

Investigation on the Learning Motivation Level of Chinese College Students in Higher Vocational Colleges

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ABSTRACT

This study uses quantitative descriptive methods to investigate the level of College Chinese learning motivation of students in higher vocational colleges. The questionnaire used in this study is adapted from the college students' learning motivation questionnaire developed by Tian Lan and Pan Weigang in 2006. The sample consists of 1090 students from higher vocational colleges in Shandong. The study uses spss26 to analyze the data. The study results show that the level of students' internal learning motivation is higher than that of their external learning motivation. In the four sub-scales, the learning motivation levels range from high to low is interest in knowledge, altruistic orientation, ability pursuit, and reputation acquisition, of which 31.8% of the student's total learning motivation of College Chinese is high level, 66.1% of the students are medium level, and 2.02% are low level. In addition, there is no significant difference in the level of learning motivation among different variables.

Keywords: *College Chinese, learning motivation, higher vocational College.*

1. INTRODUCTION

Higher vocational education is an essential part of China's higher education. Discipline teaching plays a vital role in talent training, especially for College Chinese. It is the basis of other disciplines and plays a crucial role in cultivating students' language expression abilities, writing abilities, humanistic qualities, and professional abilities. Due to the particularity and diversity of higher vocational education and the expansion of higher vocational education in China, students' Chinese knowledge level and quality are uneven, resulting in many problems in teaching activities [1]. Among them, lack of learning motivation is a common and prominent problem. Students' learning psychology has also undergone subtle changes, especially under the normalization of COVID-19's prevention and control. Learning motivation is the most direct internal driving force to promote students' learning. It inspires and guides students' learning activities. Learning is the primary task of higher vocational students, and the difference in learning motivation will directly affect the learning effect. Therefore, this study investigates the current level of higher vocational students' College Chinese learning motivation and

attitudes towards learning College Chinese [2]. At the same time, the research data can provide a theoretical basis for follow-up research.

2. RESEARCH DESIGN

This research is a quantitative descriptive analysis study. The study aims to investigate the level of College Chinese learning motivation of students in higher vocational colleges. The study uses the method of descriptive statistics to analyze the questionnaire data.

3. PARTICIPANTS

The questionnaire participants are students in higher vocational colleges in Shandong, of whom 1150 students participated in the questionnaire. Excluding the invalid questionnaires, a total of 1090 valid questionnaires were obtained, with a recovery rate of 94.8%. It can be determined that the results of this questionnaire survey are effective and can reflect the current level of College Chinese learning motivation of students in higher vocational colleges. Among the 1090 respondents, 380 were male students, accounting for 34.9%, and 710 were female students, accounting for 65.1%. According to age, more than three-quarters (78.6%) of the students were

between 17-19 years old, followed by students aged 19–21 (19.6%), and finally, students aged 15–17 (1.7%). There were 464 students from city, accounting for 42.6%, and 626 students from the town, accounting for 57.4%; 39.3% of students choose liberal arts majors, 60.7% of students choose science and engineering majors; 79.2% of students from families with only one child, 20.8% of students were from families with a non-one child. **Table 1** shows the demographic information of the students.

Table 1. Demographic information of the students

Variables	Characteristics	N	%
Gender	Male	380	34.9%
	Female	710	65.1%
Age	15-17	19	1.7%
	17-19	857	78.6%
	19-21	214	19.6%
Hometown	Town	626	57.4%
	City	464	42.6%
Major	Liberal Arts	428	39.3%
	Science & Engineering	662	60.7%
Family member	Only child	227	20.8%
	Non-only child	863	79.2%

4. INSTRUMENT

The College Chinese learning motivation questionnaire (CCLMQ) used in this study is adapted from the learning motivation questionnaire developed by Tian Lan and Pan Weigang in 2006 [3]. The CCLMQ consists of 34 items, using the Likert 5-degree marking method. It is divided into two dimensions: internal learning motivation and external learning motivation. Internal learning motivation includes interest in knowledge (11 items) and ability pursuit (8 items), while external learning motivation includes altruistic orientation (8 items) and reputation acquisition (7 items). The overall reliability of the College Chinese learning motivation questionnaire is 0.927, the interest in

knowledge is 0.856, the ability pursuit is 0.785, the altruistic orientation is 0.837, and the reputation is 0.850. The following are sample questions in four dimensions:

