educators, parents, and policymakers.

Learning motivation current issues are very diverse and very complex. Various countries around the world have contributed to the rich tapestry of research on learning motivation, each shaped by its unique cultural, historical, and educational context. The United States has been a pioneer in the field of motivation research, in recent studies, Jones and Dindar (2020) found that American students may be negatively affected by learning motivation during high academic stress and social expectations, showing reduced interest and enthusiasm in learning. The management of

academic stress becomes a key challenge to improve students' motivation for learning. At the same time, with the popularization of technology, Indian students face new challenges and opportunities. Research focuses on students' motivational performance in technology settings, including attitudes and expectations about online learning and electronic resources (Kumar & Kumar, 2018). In Japan, Suzuki (2019) proposed that social expectations of individuals may have a positive or negative impact on students' learning motivation for study. Scholarly studies should explore the complex relationship between social expectations and student motivation. In the Internet era, distance learning is already very common. Anderson and Simpson (2018) pointed out that the distance learning environment in Australia may have a unique impact on students' motivation, and research should focus on students' motivation in distance learning to improve the effectiveness of online learning. Smith and Brown (2017) also suggested that British students may face the dispersion of concentration and decreased learning motivation in the context of the popularization of social media, and scholars should study the potential impact of social media on students' learning motivation.

The family, as the starting point of individual growth and development, has a profound impact on students' learning motivation. Family support, family environment, and parent-child relationships are important aspects of family satisfaction. In the field of educational psychology, researchers emphasize that the family environment significantly influences students' self-perception, emotional development, and academic achievement. For instance, Zhao et al. (2024) explored the relationship between students' self-regulation and academic achievement, identifying self-efficacy as a mediating factor and gender as a moderating variable. Similarly, Cai (2022) investigated the effects of family resources and school environments on the mathematics performance of eighth-grade students in Taiwan, finding that abundant family learning resources were positively associated with higher academic performance. Recent studies in Southwest China have also contributed to this field. For example, Qiu and Luo (2013) conducted a comprehensive study on family satisfaction and its influencing factors among adolescents. They revealed that factors such as school type, grade level, parental divorce, and academic performance could influence the level of family satisfaction among adolescents. These findings underscore the critical role of family environment and support in shaping students' academic outcomes and psychological development.

Zhang Shaobo and Fu We (2021) conducted a study on the relationship between parenting styles and family satisfaction among ethnic minority college students. They measured 284 ethnic minority college students using the Parenting Style Questionnaire and the Family Satisfaction Questionnaire, collecting relevant data. Statistical methods included descriptive statistics, analysis of variance, correlation analysis, and regression analysis. The results showed no significant differences in demographic variables among family satisfaction. There was a significant positive correlation between family satisfaction and emotional warmth and understanding from both fathers and mothers. Additionally, family satisfaction showed significant

negative correlations with strict punishment, favouritism, and the over-protection from fathers and strict punishment and favouritism from mothers. Father's parenting style was a significant predictor of family satisfaction for ethnic minority college students ($\beta = -0.41$, $p < 0.001$). They suggested that parenting styles of ethnic minority college students' fathers influence family satisfaction.

However, despite some confirmation of the impact of family satisfaction on students' learning motivation, research in this area among university students in the Sichuan region of China is still limited.

On the other hand, university satisfaction reflects students' evaluation of the university environment. As a place for knowledge dissemination and personal development, universities' teaching quality, learning atmosphere, and support systems can influence students' learning experiences. Research indicates that positive university experiences contribute to inspiring students' interest and engagement in learning, enhancing their learning motivation.

Some researcher did the differential analysis of college students' satisfaction: The research found that freshmen and graduating students had higher satisfaction levels compared to students in other grades. Additionally, students from rural areas reported higher satisfaction than their urban counterparts. Moreover, students whose fathers had higher levels of education exhibited higher satisfaction levels. The research found that students' satisfaction could be seen as a reflection of the relationship between actual school performance and students' expectations. Lower satisfaction among urban students might be due to the actual educational environment falling below their expectations. In contrast, rural students, who experienced relatively backward teaching equipment, educational resources, and faculty levels in high school, found university environments exceeding their expectations, resulting in higher satisfaction. Furthermore, students with fathers having higher educational backgrounds tended to have higher satisfaction, indicating that their fathers' education and environment positively influenced their ability to adapt to university life. Research on students' satisfaction, provides insights into the factors influencing college students' satisfaction, guiding schools in enhancing educational management services (Guo, 2019).

