

# Exploring Students' Learning Habits from Chinese Higher Vocational Colleges

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## Abstract

This paper first expounds on the research background and points out the importance of study habits for vocational students. Then, the research status of the study habits of higher vocational students was analysed, and the research objectives and research questions of this study were clarified. Then, the literature review of the theoretical research on learning habits was conducted. Secondly, according to the literature and related research data, a questionnaire suitable for the learning habits of higher vocational students was developed to gain an in-depth understanding of their current learning habits. Thirdly, according to the collected data and the method of supplementary interview, the problems and reasons for the learning habits of higher vocational students were analysed. Finally, targeted educational countermeasures are put forward for the managers and teachers of higher vocational colleges. In addition, this chapter also clarifies the significance of this study for higher vocational education and talent training in China.

**Keywords:** Higher Vocational Students, Learning Habits, China's Higher Vocational Education

## Introduction

Habits are behavioural tendencies with a certain degree of stability that are gradually developed over a long period and are crucial in everyone's growth process. Good habits are the wealth that accompanies human beings throughout their lives. The British poet Dryden once said: "First we develop habits, and then habits shape us." (Cuffari, 2011) The United Nations proposed the strategic idea of learning to learn in the mid-to-late 1980s, which has become modern. The purpose of education is that learning to learn is a must for college students to survive and develop, and the key to understanding is cultivating students to form good learning habits (Fink, 2013). The "National Medium and Long-term Education Reform and Development Plan (2010-2020)" emphasises that the key to promoting the growth of vocational education is to give it a crucial and prominent role in the entire education system. This will attract the attention of all parties and encourage its rapid development. This initiative aims to improve China's vocational skills and talent development and enhance rural labour quality, ultimately boosting national employment rates (Pedro, 2019). Policy support has primarily promoted the development of higher vocational education.

However, as it developed, a series of problems also emerged. Due to the expansion of enrollment, the admission scores of higher vocational colleges are lower, and the basic

knowledge level of students is generally poor. Society, colleges and even students have low recognition of their vocational education. At the same time, according to front-line higher vocational teachers, there is a widespread situation among students who "cannot learn". The root cause is that higher vocational students have not yet developed good learning habits. There is no noticeable difference in intelligence between students in higher vocational colleges and general colleges. The main reason for differences in student performance is non-intellectual factors. The lack of good learning habits among higher vocational students is a typical non-intellectual factor (Oriogu et al., 2020). This is directly related to the effect of higher vocational students on acquiring knowledge. If not solved fundamentally, it will affect the overall level of higher vocational education over time and hinder the progress and development of higher vocational education.

Higher vocational students are a relatively particular group among college students. Since the admission threshold for higher vocational colleges is relatively low, the cultural knowledge foundation of higher vocational students is relatively weak. There is still a particular gap between them and college students in general colleges. Therefore, there are also many problems in learning, such as low enthusiasm for learning, insufficient learning motivation, lack of perseverance, incorrect learning methods, lack of good learning habits and common learning efficiency, and not being good at self-summarization and summary. Regarding future career planning, some students even skip classes, feel tired of studying, and fail exams. Regarding psychological quality, higher vocational students lack the will to study hard and the ability to resist external temptations. Some students are addicted to online games and have no intention of learning. In addition, some higher vocational students feel inferior and believe a significant gap exists between themselves and students in general colleges and universities. They continue to self-deny and lose their confidence in learning, which affects their learning status.

Although their basic knowledge is weak and they have missed the critical period of cultivating learning habits, higher vocational students are young people aged 18-20 with quick thinking. Most central in engineering fields such as machinery or electronics, with hands-on solid ability. There is still much need for training and room for improvement. This requires colleges to accurately locate the characteristics of this student group and conduct research on their learning habits, which must be different from the research on students' learning habits in general colleges and universities. As a particular group of college students, higher vocational students are very different from students in general colleges and universities in terms of student characteristics, course learning, and ways of thinking (Liu & Zhang, 2020). The goal of vocational training in the country is to develop all-round skilled talents that meet production and front-line service requirements. Therefore, "technical knowledge" should be the primary content taught in higher vocational colleges, with practical training courses mainly focusing on teaching technical knowledge. The suitable training class differs from the "teacher talks, and students listen" in ordinary courses (Keumala & Fitrisia, 2020). It pays more attention to the teacher's accurate demonstration, explanation and the correct independent operation from students. It is a "learning by doing" process. In the learning process of higher vocational students, It occupies an essential position in the curriculum (Srinivasa & Saritha, 2022). The learning status and way of thinking shown by students in practical training courses are very different from those in introductory cultural courses. The problems in learning habits caused

by this are also different. Therefore, additional attention and research on the learning habits of higher vocational students in practical training classes are essential and necessary.

The objective of this paper is to explore the factors that affect the learning habits of higher vocational students through questionnaires and interviews. Through the above research, it provides a theoretical basis for the optimisation of learning habits of higher vocational students.

### **Literature Review**

To understand the problems existing in the learning habits of higher vocational students, it is essential to gather, organise, and summarise current research trends and progress in their learning habits. It is crucial to conduct in-depth research and review relevant theories and existing research results to develop a clear understanding of the learning habits of higher vocational students. This will provide theoretical guidance and support for future research on the topic.

