

Improving Self-Confidence And Restructuring Learning Abilities For Vocational College Students In China

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Abstract:

The confidence and learning ability of vocational college students are important factors that affect their career development. This paper explores the ways and methods of enhancing the confidence and reconstructing the learning ability of vocational college students through literature review and empirical research. The study found that the confidence of vocational college students can be enhanced by stimulating their self-identity and self-efficacy, providing a good learning environment and support, encouraging students to participate in practical activities, and other ways. The learning ability can be reconstructed by cultivating students' learning motivation, improving learning strategies and methods, and carrying out personalized education. The research results of this paper can provide reference and inspiration for the educational and teaching practices of vocational colleges in China.

Keywords: vocational college students; self-confidence; learning ability; educational and teaching practices

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I. Introduction

Vocational education is an important means of cultivating high-quality vocational talents, and vocational colleges, as the primary providers of vocational education, play a crucial role in this process. The self-confidence and learning ability of vocational college students significantly impact their career development. Consequently, enhancing the self-confidence and reconstructing the learning ability of vocational college students has become a significant issue in current education and teaching research. Self-confidence plays a crucial role in the career development of vocational college students in China. It refers to an individual's belief and trust in their abilities, potential, value, and self-image. Having self-confidence enables students to maintain a positive attitude when facing challenges and setbacks, cope with pressure, and improve their overall quality of life and learning. Additionally, self-confidence helps students adapt to career requirements, enhance their competitiveness, and increase their success rate in career development. Learning ability is a vital factor in the career development of vocational college students in China. It encompasses an individual's capacity to acquire and apply knowledge, including learning motivation, strategies, and methods. A strong learning ability allows students to effectively grasp professional knowledge and skills, enhance their professional competence, and

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improve their professional competitiveness. Despite vocational colleges being institutions designed to cultivate technical talents and offering unique educational models and teaching content, students in vocational colleges often struggle with low self-confidence in China. This lack of confidence can have a significant impact on their learning and employment prospects. Consequently, enhancing the self-confidence of vocational college students has become a critical focus in educational research.

The purpose of this study is to explore the ways and methods for improving the self-confidence of vocational college students through empirical research, and to provide certain reference for vocational college education in China. The significance of this study lies in, firstly, provide some feasible suggestions and methods for improving the self-confidence of vocational college students; secondly, promote the development of vocational college education and improve the comprehensive quality of students; lastly, provide some reference for improving students' confidence in other types of schools in China. This study mainly focuses on the improvement of self-confidence among vocational college students. Through literature analysis and questionnaire surveys, it explores the ways and methods of improving self-confidence among vocational college students.

II. Literature Review

Self confidence refers to an individual's sense of trust and self affirmation of their own abilities and values when facing various difficulties and challenges, and is an important component of their mental health. (Bandura, 1977) Self-confidence has the following characteristics:

- Self confidence is a relatively stable individual trait, but it is also influenced by environment and experience;
- Self confidence is built on practical experience and achievements, closely related to self-evaluation and self-efficacy;
- Self confidence can be cultivated and improved, requiring individuals to continuously engage in self-awareness and self-improvement.

Self-efficacy theory was proposed by American psychologist Albert Bandura in 1977. Self efficacy refers to an individual's belief and confidence in being able to complete a task. According to the theory of self-efficacy, the improvement of self-confidence can promote the reconstruction of learning ability. "When a person has confidence in their abilities, they will actively engage in learning, practice and explore more diligently, thereby improving their learning effectiveness and ability level." (Bandura, 1977) Self-efficacy refers to an individual's belief and confidence in being able to complete a task. Self-efficacy is an internal psychological state that is closely related to an individual's experience, emotions, and cognition. "Self-efficacy can be formed and changed through four pathways: experience, observation, social persuasion, and emotional regulation." (Bandura, 1982) Individual experience and observation are the main ways to form self-efficacy, while social persuasion and emotional regulation are the main ways to change self-efficacy. "Self-efficacy has a significant impact on individual behavior and performance. When individuals have confidence in their abilities, they will actively engage in action, practice and explore more diligently, thereby improving their performance and results." (Zimmerman, 2000) Self-efficacy can be improved through many ways, such as successful experiences, exemplary learning, positive feedback, situational adjustment, etc. Through these channels, individuals can gradually establish and improve their self-efficacy, thereby facing the challenges of life and work with greater confidence.