In the Sichuan province of China, higher education institutions attract numerous students with diverse program offerings and quality education resources. However, students face multiple pressures from both family and the university, which may directly or indirectly impact their learning motivation. Particularly in this region, where family and university cultures intertwine, the influence of family satisfaction and university satisfaction on students' learning motivation may be more complex. Nevertheless, research on this aspect is still relatively limited (Zhai, 2017).

Despite some exploration of the mechanisms through which family satisfaction and university satisfaction influence students' learning motivation, research in this area among university students in the Sichuan region of China is still relatively limited. Therefore, in-depth research on the impact of family satisfaction and university satisfaction on the learning motivation of Sichuan

university students can provide a deeper understanding of student development in higher education. Additionally, it can offer valuable insights for formulating targeted education policies and intervention measures (Liu, 2020).

In summary, family satisfaction and university satisfaction, as external environmental factors, are of significant importance in influencing university students' learning motivation. However, in the student population of universities in the Sichuan region of China, how family satisfaction and university satisfaction interact and their comprehensive impact on learning motivation have not been thoroughly studied. Therefore, this research aims to explore the impact of family satisfaction and university satisfaction on the learning motivation of Sichuan university students, with the hope of providing beneficial recommendations and insights for optimizing the learning environment and enhancing learning motivation.

II. PROBLEM STATEMENT

With the continuous expansion of university enrollment, the university enrollment rate in Sichuan, China, is increasing year by year. Consequently, the learning outcomes of university students have become a focal point for both educational institutions and society. Learning motivation is the driving force behind learning behaviour, and it is influenced by social and personal factors. According to Wang Ming's survey (2022), only 30.2% of university students exhibit strong learning autonomy. Li Qiang and Zhang Hua's research (2021) found that 48.5% of university students believe they have strong learning motivation, while 25.7% of university students admit their motivation is not very strong, and they struggle to learn consciously. Zhao Li's group research (2023) indicates that the current level of university students' learning motivation is low, and issues related to learning motivation require timely attention from both society and educational institutions.

However, although we have realized that the university students' learning motivation is not strong enough in Sichuan, China, there is still a gap in understanding the key role of family satisfaction and university satisfaction, and our understanding of how these factors specifically interact and shape the learning motivation of university students in Sichuan, China. Exploring these profound relationships will provide valuable insights into the mechanisms of family satisfaction and university satisfaction influence their learning motivation, and propose corresponding educational countermeasures for improving their learning motivation.

Understanding the interconnections between family satisfaction and university satisfaction in the context of Sichuan, China will not only contribute to the existing body of knowledge in educational research but also have practical implications. The finding of this study can offer valuable insights for educators, policymakers, and families to devise effective strategies and interventions that foster a positive learning environment and support students' educational growth.

Therefore, it is necessary to comprehensively and deeply explore the influence of family satisfaction and university satisfaction on the learning motivation of

university students in Sichuan, China. Through rigorous research and sharing, I can gain valuable insights for future universities Student development and development can provide reference to improve the learning motivation of university students and effectively promote their learning ability Force To enhance and improve the level of personality development.

III. LITERATURE REVIEW

Learning Motivation

Learning motivation refers to the intrinsic psychological state and driving force of individuals engaging in learning activities, encompassing their learning interests, expectations, needs, and the extent of effort exerted to achieve learning objectives. It reflects the enthusiasm, initiative, and intrinsic drive exhibited by learners throughout the learning process to attain their learning goals (Pintrich & Schunk, 2002).

In context with this study, learning motivation is defined as the internal force to promote university students to actively participate in learning activities, and is one of the key elements to achieve learning goals and achieve excellent results that has four different dimensions. These include intrinsic motivations, extrinsic motivations, self-efficacy, and social supports that are found in the Learning Motivation Questionnaire. These factors are to examined in the research.

