

Research on the learning adaptability of undergraduate students based on the new form of vocational education

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Abstract. Learning adaptation refers to the psychological process and behavioral process [1] of the individual according to the current learning and the needs of the environment. According to Bandura's social cognition theory, it is known that personality factors and environmental factors can affect college students' learning adaptability. In this study, with the new form of education as the background and vocational undergraduate students as the research object, the questionnaire survey method was used for data statistical analysis. The results show that learning motivation, learning attitude and environmental factors can positively affect the learning adaptation of college students, and conclude the proposed strategies to improve the learning adaptability of vocational undergraduate students.

Keywords: learning adaptability; college students; influencing factors and improvement strategies.

1. Introduction

At present, China has entered a new era, which is bound to bring new development opportunities and new construction tasks to all walks of life, and higher vocational education is no exception. The report of the 19th National Congress of the CPC Central Committee made arrangements for vocational education from four aspects: improving vocational education, training system, deepening the integration of industry and education, and school-enterprise cooperation. Under the new situation and new requirements, vocational education is bound to appear in new forms. This paper combines with the actual situation of vocational undergraduate students, starting from the analysis of the new form of vocational education, and studies how to improve the learning adaptability of vocational undergraduate students, so as to improve their academic achievement. Some studies have shown that it is difficult for college students to adapt to the curriculum and teaching arrangement. The learning adaptability of college students is not only influenced by individual and family factors, but also presents different [2] due to different learning support strategies in schools. The learning adaptability of college students is a problem that cannot be ignored. It is the basis for college students to improve their professional quality, and also an important guarantee for their lifelong learning, self-improvement and constantly adapting to social development [3]. A large number of studies have shown that college students' learning adaptability is not optimistic. According to Bandura's social cognition theory, behavior is the result of the interaction between environment and cognition. Therefore, this study tries to take professional undergraduate students as the research object, and use the questionnaire survey method to find out the strategies to improve college students' learning adaptability.

2. Research method

2.1 Subjects

The subjects in this study were 195 students from a vocational undergraduate university, and 195 valid questionnaires were finally analyzed. Among the 195 students, 50.77% were male and 49.23% were female;

2.2 Research tool

The selection of college students' learning adaptation scale is adopted Feng Tingyong, Li Hong compiled [4]. The scale consists of 29 questions, including five dimensions: learning motivation, learning attitude, learning ability, teaching mode, and environmental factors. Among them, there are 8 questions in learning motivation, 5 questions in learning attitude, 6 questions in learning ability, 5 questions in teaching mode, and 5 questions in environmental factors, with a total of 29 items.

2.3 Simplement a policy

Mainly use the students' break time to fill in, and inform the anonymous survey. In this study, the scale adopted the five-point scoring method of Likert, namely, completely incomplete, inconsistent, uncertain, inconsistent, and complete conformity, recorded 1.2.3.4.5 points respectively. learning motivation dimension, learning attitude dimension, learning ability dimension, teaching mode dimension, environmental factors.

3. Research results

3.1 Reliability

After the reliability analysis of the valid data of 195 college students, the results showed that the overall reliability of internal consistency reliability (Cronbach's a coefficient) of college students learning to adapt was 0.924, which reached more than 0.70, indicating that the reliability of 29 items was very good.

3.2 Validity

KMO and Bartlett tests, KMO value 0.895 greater than 0.6, significance.000 shows that it is very suitable for exploratory factor analysis. The rotating component matrix shows that the load of 6,9 and 13 is lower than 0.5 and higher than 0.4, and the validity is bad. All other items had loads above 0.5 with good validity and passed the validity test. It is very appropriate to divide the 29 items into five dimensions, and the whole item passes the validity test.

3.3 Correlation analysis

Table 1: Learning motivation, learning attitude, learning attitude, learning ability, teaching mode, environmental factors and college students' learning Adaptation Scale:

	Academic motivation	Attitude to learning	Learning ability	Model of instruction	Environm ental factor	Scale as a whole
Academic Motivation	1					
Attitude to Learning	.393**	1				
Learning ability	.200**	.305**	1			
Model of Instruction	.286**	.401**	.239**	1		
Environmental Factor	.229**	.418**	.294**	.427**	1	
The Learning the Adaptation scale	.677**	.410**	.279**	.413**	.617**	1

** . At the 0.01 level (two-tailed), the correlation was significant. Pairwise significant positive associations were presented between all the variables.

3.4 Analysis of influencing factors

Table 2:Regression analysis

Model	Non-standardized coefficients		Standard coefficient	t	Conspicuousness	VIF
	B	Standard error	BeytaghBeta			
Constant	.661	.198		3.347	.001	1.217
Academic Motivation	.471	.038	.561	12.495	.000	1.468
Attitude to Learning	-.037	.046	-.039	-.800	.424	1.158
Learning Ability	.024	.041	.026	.593	.554	1.351
Model of Instruction	.051	.039	.061	1.291	.198	1.379
Environmental factor	.397	.040	.471	9.844	.000	
	R square				0.687	
	F				82.781	
	P				<0.001	
	Dependent variable: study adaptation scale for college students					

The linear regression model fit is good, and the R square value 0.687 is greater than 0.6 means that the results of this calculation can very truly and reliably reflect the influence of learning motivation, learning attitude, learning ability, teaching mode and environmental factors on college students' learning adaptation. The VIF values are all less than 5, indicating that there is no multicollinearity between the five dimensions, and the learning motivation, learning attitude and environmental factors can significantly and positively affect the learning adaptation of college students. Learning motivation positively affects college students' learning adaptation ($\beta = 0.561$, $p < 0.05$), and environmental factors positively affect college students' learning adaptation ($\beta = 9.844$, $p < 0.05$), $P = 0.424$, $p = 0.554$, $p = 0.198$ indicate that learning attitude, learning ability and teaching mode cannot significantly affect college students' learning adaptation. (Student learning adaptation = $0.661 + 0.471 * \text{Learning motivation} + 0.397 * \text{Environmental factors}$)

4. Summary

Through this survey, it is concluded that the individual learning adaptability of college students can affect their study and life in the whole university stage, but also affect their life and work after graduation. This research on college students' learning adaptability is not only for college administrators and educators to accurately grasp the learning adaptation of college students and put forward effective educational measures or suggestions; but also for the characteristics and influencing factors, and for the development of psychology and educational psychology for college students to clearly understand their own learning adaptation, and to improve their learning status and grow up more healthily. We can strengthen the guiding learning motivation and improve the learning environment factors to promote college students to better improve their learning adaptation as soon as possible, so that the practical significance of the research can be fully reflected.

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