Research on learning habits is retrieved using the China National Knowledge Infrastructure (CNKI) database. Considering comprehensiveness, the search is divided into three aspects: master's theses, doctoral theses, and other types of documents (mainly journal documents) (Harari & Riegelman, 2020). Searching around keywords such as "habits", "learning habits", and "learning habits of higher vocational students", a total of 895 journals and master's and doctoral dissertations on "habits" are retrieved. There are a total of 157 master's and doctoral theses, and a total of 112 journals and master's and doctoral theses are retrieved on "the learning habits of higher vocational students". It can be seen that few scholars take "the learning habits of higher vocational students" as a research object. After systematic retrieval and sorting, the research on learning habits can be roughly divided into the following aspects.

#### *Research on learning habits*

Anton Semyonovich Makarenko, an international scholar and Soviet educator, believes that learning habits play an essential role in the growth and success of children. Therefore, the education of children cannot just stay at the level of learning knowledge but should be regarded as the cultivation of learning habits. Scholars Saraswati Shashidhar and Chandrika Rao once used teenagers as the subjects of the survey and conducted sampling surveys in public colleges and private colleges to study whether teenagers' academic performance is affected by social influence, learning habits, health factors, etc., and concluded that in Adolescents who perform poorly in terms of learning habits and social factors have unsatisfactory academic performance. French educator Jean-Jacques Rousseau said in "Emile or On Education" that "nature is just a habit, and education is indeed just a habit."

Zhao Y. Z. of East China Normal University took primary college students as the object of investigation and conducted a sampling survey from a primary college in a county. The study compared the learning habits and academic performance of males and females, taking into account their gender and personality differences. It found some issues and analysed the causes of these issues, considering factors such as self, teachers, family, peer influence, society, and college environment influence. In his paper "Research on the Formation and Countermeasures of Bad Learning Habits of Rural Junior High College Students", Yang (2008), a scholar at Suzhou University, took junior high college students as the subjects of the

investigation and conducted a sampling survey from junior high colleges in rural areas to find out the intellectual learning habits and countermeasures of these students. In his paper "Research on the Impact of Mobile Phone Reading on College Students' Learning Habits", Wang J., a scholar at Shanxi Normal University, took college students as the object of investigation, combined the characteristics of college students' learning habits with mobile phone reading, and proposed the impact of mobile phone reading on college students' learning habits, and put forward some suggestions to relevant parties.

#### *Research on higher vocational education*

In the early 1980s, the United States promulgated a declaration on education reform: "In response to the national crisis, education must be reformed first." This fully demonstrates a clear understanding of the critical status of education in the United States (Covarrubias, 2019). Babansky, a famous Soviet educator, believes that students' difficulty in developing good learning habits is mainly due to internal and external factors. The internal factors are deviations in students' concepts and unreasonable learning methods and knowledge structures (Yang, 2015). External factors include teachers' teaching methods, syllabus, teaching content, teaching materials, etc., bad habits among social factors, parents' behaviour and education among family factors, and the mutual separation among college, family, and society.

Higher vocational education occupies an essential position in the education system (Gao, 2023). The reform of teaching models, improvement of teaching methods, and innovation of teaching methods are of great significance to the reform of vocational education in the context of the new era (Zeng, 2020). For example, Germany adopts the "dual system" model, which is an education model supported by national legislation and jointly run by colleges and enterprises. The so-called "dual system" refers to on-campus education in vocational colleges, and the other refers to practical training in enterprises (Lian, 2020). The main feature of the dual system is that college-enterprise cooperation allows students to master vocational skills as early as possible. The UK adopts a student-centred education model and advocates the free development and complete expression of personality, which has greatly improved the enthusiasm of students in vocational colleges for learning. The British vocational education model has also become one of the models for learning in other countries.

China's higher vocational education started very late, first starting in the 1980s (Xiong, 2011). In recent years, with the rapid development of the secondary and tertiary industries, vocational education has become an essential base for talent training. At present, in the teaching of higher vocational colleges in China, no matter what the major, the reason why most students choose vocational education is that they can learn a skill in a short period and lay a solid foundation for entering society in the future. However, overall, China's higher vocational education system has problems such as low teaching quality and imperfect teaching systems (Wang & Town, 2022). In this environment, some scholars have proposed measures to improve vocational college education.

For example, Guo X. H of the Hubei University of Technology believes in his research: Vocational college students' learning is relatively blind and has no clear goals. Their basic knowledge is poor, and they lack interest in learning to comprehend the issues that exist within the learning habits of higher vocational students. Through empirical research, the

author found that the average values of the five dimensions from high to low are practical practice habits, meta-learning habits, collaborative research habits, classroom learning habits, and extracurricular learning habits. It can be seen that students in higher vocational colleges have better practical habits, and teachers and students in colleges pay more attention to practical teaching. The average value of extracurricular learning habits is the lowest, indicating that students in higher vocational colleges lack autonomy in extracurricular learning. It can be seen that the learning habits of higher vocational students are not optimistic, and special attention should be paid to them in higher vocational education and teaching. In "On the Cultivation of Good Learning Habits of Higher Vocational Students", Lu H. Y. and Zhang Z. J. first analysed the learning habits of higher vocational students. They lack initiative in learning, rely heavily on teachers, and fail to develop habits such as self-studying courses and reading reference books. Second, vocational students have poor self-control ability and weak self-discipline habits. Third, students ignore the cultivation of suitable learning methods and thinking skills. Before the exam, teachers need collective guidance, summarise key points and analyse typical cases so that they can cope with the exam. On the surface, this method can achieve better learning results, but it quickly causes students to form mechanical memories, which is not conducive to the formation of scientific learning methods and the improvement of thinking ability.