The learning strategy theory was proposed by American psychologist John Anderson in 1983. Learning strategies refer to the various methods and techniques adopted by students in the learning process. The theory of

learning strategies suggests that students' learning abilities can be reconstructed and improved by adopting effective learning strategies. "When students are able to flexibly apply various learning strategies, such as memory, understanding, analysis, reasoning, etc., they can learn and master knowledge more efficiently." (Anderson, 2010) Learning strategies refer to the plans, methods, and techniques adopted by individuals in the learning process to help them acquire and understand knowledge. Learning strategies can be divided into two categories: surface strategies and deep strategies. The surface strategy mainly involves memory and repetition, while the deep strategy involves understanding and analysis. The selection and application of learning strategies are influenced by various factors, including task characteristics, individual differences, and situational factors. Individuals need to choose and apply appropriate learning strategies based on specific tasks and situations. The effectiveness of learning strategies depends on the individual's learning objectives and learning process. Under the same learning objectives, deep strategies are more effective than surface strategies. During the learning process, individuals need to constantly adjust and improve their learning strategies to improve learning outcomes. "Learning strategies can be cultivated and developed through various means, including training, guidance, and reflection. Individuals can discover and improve their learning strategies by reflecting on their learning process and outcomes, thereby improving learning outcomes." (Roxa, 2008)

The self regulated learning theory was proposed by American psychologist Barry Zimmerman in 1989. Self regulated learning refers to students managing and controlling their learning process through self-reflection, self-monitoring, and self-regulation. The theory of self-regulated learning suggests that students' learning abilities can be reconstructed and improved through self-regulated learning. "When students are able to self monitor and regulate their learning process, such as setting learning goals, formulating learning plans, adjusting learning strategies, etc., they can more effectively control their learning, improve learning efficiency and results." (Schraw, 2002) Self regulation refers to the ability of individuals to manage and control themselves during the learning process. Self regulation involves three main processes: metacognition, emotional regulation, and behavioral regulation. Metacognition refers to an individual's understanding and control of their cognitive processes and learning strategies. Metacognition includes processes such as planning, monitoring, and evaluation, which can help individuals more effectively control their learning process. Emotional regulation refers to the regulation of an individual's emotional state during the learning process. Emotional regulation includes processes such as emotional management and motivation control, which can help individuals overcome difficulties and setbacks in learning. Behavioral regulation refers to the individual's regulation of their own behavior during the learning process. Behavioral regulation includes processes such as self-monitoring and feedback, which can help individuals more effectively control their behavior and learning process. (Tang, 2011) The theory of self-regulated learning believes that self-regulation is one of the key factors in the learning process, which can help individuals more effectively control their learning process and improve learning outcomes. Individuals can develop and improve their self-regulation abilities through training and guidance.

Social Cognitive Theory was proposed by American psychologist Albert Bandura in 1977. Social cognitive theory holds that students' learning and development are influenced by factors such as social environment, interpersonal communication, and cultural background. In this process, individuals acquire knowledge and experience through observation, imitation, reflection, and communication. "The social cognitive theory emphasizes the interaction and cooperation between students and others, believing that these interactions and cooperation can promote the improvement of students' self-confidence and the reconstruction of their learning abilities." (Billek-Sawhney, 2012) When students are able to collaborate, exchange, and share experiences with others, they can have a more comprehensive understanding and mastery of knowledge, and face learning challenges with greater confidence. Social cognitive theory suggests that human learning and behavior are influenced by three factors: individual cognition, environmental stimuli, and behavioral outcomes.

These three factors interact and collectively affect individual learning and behavior. Individual cognition includes processes such as perception, attention, memory, thinking, and judgment. Individuals acquire, process, and organize information through these cognitive processes, thereby forming knowledge and behavior. Environmental stimuli include external physical and social environments, as well as internal physiological and emotional states. “Environmental stimuli can affect individuals' cognition and behavior, including observation, imitation, and emotional reactions.” (Bandura, 1989) Behavioral outcomes include both positive and negative feedback, which can affect individual learning and behavior. Positive behavioral outcomes can enhance individual behavior, while negative behavioral outcomes can suppress individual behavior. Social cognitive theory emphasizes the importance of observational learning. Individuals can learn and form their own behavior by observing the behavior and outcomes of others. In observational learning, the behavior and results of the model have a significant impact on the learning effectiveness. Social cognitive theory also emphasizes the importance of self-regulation. Individuals can regulate their learning and behavior through processes such as self-monitoring, self-evaluation, and self feedback, thereby improving learning effectiveness and behavioral performance.

