

Self-learning Ability of Freshmen in Guangxi Financial Vocational College

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Abstract: The title of the minor thesis is self-learning ability of freshmen in Guangxi Financial Vocational College, the purposes of the research are 1) To study current situation of self-learning ability of freshmen in Guangxi Financial Vocational College. 2) To compare self-learning ability of freshmen in Guangxi Financial Vocational College divide by status. 3) To provide guidelines for development self-learning ability of freshmen in Guangxi Financial Vocational College. The sample group of this study is through random sampling. During the period from January 2023 to July 2023, in semester 2 academic year 2023, 210 teachers and 386 students from Guangxi Financial Vocational College were randomly selected. Research instrument is questionnaire. Data analysis includes descriptive statistics analysis, reliability analysis, confidence analysis. The results were found that (1) The self-learning ability of freshmen in Guangxi Financial Vocational College is at a medium level, it is not strong. (2) Freshmen and teachers do not show significance for all attribution items, but show significance for goal setting, learning strategy, learning environment and self-efficacy, and teachers' evaluation is lower than students' evaluation. (3) The guidelines for development self-learning ability of freshmen in Guangxi Financial Vocational College: (1) Teach freshmen to set appropriate learning goals and make learning plans. (2) Provide appropriate attribution feedback on learning. (3) Teach freshmen using various learning strategies. (4) Improve students' ability to make full use of learning resources to create a learning environment that suits them. (5) Pay attention to and affirm freshmen' learning process to help freshmen build up their learning confidence and enhance their sense of self-efficacy.

Keywords: Self-learning ability; Freshmen

1. Introduction

The rapid development of information technology puts forward new requirements for people's ability to adapt to the ever-changing world. UNESCO (1993) stated the concept of "lifelong learning" in the report "Education - Wealth Contains It". The report believes that the basis for realizing "lifelong learning" requires four learnings, namely, learning to know, learning to do, learning to live together, and learning to be. [1] The "21st Century Learning Framework" proposed by the American 21st Century Learning Cooperation Organization shows that "learning and innovation skills" are one of the core capabilities. Students must independently face the complex environment of rapid development in the 21st century. Students must have "learning and innovation skills". [2] In China's June 2001 "Basic Education Curriculum Reform Outline (Trial)", the first specific goal of the basic education curriculum reform is "to change the tendency of the curriculum to pay too much attention to imparting knowledge, to emphasize the formation of a proactive learning attitude, so that the acquisition of basic the process of knowledge and basic skills simultaneously becomes a process of learning to learn and forming correct values". [3] In China's higher vocational colleges, students mainly come from students with lower scores in the college entrance examination. Guangxi Financial Vocational College is the only full-time higher vocational education college in Guangxi that aims to cultivate and train financial and economic talents such as banking, securities, and insurance. In response to the development of the times, Students studying finance must keep pace with the times. From the first grade, they should pay attention to cultivating self-learning ability and have lifelong learning ability. Even after leaving school, they can continue to learn effectively. According to the importance of the self-learning ability explained above, in order to improve the self-learning ability of freshmen in Guangxi Financial Vocational College, this researcher decided to study the self-learning ability of freshmen in Guangxi Financial Vocational College as a research topic.

2. Research object and method

2.1 Research method

Firstly, by consulting the literature and comprehensively analyzing the relevant research of previous researchers, it provides a theoretical basis for the topic selection and analysis of this study. Secondly, simple random sampling was used to conduct questionnaire surveys in classrooms and online. After the questionnaires were collected, SPSS was used to record, collate, analyze and write a research report.

2.2 Research tool

Designed the questionnaire according to the following five steps: (1) Combining relevant literature of previous scholars. (2) Review relevant policies and regulations. (3) Identify five dimensions: goal setting, attribution, learning strategies, learning environment, and self-efficacy. (4) There are a total of 60 questions in this questionnaire survey, including 30 questions from the teacher edition and 30 questions from the freshmen edition. Send the questionnaire to 3 experts to check its correctness and validity. According to the evaluation of experts, the IOC values are all between 0.67-1.00, meeting the quality requirements. (5) After being appraised by experts, the questionnaire for the self-learning ability of freshmen in Guangxi Finance Vocational College was determined.

3. Data collection and Analysis

3.1 Data collection

The sample group is randomly selected according to the Krejcie and Morgan sampling table (Krejcie and Morgan 1970).

3.2 Data Analysis

The first research objective is to analyze the current situation of self-learning ability of freshmen in Guangxi Financial Vocational College.