#### *Research on factors influencing learning habits*

The first factors are college and teacher factors. Suhomlinsky believes that the campus environment has a subtle influence on students, and the scientifically designed campus environment has a specific role in promoting the formation of good habits among students. Secondly, teachers need to pay great attention to the development of students' learning habits. The requirements put forward by teachers and the supervision and evaluation of students have a direct impact on the establishment of students' learning habits. It can be said that the role of teachers is irreplaceable in the formation of students' learning habits (Chan & Tsi, 2023). Chen H. Q., a famous educator in China, pointed out that the younger the students, the stronger their observation ability. Teachers occupy an essential position in their hearts, and every word and deed of the teacher will be used as a benchmark for young students to imitate. Children often say: "That's what teachers do." From this point of view, in children's minds, teachers are their most essential and authoritative learning role models. Teachers' words and deeds affect students all the time.

The second factor is family. American psychologist Bandura's social learning theory believes that the observation process includes four stages: attention, retention, action repetition, and motivation. In essence, it is the act of setting an example and then observing and learning from the example. In a family, a young child's parents are his first teachers. As role models, their temperament, taste, and living habits will subtly influence the children and guide their behaviour. Chen H. Q., a Chinese educator, also holds the same view. He believes that parents play an essential role in children's growth and are children's first teachers, especially in the formation of students' learning habits. Moreover, the influence of parents on children is integrated into every aspect of life and is irreplaceable and cannot be ignored.

The third factor is personal. In the 1970s, American psychologist Bandura proposed "self-efficacy." Bandura believes that it has a particular impact on students and manifests in affecting students' choices of learning tasks and their attitude towards difficulties. Students

with high self-efficacy work harder to learn new behaviours and persist longer. It can be inferred from this that the level of students' self-efficacy is positively related to the formation and development of their learning habits. Xu G. X. mentioned in his master's thesis that student factors play a decisive role in the formation of students' learning habits. He believes that individual factors include personality factors, learning interests, and learning motivation. Students with tenacious character traits, a strong interest in learning, and strong motivation to learn are better able to develop good learning habits.

## Methodology

### Research design

This study mainly used two research methods, namely the questionnaire method and the interview method.