Bandura, A. (1997): Bandura proposed the theory of self-efficacy, believing that self-efficacy is an important factor in determining people's behavior. People with a high sense of self-efficacy are better able to face challenges and overcome difficulties. Therefore, by enhancing the self-efficacy of vocational college students, they can enhance their self-confidence and learning ability.

Zimmerman, B. J. (2000): Zimmerman proposed a self-regulated learning model, believing that students need to regulate their learning process through goal setting, self-monitoring, and self-reflection. By improving the self-regulation ability of vocational college students, it can promote their self-confidence and learning ability reconstruction.

Dweck, C. S. (2006): Dweck proposed the concepts of fixed thinking and growth thinking, believing that fixed thinking individuals believe their abilities are fixed, while growth thinking individuals believe that their abilities can be improved through effort and learning. By cultivating growth oriented thinking among vocational college students, it can promote their self-confidence and learning ability reconstruction.

The improvement of self-confidence and the reconstruction of learning ability among vocational college students are mutually reinforcing processes. “Self-confidence is an important factor for students' learning and growth, while learning ability is the key ability for students to achieve their own value and development.” (Wang, 2020) Improving self-confidence can promote the reconstruction of learning abilities. In the process of improving self-confidence, vocational college students can gradually clarify their strengths and weaknesses, find their learning direction and goals, establish correct learning attitudes and methods, and thus enhance their learning abilities. The reconstruction of learning ability can promote the improvement of self-confidence. In the process of reconstructing learning abilities, vocational college students can gradually master learning methods and skills, understand their subject strengths and potential, thereby improving their academic performance and sense of achievement, and enhancing self-confidence. Vocational college students can mutually promote and jointly promote their development in the process of improving their self-confidence and reconstructing their learning abilities. “Improving self-confidence can promote students to be more confident and proactive in learning, improve learning efficiency and academic performance; At the same time, the reconstruction of learning ability can also enhance students' self-confidence and learning motivation, promote students to better develop their potential and realize their own value.” (Chen, 2019)

III. Research Methodology

This study utilizes a quantitative method for empirical research and focuses on surveying students from a certain vocational college. The questionnaire covers various aspects, including basic personal information, assessment of confidence level, analysis of factors affecting self-confidence, and exploration of ways and methods to enhance self-confidence. The study is divided into several steps, starting with the design and production of the questionnaire in both electronic and paper formats. The sample selection involves randomly choosing students from the vocational college to participate in the survey. Once the data is collected, it is organized and analyzed. The final step involves conducting statistical and descriptive analysis on the data to obtain research results.

IV. Research Findings

A total of 400 questionnaires were distributed in this study, and 384 questionnaires were effectively collected, with an effective recovery rate of 96%. In the sample, males accounted for 53.9% and females accounted for 46.1%. The age distribution is relatively uniform, mainly concentrated between the ages of 18 to 25, with students aged 21 to 22 accounting for the highest proportion.

This study used self-evaluation to evaluate students' confidence level. The results showed that 51.7% of students believed that their confidence level was high, 25.8% of students believed that their confidence level was average, and only 22.5% of students believed that their confidence level was low.

From a gender perspective, male students perform stronger in terms of self-confidence, with 61.5% of males believing that their confidence level is higher, while only 38.5% of females believe that their confidence level is higher. In addition, 27.4% of women believe that their confidence level is low, while only 13.5% of men believe that their confidence level is low.

From an age perspective, younger students exhibit weaker levels of self-confidence. Among them, 28.6% of students aged 18-20 believe that their confidence level is low, while only 14.3% of students aged 23-25 believe that their confidence level is low.

From a disciplinary perspective, students from different disciplines exhibit varying levels of self-confidence. 54.2% of liberal arts students believe that their level of self-confidence is high, while only 45.8% of science students believe that their level of self-confidence is high. In addition, 29.2% of liberal arts students believe that their level of self-confidence is low, while only 16.7% of science students believe that their level of self-confidence is low.

This study also analyzed the correlation between students' confidence level and their academic performance. The results showed a significant positive correlation between confidence level and academic performance ($r=0.568$, $p<0.01$), indicating that students with higher confidence levels have better academic performance.

In terms of gender, the correlation between male students' confidence level and academic performance is stronger ($r=0.648$, $p<0.01$), while the correlation between female students' confidence level and academic performance is weaker ($r=0.422$, $p<0.01$).

In terms of age, the younger the student, the weaker the correlation between their confidence level and academic performance. Among students aged 18-20, the correlation between self-confidence level and academic performance is weak ($r=0.375$, $p<0.05$), while among students aged 23-25, the correlation between self-confidence level and academic performance is strong ($r=0.692$, $p<0.01$).