The second research objective is to compare self-learning ability of freshmen in Guangxi Financial Vocational College divide by status. Mainly through the comparison of freshmen's and teachers' evaluation of the same dimension, we can understand the differences and reasons for the teachers' and freshmen's evaluation of the same dimension.

The third research objective is to provide guidelines for development self-learning ability of freshmen in Guangxi Financial Vocational College. In order to achieve the purpose of the study, the researchers used the method of content analysis to analyze the factors that affect the self-learning ability of the freshmen of Guangxi Finance Vocational College, and obtained the research results. Provide certain reference basis for guidelines for development self-learning ability of freshmen in Guangxi Finance Vocational College.

4. Presentation and Results of Data Analysis

Symbol and Abbreviations: N express: Number of person; MIN express: Minimum value MAX express: Maximum value; M express: Mean; SD express: Standard deviation; F express: One-way ANOVA; p express: p-value.

4.1 Basic Information of freshmen and teachers

Table 1: Basic Information of the freshmen.

Item	Category	Frequency	Percentage
Age	Under 18 years old	3	0.77
	18-20 years old	331	85.75
	21-23 years old	52	13.47
	over 23 years old	0	0.00
	Total	386	100

Item	Category	Frequency	Percentage
Gender	male	89	23.06
	female	297	76.94
	Total	386	100
Item	Category	Frequency	Percentage
monthly family income	Below 1500 yuan	69	17.88
	1500-3500 yuan	207	53.63
	3500 - 7000 yuan	83	21.50
	More than 7000 yuan	27	6.99
	Total	386	100
Anly child	Yes	32	8.29
	NO	354	91.71
	Total	386	100
Place of birth	Provincial capital cities or municipalities directly under the central government	17	4.40
	Small and medium-sized cities	35	9.07
	Villages and towns	53	13.73
	Rural areas	281	72.80
	Total	386	100
father's education	unior high school and below	302	78.24
	Senior high school and technical secondary school	58	15.03
	Junior college	20	5.18
	Undergraduate	6	1.55
	Total	386	100
Mother's education	unior high school and below	325	84.20
	Senior high school and technical secondary school	46	11.92
	Junior college	10	2.59
	Undergraduate	5	1.30
	Total	386	100

As shown in Table 1, a total of 386 freshmen participated in the questionnaire. As can be seen from the data in Table 1, only 3 freshmen who participated in this questionnaire are under 18 years old, and most of them are aged 18-20, accounting for 85.75%, indicating that most freshmen are adults. The majority of the respondents were girls, accounting for 76.94%, which reflects that the freshmen of Guangxi Financial Vocational College are mainly girls. The proportion of freshmen whose family income is less than 3,500 yuan accounts for 71.51%, and the proportion of freshmen from rural areas is 72.8%, which shows that the income of most freshmen's families is not high and their family economic environment is average. The proportion of fathers with junior high school education and below accounted for 78.24%, and the proportion of mothers with junior high school education and below accounted for 84.20%, indicating that the parents of freshmen have low education levels and cannot give them much academic guidance.

According to the table 2, the researchers made statistics on the basic information of the tested teachers, as shown in Table 2. A total of 210 teachers participated in the questionnaire. According to the data in Table 2, more than 54% of the teachers who participated in this questionnaire are middle-aged teachers over 35 years old, and more than 72% of them have worked for more than 5 years, indicating that most teachers are rich in teaching. Lecturers accounted for 40.48%, associate professors accounted for 22.86%, professors accounted for 5.71%, and the titles of teachers in the college were at the middle level or above. Full-time and part-time teachers accounted for 70%, and administrative staff accounted for 26.67%, most of them are teachers in the teaching line, who can directly contact freshmen and have a better understanding of freshmen.

Table 2: Basic Information of Teachers.

Item	Category	Frequency	Percentage
Gender	Male	60	28.57
	Female	150	71.43
	Total	210	100

Item	Category	Frequency	Percentage
Age	Under 25 years old	17	8.10
	25-34 years old	78	37.14
	35-44 years old	92	43.81
	45-54 years old	18	8.57
	Over 55 years old	5	2.38
	Total	210	100
Working years	Less than 5 years	58	27.62
	5-10 years	74	35.24
	11-15 years	63	30.00
	16-20 years	7	3.33
	More than 20 years	8	3.81
	Total	210	100
Job title	Assistant or no	65	30.95
	Lecturer	85	40.48
	Associate professor	48	22.86
	Professor	12	5.71
	Total	210	100
Item	Category	Frequency	Percentage
Courses of taught	Compulsory courses	158	75.24
	Elective courses	38	18.10
	Others	14	6.67
	Total	210	100
type of teacher	Full-time teachers	122	58.10
	Part-time teachers	25	11.90
	Administrative staff	56	26.67
	Others	7	3.33
	Total	210	100

4.2 The current situation of self-learning ability of freshmen in Guangxi Financial Vocational College

Table 3: Overall Descriptive Statistics of Freshmen and Teacher Questionnaire.