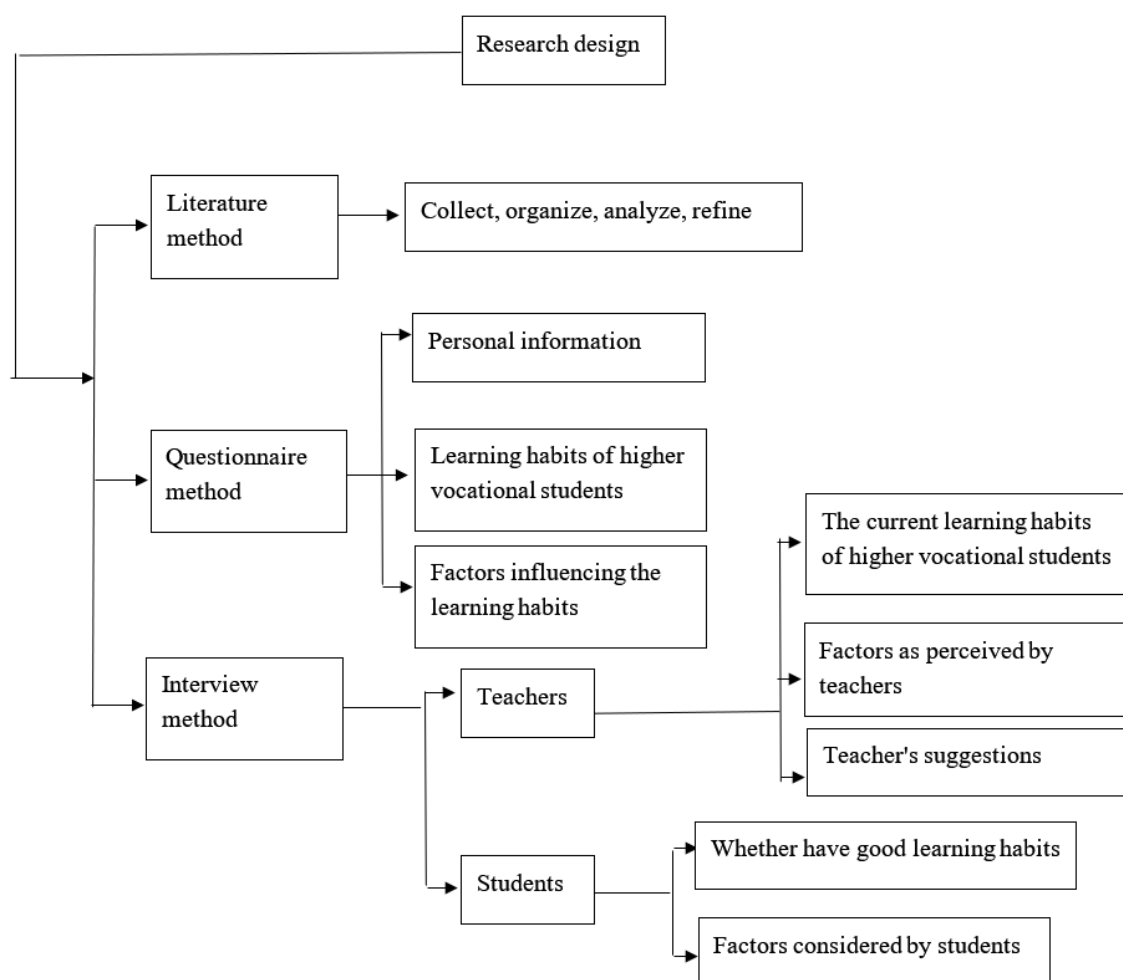


Figure1 Research design

### Questionnaire Method

This study uses the questionnaire as the main research method. This method is a survey method that collects information by asking questions in written form. The survey tool used is a self-compiled questionnaire, the self-compiled "Learning Habits Questionnaire for Higher Vocational College Students". The questions are specifically set according to the two dimensions of basic learning habits and personal learning habits of higher vocational students. During the investigation process, to make the investigation as comprehensive as possible, this study conducts a questionnaire survey on the learning habits of students of different grades



and majors in a higher vocational college in Zhenjiang City to ensure the broadness and comprehensiveness of the survey objects. At the same time, the non-signature method will not be disclosed, and personal information will not be disclosed when filling in the questionnaire to give the research results higher credibility. The respondents are required to fill in the questionnaire realistically according to their situation to obtain accurate and objective survey results.

### *Interview Method*

The interview method is an auxiliary research method for this study. The interview method is a type of research in which the interviewer and the interviewee communicate face-to-face, the latter answers the questions of the former, and the interviewer extracts key information consistent with objective facts based on the interviewee's answers. This method is based on the questionnaire survey method to obtain some issues that cannot be covered by the questionnaire survey, as well as information that is easier to grasp through interviews. It can be said that this method plays a supplementary role to a certain extent, thereby making the research deeper. The specific steps are developing targeted, planned, and rigorous interview outlines and conducting interviews with higher vocational students and related front-line teachers based on this to obtain reliable first-hand information, then analysing it and summarising and refining the results of higher vocational colleges. The main problems faced by students in their learning habits provide help in proposing corresponding countermeasures. The main interview subjects of this study are teachers and students in higher vocational colleges. The teachers are both head teachers and classroom teachers. The students come from different grades and majors. The purpose is to have a more accurate and comprehensive understanding of the learning habits of students in higher vocational colleges.

### *Sampling Strategy*

The higher vocational college where the research will be conducted is a comprehensive public college in Zhenjiang City. It is an excellent college in the talent training level evaluation of the Ministry of Education of China and is typical of higher vocational colleges. This college actively explores the construction of modern vocational education reforms and is very suitable for carrying out this research. This college recruits students from 24 provinces, autonomous regions or municipalities in China. It currently has more than 9,000 full-time students. The college has 12 secondary colleges and 45 majors, such as equipment manufacturing, electrical, transportation, medicine, etc. This study randomly selected three different majors. This study surveyed six classes in 2022 and 2023, with a total of 320 volunteers.

### *Data Collection Method*

#### *Prepare a Questionnaire*

This study uses a self-compiled questionnaire, which is compiled based on the research background, research purpose, research content and characteristics of the research object. The questionnaire mainly includes 20 choice questions, all of which are single-choice. The questionnaire generally consists of two parts. The first part is the basic personal information of students in higher vocational colleges; the second part is the learning habits and factors that influence the development of learning habits of students in higher vocational colleges.

Table 1

*Basic personal information form for higher vocational students*

Question	Answer	Options
Gender	Male	
	Female	
Grade	First grade	
	Second grade	
Urban/Rural	Urban	
	Rural area	
Father's education level	Junior high college and below	
	High college and below	
	University or college	
	Postgraduate	
Mother's education level	Junior high college and below	
	High college and below	
	University or college	
	Postgraduate	
Family education methods	Authoritative	
	Autocratic	
	Free range type	
	Neglect type	
Accommodation options	Reside on campus	
	Day student	
Number of children in the family	1	
	Two and more	

*Prepare Interview Outline*

To more accurately and comprehensively grasp the problems existing in the learning habits of students in higher vocational colleges, in addition to preparing a questionnaire, an interview outline is also prepared. The interviewees mainly included teachers and students. The teacher version of the interview outline primarily focuses on the current learning habits of students in higher vocational colleges, the opinions of teachers, and the main factors that teachers believe affect students' learning habits. Additionally, the outline seeks to obtain valuable opinions from teachers. The student version of the interview outline is about whether students have good learning habits and what, in their opinion, are the main factors that affect their learning habits. From the student's perspective, a deeper understanding of students' views on their learning habits can be gained.