In terms of disciplines, the confidence level of liberal arts students is strongly correlated with academic performance ($r=0.656$, $p<0.01$), while the confidence level of science students is weakly correlated with academic performance ($r=0.463$, $p<0.01$).

In conclusion, there is a significant positive correlation between self-confidence level and academic performance, but there are certain differences in this correlation among students of different genders, ages, and disciplines. Therefore, when cultivating and enhancing self-confidence, different strategies and methods should be adopted based on the characteristics of different groups.

Suggestions on Improving Self-confidence and Restructuring Learning Abilities of Vocational College Students in China

1. Stimulate students' sense of self-identity and self-efficacy

The sense of self-identity and self-efficacy of vocational college students is an important component of their self-confidence. In educational and teaching practice, the following ways and methods can be used to stimulate students' sense of self-identity and self-efficacy.

- Encourage students to participate in practical activities

Practical activities are an important teaching method in vocational education, which can enable students to experience and master professional knowledge and skills in practice, and enhance their understanding and confidence in their own abilities and values. Encouraging students to participate in practical activities can enhance their sense of self-identity and self-efficacy.

- Provide a good learning environment and support

A good learning environment and support are important guarantees for improving students' confidence. In educational practice, students can be provided with a good learning environment and support by providing spacious and bright classrooms, advanced teaching equipment, and rich and colorful learning resources.

- Encourage students to participate in academic competitions and exchange activities

Academic competitions and exchange activities can enhance students' mastery and understanding of professional knowledge and skills, and enhance their sense of self-identity and self-efficacy. In educational and teaching practice, students can be encouraged to participate in academic competitions and exchange activities to enhance their confidence.

2. Enhancing students' learning abilities

The improvement of students' learning ability in vocational colleges can be achieved through the following channels and methods.

- Cultivate students' learning motivation

Learning motivation is the internal driving force for students' learning and an important component of their learning ability. In the teaching practice of vocational colleges, students' learning motivation can be cultivated by stimulating their interest in learning, enhancing their willingness to learn, encouraging their participation in learning, and providing timely feedback on their learning outcomes.

- Improve learning strategies and methods

Learning strategies and methods are important means for students to acquire and apply knowledge. In the teaching practice of vocational colleges, students can improve their learning strategies and methods by guiding them to develop learning plans, improving their reading and writing skills, and cultivating their independent thinking and innovation abilities.

- Carry out personalized education

Personalized education is the provision of differentiated educational services to students based on their individual characteristics and learning needs. The first step in carrying out personalized education is to understand the individual characteristics of students. Each student has their own unique personality traits and learning needs, and only by understanding these characteristics can they develop differentiated education plans.

Teachers can understand students' personality traits through surveys, parent feedback, and observation of their behavior, in order to provide more personalized educational services for students. Differentiated teaching is the core content of personalized education, which is to develop personalized teaching plans for students based on their learning characteristics and needs. Teachers can adopt different teaching methods, content, and forms to meet the learning needs of each student. For example, for students who are good at learning, expansive teaching methods can be adopted; For students with poor learning, supplementary teaching methods can be adopted. Through differentiated teaching, every student can receive educational services that are suitable for themselves, thereby better unleashing their potential.

V. Conclusion

The improvement of self-confidence and the restructuring of learning abilities among vocational college students are processes that mutually reinforce each other. Self-confidence is crucial for students' learning and growth, while learning ability is key to achieving their own value and development. Improving self-confidence can promote the restructuring of learning abilities. In the process of improving self-confidence, vocational college students in China can gradually identify their strengths and weaknesses, determine their learning direction and goals, and establish correct learning attitudes and methods. This, in turn, enhances their learning abilities. As vocational college students gradually master learning methods and skills, and understand their subject strengths and potential, their academic performance and sense of achievement improves. This, in turn, enhances their self-confidence. Self-confidence and learning ability mutually and jointly promote students' development. In the process of improving self-confidence and reconstructing learning abilities, vocational college students can mutually and jointly promote their development.

By improving self-confidence, students become more confident and proactive in learning, leading to improved learning efficiency and academic performance. Simultaneously, the restructuring of learning ability enhances students' self-confidence and learning motivation, enabling them to better develop their potential and realize their own value. Therefore, vocational college students should strive to improve their self-confidence and rebuild their learning abilities simultaneously. They can continuously enhance their learning ability and self-confidence through continuous learning, practice, and communication. By doing so, they can realize their own value and development.

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