1. Interest in knowledge: Generally speaking, I have a strong interest in studying College Chinese.

2. Ability pursuit: I solved many problems that I didn't understand before by learning College Chinese.

3. Altruism orientation: I am convinced that the desire to make my country more affluent and more robust in the future is my primary motivation for studying university language.

4. Reputation acquisition: I often think I need to study College Chinese well and not let the opposite sex students look down on me.

5. DATA COLLECTION AND ANALYSIS

All students answered the questionnaire in a quiet classroom. A total of 1150 questionnaires were distributed and recovered, of which 60 were invalid, and the remaining 1090 valid questionnaires will be analyzed by spss26. The level of College Chinese learning motivation is divided into three classes: low (1.00–2.33), medium (2.34–3.67), and high (3.68–5.00).

6. RESULT

6.1. Descriptive Statistical Analysis of College Chinese Learning Motivation

As shown in **Table 2**, the mean score of College Chinese learning motivation of higher vocational students is 3.41, with 31.8% at the high level, 66.1% at the medium level, and 2.02% at the low level. Students' internal learning motivation is 3.52, higher than external learning motivation (3.25). From the sub-dimension, only the average of reputation acquisition is lower than 3 points, and the other three dimensions are higher than 3 points. The average from high to low is interest in knowledge (3.57), altruistic orientation (3.53), and ability acquisition (3.47).

Table 2. Descriptive statistics of College Chinese learning motivation of Higher Vocational Students

	Item	Mean	SD	Percentage (%)		
				Low	Medium	High
Interest in knowledge	11	3.57	0.59	3.21%	54.9%	41.9%
Ability pursuit	8	3.47	0.59	3.21%	61.1%	35.7%
Altruism orientation	8	3.53	0.62	3.49%	53.8%	42.8%
Reputation acquisition	7	2.97	0.77	21.10%	57.7%	21.2%
Internal learning motivation	19	3.52	0.55	2.02%	59.9%	38.1%
External learning motivation	15	3.25	0.62	7.61%	66.5%	25.9%
Total	34	3.41	0.51	2.02%	66.1%	31.8%

6.2. Descriptive statistical analysis of different variables in College Chinese learning motivation

As presented in **Table 3**, from the perspective of gender, there is little difference in the overall learning motivation level of College Chinese between male students and female students, with an average of 3.41 and 3.40, respectively. Female students have higher levels of learning motivation than male students in the dimensions of ability pursuit and altruism orientation. On the contrary, male students are higher than female students in reputation acquisition and interest in knowledge.

According to students' age, students aged 19–21 have the highest level of motivation for College Chinese learning, followed by students in the 17–19 age group, and finally students in the 15–17 age group. From the perspective of each subscale, the learning motivation level of the older group is higher than that of the younger group.

In terms of students' hometown, the level of College Chinese learning motivation of students living in town is

higher than that of city students. The learning motivation level of students living in the city is only higher than that of students who lived in the town in the dimension of reputation acquisition, and lower than that of students living in the town in the other three sizes.

According to students' majors, the level of College Chinese learning motivation of liberal arts students is higher than that of science and engineering students. In all four dimensions, the level of College Chinese learning motivation of science and engineering students is lower than that of liberal arts students.

From the analysis of students' family structure, the level of College Chinese learning motivation of only child students is higher than that of non-only child students. Only child students' levels of learning motivation in the dimensions of reputation acquisition and interest in knowledge are higher than that of students in another group. However, in the dimensions of ability pursuit and altruism orientation, the level of learning motivation of non-only child students is higher than that of only child students.