*Data Analysis Procedures**Experimental Testing*

Before the questionnaire is officially distributed, an experimental test should be conducted on the questionnaire. The number of test questionnaires distributed is 20. After the test, a preliminary statistical analysis will be conducted on the questionnaires filled out by students in higher vocational colleges, and their feedback will be collected. Then, preliminary modifications to the problematic parts are made. The next step is to conduct a second experimental test. The number of questionnaires is 12. After the second experimental test, it



continued to find problems, collect feedback information, and modify it again. Finally, the reliability and validity of the questionnaire are tested.

### *Formal Testing*

The questionnaire will be officially distributed from March 10, 2024 to April 10, 2024. This survey will target students from a higher vocational college in Zhenjiang City. It is expected that a total of 320 questionnaires will be distributed. Invalid questionnaires will be eliminated. Due to the need for reliability testing, the effective questionnaire rate will be statistics.

### **Data Analysis and Results**

The results of the survey on the learning habits of higher vocational school students need to be analyzed from three dimensions: learning preparation habits, learning implementation habits, and learning reflection habits. Therefore, this part first investigates the learning preparation habits, learning implementation habits, and learning reflection habits of higher vocational students, then analyzes the differences in the learning habits of higher vocational students, and finally investigates the influencing factors of higher vocational students' learning habits. A total of 320 questionnaires were distributed during the survey, 7 invalid questionnaires were eliminated, and 313 questionnaires were actually recovered.

Table 2

#### *Questionnaire results*

Question	Option	Number of Responses
<i>Learning preparation habits</i>		
Will you have your learning tools ready before class?	A.Yes	106
	B.No	207
Will you go to the training site in advance to prepare?	A.Yes	104
	B.No	209
Do you think pre-class preparation is important?	A.Yes	193
	B.No	120
<i>Learning implementation habits</i>		
Will you be concentrating in class?	A.Always	5
	B.Sometimes	240
	C.Never	68
Will you take vocational training classes seriously?	A.Always	116
	B.Sometimes	165
	C.Never	32
Will you be able to complete your assignments on time?	A.Yes	112
	B.No	201
Do you make some time out of your day to read additional books?	A.Yes	95
	B.No	218
Do you stick to your studies during the holidays?	A.Yes	57
	B.No	256
<i>Learning reflection habits</i>		
Will you revise it after class?	A.Always	23
	B.Sometimes	67

	C.Never	223
After class, will you strengthen your training in areas where you are weak?	A.Always	32
	B.Sometimes	65
	C.Never	216
After the training, will you write a summary of the internship?	A.Yes	81
	B.No	232
If there are mistakes in the assignment, will you correct them?	A.Always	64
	B.Sometimes	106
	C.Never	143

*According to the data in the table, it can be seen that*

First, whether it is in the classroom or in the training place, most higher vocational students do not develop good pre-class preparation habits, so most of the higher vocational students' learning preparation habits are bad.

Second, most higher vocational students do not develop good classroom listening habits, independent and serious homework habits, and reading habits, so most of the higher vocational students' learning implementation habits are bad.

Thirdly, in their spare time, most higher vocational students do not develop good after-class review habits, learning summary habits and correction habits, so most higher vocational students' learning and reflection habits are bad.

In order to comprehensively understand the situation of poor learning habits of higher vocational students and analyze the causes of poor learning habits of students, the influencing factors of poor learning habits of higher vocational students were investigated. This section focuses on five aspects: colleges, teachers, families, self and peers, and aims to understand the extent to which colleges, teachers, families, Internal factors and peers influence their bad learning habits.

*The results of the survey on the influence of colleges on the learning habits of higher vocational students*

The college is the main place for cultivating the learning habits of higher vocational students, and the importance of the college to the learning habits of higher vocational students will directly affect whether students can develop good learning habits.

Among the 313 higher vocational students surveyed, 42 said that their schools attached great importance to the cultivation of study habits, 62 said that their colleges attached more importance to the cultivation of study habits, and 209 said that their colleges did not attach much importance to the cultivation of study habits.

*Interview :(Interviewee: Teacher H, Teacher of Moral Education Group)*

*Q: Do you think when it comes to the reward and punishment system formulated by the college to cultivate good study habits of higher vocational students, will it play a role in actual operation?*

*A: It will work. Rewards play a greater role in the maintenance of good study habits while punishment plays a relatively small role in correcting bad study habits.*

*Q: What do you think makes the punishment system less effective in correcting bad study habits?*

*Answer: There are two main reasons: first, the punishment system is not perfect, and many students with bad study habits are not intervened in time; Second, the punishment system is not strong enough and is not linked to students' academic performance, so it cannot attract students' attention.*

Through the above interview results, it can be seen that the reward and punishment system for cultivating students' good study habits formulated by higher vocational colleges plays a relatively large role, while the punishment system has less binding force on students' bad study habits. It can be seen that the reward and punishment system formulated by higher vocational colleges is not perfect, which is also an important reason for the formation of bad study habits of higher vocational students.