Dimension	Item	Freshmen for Questionnaire		Teacher for Questionnaire		Overall	
		M	SD	M	SD	M	SD
Goal setting	1. Freshmen clarify their learning goals.	3.56	0.93	3.15	1.23	3.36	1.08
	2. Freshmen can always make study plans according to their learning goals	3.40	0.95	3.06	1.28	3.23	1.12
	3. Freshmen have plans and arrangements for their daily classroom study.	3.42	0.98	3.07	1.24	3.25	1.11
	4. Freshmen always study on time according to the study plan.	3.44	0.98	3.04	1.22	3.24	1.10
Dimension	Item	Freshmen for Questionnaire		Teacher for Questionnaire		Overall	
Goal setting	5. Freshmen always hope that teachers can help them formulate detailed and efficient study plans.	M	SD	M	SD	M	SD
		3.50	0.98	3.43	1.19	3.47	1.09
	Total	3.46	0.96	3.15	1.23	3.31	1.10
	6. Freshmen think that their learning	3.18	0.99	3.31	1.18	3.25	1.09

Dimension	Item	Freshmen for Questionnaire		Teacher for Questionnaire		Overall	
		M	SD	M	SD	M	SD
Attribution	is good because of their strong abilities.						
	7. Freshmen think that their study is good because of their own efforts.	3.60	0.90	3.43	1.19	3.52	1.05
	8. Freshmen think that their high scores are due to their good luck.	2.84	1.09	3.11	1.18	2.98	1.14
	9. Freshmen think that learning is good because the teacher teaches well.	3.51	0.93	3.26	1.12	3.39	1.03
	10. Freshmen think that learning is good because the content is less difficult.	2.94	1.02	3.15	1.22	3.05	1.12
	11. Freshmen think that their studies are good because the resources of their school are good	3.23	0.96	3.24	1.10	3.24	1.03
	Total	3.22	0.98	3.25	1.17	3.23	1.07
Learning strategy	12. The freshmen union collects some information about the upcoming exam.	3.62	0.91	3.42	1.19	3.52	1.05
	13. During class, freshmen express important ideas in their own words.	3.39	0.95	3.24	1.22	3.32	1.09
	14. freshmen will provide relevant information that is not mentioned in the textbook or discussed in class.	3.16	0.98	3.19	1.26	3.18	1.12
	15. During class, freshmen will take notes to help them memorize the course content.	3.72	0.90	3.28	1.25	3.50	1.08
	16. During class, freshmen will ask questions about the content they do not understand. 17.	3.26	1.02	3.22	1.24	3.24	1.13
Dimension	Item	Freshmen for Questionnaire		Teacher for Questionnaire		Overall	
		M	SD	M	SD	M	SD
	17. When the exam rolls are handed out, freshmen will correct all mistakes and try to figure out why they made mistakes.	3.52	0.91	3.04	1.22	3.28	1.07
	18. When learning a new topic, freshmen often try to tie together what they have learned before.	3.48	0.87	3.13	1.23	3.31	1.05
	Total	3.45	0.93	3.22	1.23	3.33	1.08
Learning environment	19. Freshmen often choose a learning environment that suits them.	3.67	0.85	3.39	1.22	3.53	1.04
	20. Freshmen often seek out suitable study partners.	3.50	0.94	3.33	1.26	3.42	1.10
	21. Freshmen often use school resources to help them learn.	3.51	0.92	3.10	1.25	3.31	1.09
	22. Freshmen often use online platforms to help them learn.	3.71	0.85	3.43	1.24	3.57	1.05
	23. When encountering difficulties in study, freshmen often seek help from their teachers.	3.37	0.98	3.28	1.22	3.33	1.10