Table 3. Data of College Chinese learning motivation on different variables

	Gender		Age			Hometown		Major		Family member	
	M	F	15-17	17-19	19-21	T	C	LA	SE	O	NO
Interest in knowledge	3.59	3.56	3.53	3.55	3.64	3.58	3.50	3.61	3.54	3.62	3.55
Ability pursuit	3.45	3.48	3.31	3.45	3.60	3.48	3.40	3.50	3.46	3.46	3.47
Altruism orientation	3.46	3.57	3.37	3.52	3.57	3.54	3.48	3.54	3.52	3.47	3.54
Reputation acquisition	3.05	2.92	2.57	2.94	3.13	2.96	2.99	3.03	2.92	3.07	2.94
Total	3.41	3.40	3.25	3.39	3.51	3.42	3.37	3.44	3.39	3.43	3.40

M: Male, F: Female; T: Town, C: City; LA: Liberal Arts, SE: Science and Engineering; O: Only child, NO: Non-only child;

7. STIMULATE STUDENTS' MOTIVATION FOR COLLEGE CHINESE LEARNING

First, teachers set clear and appropriate College Chinese learning goals for students. When setting goals for students, we should make the level of students' learning motivation appropriate, and we need to prevent setting too high goals for students or putting too much pressure on students. Otherwise, it will not promote students' Chinese learning, but will increase their anxiety, reduce learning efficiency, and even hinder students' physical and mental development. At the same time, teachers can divide the objectives of College Chinese curriculum into module objectives and classroom teaching objectives. As the goals become specific, students can feel that they are capable of accomplishing this goal. Therefore, they can increase their confidence in learning to stimulate students [4].

Secondly, it is necessary to conduct a feedback evaluation in time for students' learning achievements. Through the feedback of learning results, students can understand their situation in completing the College Chinese goals, thereby further stimulating the motivation of College Chinese learning. Therefore, teachers need to organize each test carefully and use it to enable students to understand their learning situation and sum up experience and lessons to effectively guide their College Chinese learning [5].

Furthermore, various teaching methods and cultural activities are adopted to stimulate students' learning motivation—for example, the new network teaching platform, task-based teaching, group cooperation, and other forms. Furthermore, it can organize a variety of cultural activities such as Chinese classical masterpiece speech competitions, dance competitions, calligraphy and painting competitions, and so on. Cultural performances for traditional festivals such as the Qingming Festival, Dragon Boat Festival, and Mid-

Autumn Festival. Let students feel Chinese classics' charm and cultural connotation in practical activities. Stimulate the motivation to learn Chinese in College Chinese [6].

Finally, enhance students' motivation to learn College Chinese in examination and evaluation. College Chinese no longer takes a single final examination score as the final result of students, but combines the final examination of the course with the results obtained by students in the process assessment, and it is necessary to increase the evaluation proportion of usual learning process and practice links. Try to follow the educational concept of "respecting personality and developing personality", change unification into diversification, and dynamically evaluate students' College Chinese level in an all-round way, so that the assessment method can not only become a more accurate and scientific yardstick to measure students' College Chinese level, but also become a propeller to promote the improvement of students' comprehensive quality [7].

8. CONCLUSION

Data analysis shows that more than half of the students' College Chinese learning motivation is at a medium level (66.1%), nearly 2% of students' learning motivation is at a low level, and the remaining 31.8% are at a high level. At the same time, the average score of students' learning motivation is 3.41, which shows that higher vocational colleges students' College Chinese learning motivation is not high. In addition, students' internal learning motivation is higher than their external learning motivation. There is no obvious difference in learning motivation level across various variables.

In short, College Chinese teaching should adopt various methods to stimulate students' Chinese learning motivation. It is necessary to realize that boosting internal motivation and using external reinforcement are complementary. At the beginning of College Chinese learning, external support is used to promote students' understanding and mastery of what they are learning. When students have mastered a certain level, they will have a sense of knowledge and the corresponding sense of ability and increase their internal learning motivation. Doing so can increase students' interest in College Chinese learning, improve learning efficiency, and improve teachers' teaching efficiency.

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