*The results of the survey on the influence of teachers on the learning habits of higher vocational students*

Teachers are important guides for students to develop good study habits, and the degree of emphasis on learning habits by teachers is closely related to whether higher vocational students can develop good study habits.

Of the 313 higher vocational students surveyed, 67 said their teachers often emphasised the importance of study habits, 146 said their teachers occasionally emphasised the importance of study habits, and 100 said their teachers never emphasised the importance of study habits.

Of the 313 higher vocational students surveyed, 49 said that their teachers usually repeatedly emphasised the importance of study habits in class meetings, 25 said that their class leaders usually guided students to pay attention to study habits by telling real examples, 34 said that their class teachers usually praised students with good study habits and criticised students with poor study habits, and 205 students said that their class teachers simply lectured.

*The results of the survey on the influence of families on the learning habits of higher vocational students*

Family is an important place for students to develop good learning habits; parents are the enlightenment guide of the formation of learning habits of higher vocational students, their words and deeds, parenting style, expectations, the importance of student learning and the degree of attention to their learning habits will directly affect the development of learning habits of higher vocational students.

Of the 313 higher vocational students surveyed, 95 said their parents had high expectations of them, 67 said their parents' expectations of them were moderate, and 151 said their parents had low expectations of them.

Among the 313 higher vocational students surveyed, 101 said that their parents would care about their learning after work, and 212 said that their parents would not care about their learning after work. A total of 92 higher vocational students indicated that their parents would take the initiative to purchase learning materials for them, and 221 higher vocational students indicated that their parents would not take the initiative to purchase learning materials for

them. A total of 107 higher vocational students said that their parents would create a good learning atmosphere for them, and 206 higher vocational students said that their parents would not create a good learning atmosphere for them. There were 108 higher vocational students who said that their parents would set up a room for individual study and 205 higher vocational students who said that their parents would not set up a room for individual study. A total of 86 higher vocational students said that their parents would urge them to develop good study habits, while 207 higher vocational students said that their parents would not urge them to develop good study habits.

*The results of the survey on the influence of Internal factors on the learning habits of higher vocational students*

Internal factors play a major role in the formation of learning habits of higher vocational students, and their learning goals, learning interests, learning willpower, learning attitudes, and learning motivations will affect the formation of their own learning habits.

Of the 313 higher vocational students surveyed, 72 said they had clear learning goals and made study plans, while 241 said they did not have clear learning goals and would not make study plans. There were 87 higher vocational students who said they had a strong interest in learning and 26 higher vocational students who said that they did not have a strong interest in learning. A total of 53 higher vocational students said they had a strong willpower to learn, while 260 higher vocational students said they did not have a strong willpower to learn.

Among the 313 higher vocational students surveyed, 21 said that they would study hard and solve difficult problems by themselves, 109 said that they would consult their teachers or classmates when they encountered difficult problems, and 183 vocational students said that they would give up when they encountered difficult problems.

*Interview : (Interviewee: Student W, a student from the School of Transportation)*

*Q: How do you complete your homework?*

*Answer: Search for answers on the Internet or copy classmates directly.*

*Q: How do you deal with the final exam when you don't do homework?*

*A: When the exam is about to take place, there will be two weeks of revision time, and it is not too late to start listening to the lectures at that time.*

Through interviews, it can be found that most higher vocational students have certain problems with their learning methods. In the interview "How do you complete your homework?", most higher vocational students answered, "Search for answers on the Internet", from which it can be found that one of the biggest problems in the learning methods of higher vocational students is "false learning". Although this learning method can help students complete their homework, students do not gain knowledge from it. Through the interview "How do you prepare for the final exam?", most of higher vocational students who participated in the interview answered "final course". This shows that they are studying only to cope with the exam. Students don't really acquire knowledge through learning. Through these two problems, it can be concluded that most higher vocational students do not learn correctly in their daily learning, resulting in "superficial learning". This kind of learning behavior is not good, and in the long run, it will develop bad study habits.

*The results of the survey on the influence of peers on the learning habits of higher vocational students*

Peers are the group that secondary vocational students have the most contact with on a daily basis, and the learning habits of peers will directly affect vocational students to a certain extent.

Among the 313 higher vocational students surveyed, 179 said that they were very envious of their classmates with good study habits, 68 of them said that they were more envious of their classmates with good study habits, and 66 of them said that they were not very envious of their classmates with good study habits.

Among the 313 higher vocational students surveyed, 199 said that the students with bad study habits were very much affected by themselves, 71 said that the students with poor study habits were more likely to affect themselves, and 43 said that the students with poor study habits did not affect themselves very much.

The above survey results show that the factors influencing poor learning habits of higher vocational students mainly include college, family, teachers, Internal factors, and peers. At the same time, interviews further validated the findings. Their own learning goals, learning interests, learning willpower, learning motivation, as well as the importance of colleges, teachers, and families to learning habits and the selection of educational methods, will have a direct impact on the formation of bad learning habits of higher vocational students.