Related Theories on Learning Motivation

It is noteworthy that the majority of researches conducted on learning motivation have been derived from these two general theories, namely Self-Determination Theory (SDT) and Achievement Goal Theory (AGT)

Self-Determination Theory (SDT)

Self-Determination Theory (SDT) stands as a prominent and comprehensive framework that seeks to understand the underlying psychological needs and motivations steering human behaviour. Developed by Deci and Ryan (1985), SDT posits that individuals have three innate psychological needs: autonomy, competence, and relatedness. This theory has had a profound impact on various fields, particularly in educational contexts, where it highlights the significance of creating environments that nurture students' fundamental psychological needs (Deci & Ryan, 2000).

Autonomy, as one of the core components of SDT, revolves around the intrinsic desire for self-directed actions. According to SDT, individuals have an inherent need to feel in control of their actions and decisions. When autonomy is supported, individuals experience a sense of volition and choice, fostering a more profound commitment to tasks and activities. Deci and Ryan (1985) argue that autonomy is crucial for the development of intrinsic motivation, where individuals engage in activities for the inherent satisfaction and interest rather than external rewards.

Competence, another key element of SDT, focuses on

the intrinsic need to master challenges and develop a sense of efficacy. Individuals seek opportunities to learn, grow, and demonstrate their capabilities. Deci and Ryan (2000) argue that the experience of competence is closely tied to the feeling of accomplishment, and individuals are motivated to engage in activities that allow them to experience success and mastery.

Relatedness, the third pillar of SDT, centers around the intrinsic need for meaningful connections with others. Human beings are inherently social creatures, and fostering positive relationships is essential for well-being. Deci and Ryan (2000) argue that when individuals feel connected and supported by others, it positively influences their motivation, satisfaction, and overall mental health.

The application of SDT in education has been instrumental in reshaping instructional practices and creating environments that support students' psychological needs. Deci and Ryan (2000) argue that educational institutions should move away from controlling and extrinsically motivated approaches and instead focus on cultivating autonomy, competence, and relatedness.

Achievement Goal Theory (AGT)

Achievement Goal Theory (AGT) focuses on how the types of goals individuals pursue during the learning process influence their motivation and learning behaviour. Elliot and Dweck highlight two primary types of achievement goals: task orientation and ego orientation. Task-oriented individuals strive for learning progress and mastery of knowledge, emphasizing the intrinsic value of the learning process. In contrast, ego-oriented individuals seek to demonstrate personal competence and avoid failure, often driven by external validation. AGT has provided valuable insights into the diverse ways individuals approach and engage with learning tasks, contributing to a nuanced understanding of motivational dynamics in educational settings (Elliot, & Dweck, 2005).

Achievement Goal Theory (AGT) stands as a pivotal framework in educational psychology, seeking to illuminate how the goals individuals pursue during the learning process shape their motivation and learning behaviour. Developed by Elliot and Dweck (2005), AGT identifies two primary types of achievement goals: task orientation and ego orientation. This theory has significantly contributed to our understanding of the diverse ways and engage with learning tasks, offering nuanced insights into motivational dynamics in educational settings.

Task orientation, a central concept in AGT, reflects individuals' pursuit of learning progress and mastery of knowledge. Task-oriented individuals are driven by the intrinsic value of the learning process itself. Their focus is on acquiring new skills, understanding concepts deeply, and mastering content for personal satisfaction rather than external validation. Elliot and Dweck (2005) emphasize that task orientation fosters a positive and constructive approach to learning, aligning with the principles of intrinsic motivation.

In contrast to task orientation, ego orientation in AGT centres around individuals seeking to demonstrate personal competence and avoid failure. Ego-oriented individuals are often motivated by external validation, aiming to prove

their competence to others and secure a positive social identity. This orientation is linked to a desire for normative success and a fear of demonstrating incompetence.

AGT has made many contributions to understanding motivational dynamics. It has significantly advanced the field of educational psychology by offering a comprehensive framework to understand how individuals' goals influence their motivation and behaviour in learning contexts. Moreover, the theory provides a lens through which educators and researchers can analyse the different ways students approach academic tasks and the impact of these approaches on learning outcomes. AGT has informed discussions about the importance of creating a positive motivational climate in educational settings. A classroom environment that emphasizes task mastery and intrinsic motivation aligns with the principles of AGT, fostering a love for learning and encouraging students to take on challenging tasks without the fear of failure (Midgley, Kaplan, & Middleton, 2001).

