Examining the Association between Motivating Factors and Learning Anxiety in Rural Middle School Science Education in Zhejiang Province, China

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**Abstract:** The study aimed to examine the association between motivating factors and learning anxiety in rural middle school science education in Zhejiang Province, China. A sample of 1250 rural middle school students were surveyed using a self-administered questionnaire that measured their levels of intrinsic and extrinsic motivation for studying science subjects, as well as their levels of learning anxiety. Results showed a significant negative correlation between intrinsic motivation and learning anxiety, indicating that students with higher levels of intrinsic motivation had lower levels of learning anxiety. On the other hand, the correlation between extrinsic motivation and learning anxiety was not significant. The findings suggest that intrinsic motivation plays a significant role in reducing learning anxiety among rural middle school students in Zhejiang Province. The findings highlight the significance of intrinsic motivation in reducing learning anxiety among rural middle school students in Zhejiang Province and the importance of fostering students' intrinsic motivation to enhance engagement and reduce anxiety in the learning process. The study provides a foundation for further research on the impact of motivation on learning outcomes in rural middle school science education in China and opens up avenues for exploration of effective strategies, such as student-teacher relationships, in promoting intrinsic motivation and reducing learning anxiety. Additionally, future studies can be conducted in other regions in China to determine the generalizability of the findings.

**Keywords:** Motivating Factors, Learning Anxiety, Rural Middle School Science Education, Zhejiang Province, China.