**Discussions**

The survey results of 313 higher vocational students showed that the poor study habits of higher vocational students are related to five factors: college, family, teachers, Internal, and peers.

From the perspective of colleges, most higher vocational colleges do not pay much attention to the cultivation of students' study habits or treat the cultivation of students' good study habits as a mere formality. Colleges rarely instill in students the idea of cultivating good study habits in their daily education. Colleges rarely hold lectures on "study habits". Students listen to fewer lectures, so they naturally have less understanding of study habits and have no concept of study habits in their self-awareness. In addition, many higher vocational colleges currently have a common problem, which means that they only focus on investing in hardware facilities and ignore the impact of cultural soft power on students' learning habits. They fail to create a good cultural atmosphere for the campus, and students cannot feel the importance of learning habits.

From the perspective of parents, American psychologist Diana Baumrind summarizes parenting styles into four types: Authoritative, Authoritative, Permissive, and Neglectful. In the indulgent parenting style, parents lack control over higher vocational students. All issues related to learning are decided by higher vocational students themselves. However, higher vocational students have poor self-control ability, and parents rarely impose requirements on their learning behavior. Parents will not reprimand them for bad behavior. Over time, it will be difficult for them to develop good study habits. In the neglectful parenting style, parents lack the most basic attention to the behavior of higher vocational students and are almost in

a state of indifference. Developing good study habits is a long-term behavior that requires both time and energy. Parents of higher vocational students often simply ignore it. In the authoritarian parenting style, parents require their children to obey them absolutely. If vocational students violate the rules, their parents will severely criticize or even punish them. Higher vocational students are in the rebellious period of youth, and an authoritarian parenting style can easily cause them to become hostile, causing problems in their learning behavior and making them unable to develop good study habits. Through interviews, it can be seen that a very small number of higher vocational students have a good learning atmosphere in their families, and even fewer parents can set an example for their children. Some students reported that their parents did not have a harmonious relationship, which made them upset and unmotivated to study. Some parents of higher vocational students are busy with work and have no time to care about their children's studies, and they cannot discover their children's bad study habits.

From the perspective of teachers, many higher vocational teachers believe that the study habits of higher vocational students are formed during the nine-year compulsory period. That period is a critical period for the formation of study habits. By the higher vocational stage, most habits have been finalised and are difficult to correct. During the interviews, some students reported that the teacher's arrangement of teaching content and teaching progress had a greater impact on their learning habits. Compared with students in ordinary universities, the learning ability of higher vocational students is poorer. If the content taught by teachers in class is difficult, higher vocational students will have difficulty understanding. Failure to understand will hinder their ability to a certain extent. In the end, they even gave up listening to lectures in class and replaced them with bad habits such as sleeping and talking.

From the perspective of Internal factors, there are mainly the following three reasons: First, students' learning goals are not clear. In the survey, it was learned that some students did not prepare before class. This shows that they are not aware of the goal of learning and do not have the desire to actively seek knowledge. Most higher vocational students who do not have clear learning goals do not have good study habits because their learning in school is aimless, and they do not know why they study, what they should study, and how to learn. In this case, it is natural that they will not put in mental effort for the sake of learning, nor will they develop good study habits for the sake of learning. Second, a negative attitude towards learning. Learning attitude refers to the learner's basic view of learning, which is mainly composed of three parts: cognitive factors, emotional factors and volitional factors. Higher vocational students generally have a bad attitude towards learning, and they do not have a clear understanding of the meaning of learning and cannot understand the importance of learning in terms of cognition. In terms of learning emotion, it is impossible to experience the joy gained by learning progress in the learning process. In terms of the will to learn, higher vocational students choose to escape as long as they encounter difficulties, and if they do not have the will to overcome learning problems, they will naturally not complete the set tasks. Thirdly, the learning method is incorrect. The learning method refers to the means by which the learning subject completes the learning task.

From the perspective of peers, among higher vocational students, study habits influence each other. If most of their peers have good study habits, higher vocational students will imitate



and learn from them. Over time, thanks to the power of role models, they will also develop some good study habits. If among the peers that higher vocational students come into contact with, most of their peers have bad study habits. For example, their peers' preview habits, lecture habits, homework habits, review habits, reading habits, and review habits are all bad. They often interact with such peers. Together, it is conceivable that in the long run, it will be difficult for the vocational student to develop good study habits.

As mentioned above, the bad study habits of higher vocational students are quite serious. It is necessary to explore effective methods to improve the bad study habits of higher vocational students and cultivate qualified front-line higher vocational and technical talents for the country.

First, higher vocational colleges need to strengthen the cultivation of students' learning habits. The management system of higher vocational colleges is the basis and basis for the management of higher vocational students. Higher vocational colleges can formulate corresponding reward and punishment systems to restrain and inhibit the bad study habits of higher vocational students and encourage and strengthen the good study habits of higher vocational students. Higher vocational colleges can't ignore the value of campus spiritual culture in developing good study habits. They must pay attention to college ethos, college motto, style of study, etc., to create a good learning atmosphere for higher vocational students. You can post more relevant information on campus. Quotations or posters related to "study habits" and regular lectures related to study habits. Higher vocational students have been influenced by this atmosphere for a long time, and their study habits will be subtly affected.