As AGT continues to influence educational psychology, future research directions and implications for education are worth considering. Researchers may delve deeper into understanding the developmental aspects of achievement goals, exploring how goal orientations evolve over time and the role of educational experiences in shaping them.

Educators can leverage the insights from AGT to design interventions that promote a positive motivational climate. Strategies aimed at encouraging task orientation, such as providing constructive feedback, emphasizing the joy of learning, and fostering a growth mindset, can contribute to a classroom environment that nurtures intrinsic motivation and supports students in achieving their full potential.

In conclusion, Achievement Goal Theory has provided a valuable framework for understanding how individuals' pursuit of task and ego-oriented goals influences their motivation and learning behaviour. By recognizing the impact of goal orientations on academic performance and learning outcomes, educators can tailor their approaches to create environments that foster positive motivational dynamics and contribute to the holistic development of students. As AGT continues to shape educational practices, its nuanced perspective on achievement goals remains integral to understanding the intricate interplay between motivation and learning.

These two theories collectively contribute to a robust understanding of motivational factors in education, offering guidance for educators and researchers seeking to enhance learning environments and student engagement.

Technology has brought a drastic change in the world and has revolutionized education. With a range of possible solutions to develop EFL learning, technology has become a successful medium for practicing English conversation. Additionally, technology is also able to present authentic situations where learners unable to see in real life situations (Diyyab, 2014). With the massive growth of online conversation platforms, it becomes easier for language learners to practice English with people from other countries.

In terms of online conversation platforms, Wakefield & Rice (2008) point out that text messaging, instant

messaging, chat rooms, and personal web sites have increased the speed of multiple and simultaneous interaction. Based on this fact, it is indispensable to take advantage of modern technological facilities in aiding the task of English language practices (Hwang, Huang, Shadiev, Wu, & Chen, 2014). This technology provides many new potential channels for promoting English conversation among people who live in different countries (Wu, Yen & Marek, 2011). Among online conversation platforms, there is one type of platforms that replicates a real-world situation, which known as 3D Virtual Worlds.

Family Satisfaction

Family satisfaction is the overall level of contentment individuals have regarding their family life, including evaluations of family relationships, family support, family functioning, and the family atmosphere (Monsour, 2002).

In the context of this study, family satisfaction will be operationalized as a quantifiable and measurable construct, family satisfaction has four different domains - communication, emotional support, parental involvement, and support for personal development. These factors are to be used in this study. Data were collected using a Family Satisfaction Questionnaire and assess the impact of these family satisfaction factors among university students in Sichuan, China.

Related Theories on Family Satisfaction

Research on family satisfaction revolve around these two theories : Systems Family Theory and Healthy Family Systems Theory.

Systems Family Theory

The Systems Family Theory, also known as systemic family therapy, is a profound framework that perceives the family as an interconnected system, where the interactions among family members significantly influence overall family satisfaction. Developed by Salvador Minuchin, this theory emphasizes that the dynamics of family satisfaction are deeply intertwined with the interdependence and interactions among various members within the family system (Minuchin, 1974).

Salvador Minuchin, a pioneer in family therapy, introduced key concepts that form the foundation of the Systems Family Theory, highlighted the complexity of families. A fundamental tenet of the Systems Family Theory is the conceptualization of families as complex systems with interconnected components. Families are dynamic entities where changes in one part of the system can have a profound impact on the entire family dynamic. This interconnectedness is crucial in understanding the family as a unit where each member's actions and emotions reverberate throughout the system. Minuchin (1967) suggests that families operate as dynamic entities, and alterations in one family member's behaviour or circumstances can lead to a ripple effect, influencing the overall family structure. This perspective encourages

therapists and researchers to examine the family as a whole rather than isolating individual members.

The Systems Family Theory places a strong emphasis on the interactions among family members as a key determinant of family satisfaction. Understanding how behaviour and emotions of individual family members interact with each other is essential for comprehending the overall dynamics of the family system. Minuchin (1967) highlights that family therapists need to explore the patterns of communication, conflicts, and cooperation within the family. By doing so, therapists gain insights into the factors contributing to family satisfaction or dissatisfaction. This focus on interactions underscores the systemic nature of families and the reciprocal influence that family members exert on each other.

Besides this, roles and boundaries play a pivotal role in the Systems Family Theory, offering a lens through which therapists and researchers can analyse the overall structure and functioning of the family. Roles define the expected behaviour and responsibilities of each family member, contributing to the equilibrium or dysfunction within the system. Minuchin (1967) suggests that examining family roles is crucial for understanding how individuals contribute to the overall family dynamic. Dysfunctional roles or unclear boundaries can lead to imbalances, conflicts, and dissatisfaction within the family system. Family therapists utilizing this theory often work with families to identify and redefine roles and boundaries, promoting a healthier family structure.

The Systems Family Theory has found practical applications in the field of family therapy, offering a holistic approach to understanding and addressing family-related issues.

Family Education: Systems Family Theory emphasizes the importance of family members understanding the interconnectedness of their roles and behaviour. Therapists may engage in family education to enhance the family's awareness of how their interactions influence overall satisfaction (Minuchin, 1974).

As the Systems Family Theory continues to evolve, future research directions may explore its applicability in diverse cultural contexts and the effectiveness of systemic interventions over time. The theory has received recognition for its contributions but is not without critiques. Researchers may delve into how cultural, societal, and economic factors influence family dynamics within the Systems Family Theory framework. Recognizing the contextual nuances can enhance the theory's applicability across diverse populations (Imber-Black & Roberts, 1992). Some critics argue that systemic family therapy, at times, may pathologize normal family dynamics by viewing them as dysfunctions. Future research could address ways to balance identifying issues within families without overly pathologizing everyday interactions (Anderson & Goolishian, 1988).

In conclusion, the Systems Family Theory, pioneered by Salvador Minuchin, offers a holistic approach to understanding the intricate dynamics of family interconnectedness. By emphasizing the family as an interconnected system, exploring interactions, and examining roles and boundaries, this theory has significantly contributed to the field of family therapy.

Applications of the theory in clinical practice showcase its utility in fostering positive change within families, ultimately contributing to enhanced family satisfaction. As the theory progresses, addressing critiques and exploring its broader applicability will further solidify its role in advancing systemic family therapy. The Healthy Family Systems Theory posits that family satisfaction is closely tied to the stability and health of the family system. This theory, exemplified by the McMaster Model of Family Functioning developed by Epstein, Bishop, and Levin, suggests that families with high levels of satisfaction tend to demonstrate better adaptability and problem-solving abilities, while unhealthy family dynamics may lead to a decrease in family satisfaction (Epstein, Bishop, & Levin, 1978).

Healthy Family Theory

The Healthy Family Systems Theory, as proposed by Epstein, Bishop, and Levin in 1978, serves as a comprehensive framework to understand the intricate dynamics of family functioning and its impact on overall satisfaction. This theory, encapsulated in the McMaster Model of Family Functioning, postulates that the satisfaction levels within a family are intricately linked to the stability and health of the family system (Epstein, Bishop, & Levin, 1978).

At the core of the Healthy Family Systems Theory is the pivotal role played by the overall health and stability of the family. Epstein, Bishop, and Levin (1978) stress that the general well-being of a family unit is a fundamental determinant of the satisfaction experienced by its members. Families characterized by stability exhibit a sense of coherence and order, providing a secure foundation for individuals within the family structure. The notion of stability encompasses various facets, including emotional, financial, and relational stability, all of which contribute to the overall health of the family.

The second key concept underscored by the Healthy Family Systems Theory is adaptability. Healthy families, according to Epstein, Bishop, and Levin (1978), possess a remarkable ability to adapt to changes and challenges. This adaptability not only ensures the family's resilience but also plays a crucial role in sustaining satisfaction levels. Families that can navigate transitions, such as changes in roles, routines, or unforeseen circumstances, tend to maintain a more positive and satisfying family environment.

Adaptability involves open communication, flexibility, and a willingness to embrace change. Families that cultivate these qualities are better equipped to navigate the complexities of life, fostering a sense of security and contentment among their members. Epstein, Bishop, and Levin (1978) argue that adaptability serves as a protective factor, buffering the family against the negative impact of stressors and uncertainties.

Effective problem-solving emerges as the third cornerstone of the Healthy Family Systems Theory. Epstein, Bishop, and Levin (1978) posit that families with adept problem-solving skills are more likely to experience higher levels of satisfaction. The ability to collaboratively address challenges and conflicts contributes to a positive family dynamic and reinforces the sense of cohesion.