Second, families should play a supporting role in cultivating good study habits. The authoritative parenting style is rational and democratic. It abandons the shortcomings of arbitrary, indulgent, and neglectful parenting styles. It has appropriate requirements for children. It can not only establish the authoritative image of parents in the eyes of their children but also fully respect them. The child's personality. Parents of higher vocational students should adopt this parenting method when cultivating their good study habits. Regarding the bad study habits of higher vocational students, parents should frequently communicate with them, analyse the reasons for the formation of bad habits, and put forward appropriate and reasonable requirements for their bad study behaviours. Parents should pay more attention to their children's learning after work and create a quiet and comfortable learning environment for their children. Family education investment is the personal part of education investment. It mainly refers to the time, energy, money, and other human, material, and financial resources spent by the family on the education of children, even though they are not financially independent. It is very necessary for parents to prepare rooms for vocational students to study alone. In their own rooms, vocational students can calm down and study, avoiding being disturbed by the external environment as much as possible.

Third, higher vocational teachers should establish correct concepts and improve education and teaching. According to the constructivist learning theory, students' learning process is not only a process of passively receiving information and mechanical imitation but also a process of understanding information, processing information, and actively constructing knowledge under the guidance of teachers. Therefore, what teaching methods higher vocational

teachers use and how to guide students to learn and be willing to learn will directly affect the learning enthusiasm of higher vocational students and then affect the development of their study habits. Properly arranging teaching content and teaching progress can alleviate students' study weariness to a certain extent and help students develop good study habits.

Fourth, students themselves need to pay more attention to three aspects: learning goals, learning attitudes, and learning methods. First, be well-prepared before class. Only by having a clear understanding of the learning objectives in advance can we understand the knowledge taught by the teacher in the classroom. Second, they must correct their own learning attitude. Learning is their own business, after all. All the knowledge they have learned is also their own precious wealth. Learning is not for schools, teachers, or parents. Learning is for one's own growth. This must be clear. Third, students must correct their wrong study methods. Studying isn't just about passing exams. At the student level, exams are, of course, very important. But the fundamental purpose of the exam is to let students know where they are not learning. If it says that studying is for passing the exam, it's mistaking the fundamental purpose of studying. It is necessary to specify one's own learning method on the premise of truly acquiring knowledge.

Finally, students should also be selective about their peers. Approach or seek advice from excellent classmates, and stay away from or admonish classmates with bad study habits. Only by forming a good atmosphere of mutual learning among peers can students make progress together.

### **Conclusions**

Vocational colleges are an important part of my country's teaching system, cultivating a large number of talents from all walks of life and promoting social development. The study of the study habits of students in higher vocational colleges is related to the future career development of higher vocational students and the innovation of education and teaching methods in higher vocational colleges and has certain theoretical and practical significance.

At present, there are many problems with the study habits of students in higher vocational colleges. This is a stumbling block on the road to growth and success for higher vocational students. Only by solving these problems can we ensure that every member of society has the ability to learn for life. In order to solve the problems existing in the study habits of higher vocational students, this study takes a higher vocational college in Zhenjiang as the research object. It mainly uses questionnaire surveys and interview methods to investigate the students and teachers of the college and understand the higher vocational students. Problems in study habits. In response to these problems, the specific reasons were analyzed from five aspects: college factors, family factors, teacher factors, internal factors and peer factors. Higher vocational colleges need to strengthen the cultivation of students' learning habits, and higher vocational teachers need to establish Specific suggestions put forward in terms of correct concepts and improving education and teaching; families should play a supporting role in cultivating good study habits, and students themselves should focus on the development of study habits.

Due to the limitations of investigation and implementation, this study still has certain flaws and shortcomings: first, the insufficient research sample. The research object of this article only

involves one college in Zhenjiang City. The sample size is limited, and it fails to cover higher vocational colleges in many different regions. As a result, relevant data cannot be collected more comprehensively, making the data analysis more scientific. Secondly, there are deficiencies in research methods. This study combines a questionnaire survey and an interview survey. Subjects are affected by subjective factors in the process of answering questions, and their answers will tend to be idealised, and the data obtained may be limited. In the future, researchers will continue to pay attention to the development of study habits, conduct in-depth and detailed research and discussion on it, provide targeted teaching suggestions for higher vocational education, and promote the vigorous development of higher vocational education.

Currently, most of the research on students' study habits by Chinese scholars points to good students in ordinary high schools, while the research on the study habits of students in higher vocational schools is quite lacking. It is of great significance to study the learning habits of students in higher vocational schools from theoretical and practical perspectives.

a. Theoretical significance: On the one hand, this study and its research results can further improve the concept of students' learning habits and clarify the characteristics and manifestations of students' learning habits. On the other hand, this study and its research results can enrich the theory of self-directed learning habits related to students' learning habits.

b. Practical significance: Firstly, it can give education and management suggestions for schools to cultivate good learning habits and can make teachers' understanding of students' learning habits more comprehensive and deeper; secondly, it can provide help and guidance for families to pay attention to students' study habits; Finally, it can help students raise their awareness of the dangers of bad study habits and encourage them to consciously develop good study habits.

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