Problem-solving within the family context involves communication, negotiation, and compromise. Families that foster these skills create an environment where conflicts are addressed constructively, minimizing the likelihood of unresolved issues leading to dissatisfaction. The research by Epstein, Bishop, and Levin (1978) underscores the importance of teaching and cultivating problem-solving skills within families, as they play a pivotal role in maintaining overall satisfaction.

In conclusion, the Healthy Family Systems Theory provides a valuable lens through which to understand the intricate interplay between family dynamics and satisfaction. Stability, adaptability, and problem-solving emerge as critical concepts that shape the health of the family system, influencing the satisfaction experienced by its members. As Epstein, Bishop, and Levin (1978) highlight, recognizing and addressing these key factors can contribute to the creation of healthier, more satisfying family environments. This theory not only informs our understanding of family dynamics but also offers practical insights for interventions and support systems aimed at enhancing family well-being.

These two theories provide valuable frameworks for understanding the dynamics of family systems and their impact on satisfaction. It's important to note that these theories contribute to the broader field of family therapy and have been influential in shaping therapeutic approaches to address family-related challenges.

University Satisfaction

University satisfaction refers to students' subjective evaluation of their overall learning and living experience at the university they attend, including perceptions of teaching quality, academic resources, student support services, campus environment, social activities, and student engagement (Kuh, Kinzie, Schuh, Whitt, & Associates, 2005).

In this research, university satisfaction is studied through the scores which students attained from the University Satisfaction Questionnaire. By investigating the contribution of university satisfaction domains, such as academic programs, campus equipment, campus life, and campus resources, on learning motivation. This can contribute to understanding how the university factors impact learning motivation. The higher the scores, the more the students will be satisfied with their school.

Related Theories on University Satisfaction

Research on university satisfaction revolve around these two theories : Systems Theory and Satisfaction Theory.

Systems Theory

Systems Theory, when applied to the context of university satisfaction, provides a holistic framework for understanding the intricate dynamics that contribute to students' overall contentment. This theory posits that the satisfaction levels of university students result from a complex system comprised of various interacting factors. In this comprehensive exploration, we delve into the

foundations of Systems Theory, examining how academic experiences, social support, campus environment, teaching quality, and other elements interact to shape the overall satisfaction of students at the university level.

While Systems Theory has provided valuable insights into the complex dynamics of university satisfaction, there is room for further exploration. Future research could delve into the longitudinal effects of changes in one aspect of the system on overall student satisfaction. Additionally, investigating the cultural nuances that influence the applicability of Systems Theory in different educational settings would contribute to its refinement and enhancement.

In conclusion, Systems Theory offers a robust framework for comprehending the multifaceted nature of university satisfaction. By recognizing the interconnectedness and interdependence of academic experiences, social support, campus environment, teaching quality, and other factors, this theory provides universities with a holistic perspective. Astin's (1993) pioneering work paved the way for understanding the university experience as a dynamic system, urging educators and policymakers to consider the collective impact of various elements on student satisfaction. As universities navigate the ever-evolving landscape of higher education, Systems Theory remains a valuable tool for fostering an environment that prioritizes the holistic well-being and satisfaction of students.

Satisfaction Theory

Satisfaction Theory proposes that university satisfaction is closely tied to the alignment between an individual's expectations and their actual experiences. Oliver (1980) suggests that when a student's real-life experiences align positively with their preconceived expectations, a sense of satisfaction emerges. Conversely, if there is a significant disparity between expectations and reality, dissatisfaction may occur.

While Systems Theory and Satisfaction Theory approach university satisfaction from different angles, they complement each other in providing a holistic understanding. Systems Theory sheds light on the interconnected factors within the university environment, emphasizing the collective impact on satisfaction. On the other hand, Satisfaction Theory illuminates the individual's subjective experience, emphasizing the importance of managing expectations for satisfaction.

In conclusion, Systems Theory and Satisfaction Theory provide valuable frameworks for comprehending the complex dynamics that shape university satisfaction. Astin's Systems Theory highlights the interconnectedness of various factors within the university environment, urging a holistic perspective. Oliver's Satisfaction Theory emphasizes the subjective nature of satisfaction, focusing on the alignment of individual expectations with experiences.

These two theories provide distinct perspectives on understanding university satisfaction. While systems theory focuses on the holistic and interconnected nature of various factors, satisfaction theory delves into the individual's subjective experiences and the alignment of those

experiences with their expectations. Both perspectives contribute to a nuanced understanding of the complex dynamics involved in shaping university satisfaction.

Unique Findings in the Context of Sichuan

Research on learning motivation in Sichuan highlights several unique cultural and educational factors that shape the region's educational environment. Family satisfaction in Sichuan is profoundly influenced by traditional Confucian values emphasizing familial harmony and educational success. Recent studies suggest that parental involvement in this region often extends beyond providing emotional and financial support to include active participation in students' academic planning and life decisions (Zhou & Wang, 2021). While this proactive involvement fosters extrinsic motivation, excessive parental expectations can inadvertently dampen students' intrinsic motivation, particularly among socioeconomically disadvantaged groups. For instance, Chen et al. (2020) observed that students in Sichuan frequently experience pressure to balance familial obligations with academic demands, which may result in varied motivation patterns depending on socioeconomic and cultural contexts.

On the university side, Sichuan's diverse higher education landscape provides a unique setting to explore university satisfaction. Recent research indicates that students value campus relationships and academic support systems, which significantly influence their perceptions of satisfaction and motivation. Xu and Li (2022) found that in Sichuan universities, accessible academic resources and vibrant campus life play critical roles in fostering learning motivation. Moreover, Liu et al. (2021) highlighted that positive peer and teacher interactions contribute to students' overall satisfaction, emphasizing the need for inclusive and supportive campus environments. These findings underline the necessity of culturally tailored interventions to address the interplay between family and university satisfaction and their impact on learning motivation.

Conceptual Framework

The theoretical framework is built by linking family satisfaction and university satisfaction with learning motivation through well-established theories and empirical research. By understanding the historical background, applying relevant theories, and reviewing related research findings, a robust framework can be created to guide the exploration of these factors' influence on learning motivation.

The theoretical framework based on the above-mentioned theories is diagrammed and shown in Figure 1.

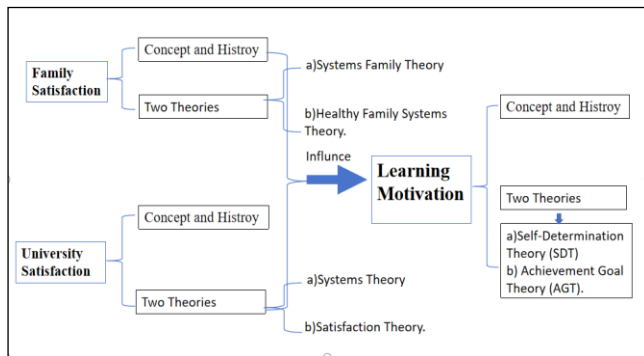


Figure 1. Theoretical Framework Diagram

As shown in Figure 1, the present study based on multiple theories that support the arguments of the study and the relationships between the variables. This theoretical framework highlights family satisfaction and university satisfaction as key influencing factors that influencing students' motivation for learning by influencing the school and family environment, as well as providing emotional and social support. These factors interact to shape the level of students' motivation and motivation in the academic field.

IV. METHOD

This research adopts a quantitative approach, utilizing methods for collecting and analysing numerical data to elucidate and measure participants' thoughts and emotional levels. The study aims to measure certain specific factors in participants and reveal potential relationships and patterns through quantitative analysis. Specifically, the study used statistical tools, regression analysis, analysis of variance, correlation analysis, to conduct in-depth analysis of the large amount of data collected (Bernard, 2000). By employing these quantitative analyses, the study seeks to gain a deeper understanding of the relationships and trends present in the dataset, providing valuable insights into the research questions at hand.

Furthermore, this study adopts a descriptive survey approach, aiming to generalize findings from a sample population to a larger one. The goal is to make inferences about the characteristics or behaviours of the larger population based on the observations from the sample. In this context, a survey study is employed to offer a quantitative and numeric description of trends, attitudes, or opinions within a broader population by examining a representative sample. This approach provides several advantages, including an economical research plan, a quick turnaround in data collection, and the ability to identify attributes of a large population based on insights gained from a smaller study population (Creswell, 2014). The descriptive survey method allows for a comprehensive exploration of the research questions and facilitates the generalization of findings to a broader context.

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