Dimension	Item	Freshmen for Questionnaire		Teacher for Questionnaire		Overall	
		M	SD	M	SD	M	SD
	24. When encountering difficulties in learning, freshmen often turn to their family members for help. 25.	3.13	1.08	2.93	1.23	3.03	1.16
	Total	3.48	0.94	3.24	1.24	3.36	1.09
Self-efficacy	25. Regardless of whether the current grades are good or bad, freshmen believe that they have the ability to achieve better grades.	3.68	0.86	3.19	1.14	3.44	1.00
	26. The student feels that he has the ability to solve any problems encountered in his studies.	3.26	0.95	3.11	1.22	3.19	1.09
	27. Freshmen think that their learning ability is better than other freshmen. 28.	3.05	1.01	3.12	1.13	3.09	1.07
	28. Freshmen feel that they can understand well and grasp the content taught by the teacher in a timely manner.	3.29	0.92	3.16	1.13	3.23	1.03
Dimension	Item	Freshmen for Questionnaire		Teacher for Questionnaire		Overall	
		M	SD	M	SD	M	SD
Self-efficacy	29. The student thinks he can apply what he has learned.	3.40	0.92	3.25	1.12	3.33	1.02
	30. Freshmen will choose learning tasks that are difficult but can be learned from, even if they require more effort.	3.62	0.87	3.22	1.30	3.42	1.09
	Total	3.38	0.92	3.18	1.17	3.28	1.05

According to the table 3, the table uses a 5-point scoring system, with a median of 3 as the reference value. From the evaluation of freshmen and teachers on the self-learning ability of freshmen at Guangxi Vocational and Technical College of Finance, it can be seen that the average scores of the five dimensions are all higher than the median of 3, the average evaluation of the five dimensions by freshmen and teachers shows that learning environment (M=3.36) has the highest score and attribution (M=3.23) has the lowest score, and the difference is not very big, indicating that both freshmen and teachers believe that the self-learning ability of freshmen at Guangxi Vocational and Technical College of Finance At a moderate level. It can be seen from the above data that although both freshmen and teachers believe that the self-learning ability of freshmen at Guangxi Financial Vocational College is at a medium level, their ability is not strong.

Next, this study will conduct an analysis from the five dimensions of goal setting, attribution, learning strategies, learning environment, and self-efficacy. The analysis is as follows:

1) Analysis from the dimension of goal setting

As can be seen from Table 3, the goal setting ability from the perspective of freshmen (M=3.46) and the goal setting from the perspective of teachers (M=3.15) shows that both freshmen and teachers believe that the goal setting ability of freshmen at Guangxi Financial Vocational College is medium level, there is some goal setting ability, but not strong enough. Among the freshmen's and teachers' evaluations of specific items in the goal-setting dimension, higher-scoring items were more consistent with lower-scoring items. From the perspective of freshmen, in goal setting, "1. Freshmen clarify their learning goals" (M=3.56) and "5. Freshmen always hope that teachers can help them formulate detailed and efficient study plans" (M=3.50) have higher scores, "2. Freshmen can always make study plans according to their learning goals" (M=3.40) scored the lowest; from the teacher's perspective, "5. Freshmen always hope that teachers can help them formulate detailed and efficient study plans" (M=3.43) scored the highest, followed by "1. Freshmen clarify their learning goals" (M=3.15), and "4. Freshmen always study on time according to the study plan" (M=3.04) scored the lowest. This shows

that both freshmen and teachers believe that freshmen know their own learning goals to a certain extent, but it is relatively difficult to formulate study plans according to goals and implement them as planned. It is hoped that teachers can help freshmen formulate detailed and efficient study plans. The above situation may be due to the following reasons: (1) The teacher has richer educational experience and professional knowledge and can provide more specific and practical learning suggestions for freshmen to better achieve their own learning goals or set more reasonable learning goals. While helping freshmen formulate detailed and efficient plans, we can provide them with learning resources, reference materials and support to help them better complete their learning tasks, and freshmen can get motivation from it and stay focused and work hard. This is consistent with the views of Sun Lingli, Lu Xi, Feng Huili, and Lou Yanyue (2020). In higher vocational education, teachers play a pivotal role. During the entrance education process for freshmen, we should promptly help students understand the professional content, professional development prospects, professional research fields, employment directions, etc., strengthen professional guidance, improve students' sense of identity with the major they are studying, and stimulate students' interest in learning this major. Guide students to establish correct learning goals and learning directions, truly mobilize their enthusiasm and initiative from the heart, improve their awareness of independent learning, and change from "I want to learn" to "I want to learn", so as to achieve the best learning results.[4] (2) The influence of passive learning model learning habits. Before entering a higher vocational school, freshmen are accustomed to following the teacher's arrangements. Even if they enter a higher vocational school, they cannot change their mentality of relying on the teacher all of a sudden. Therefore, even if they have certain goals, they still I hope the teacher can help me formulate a study plan. This is consistent with the findings of Zhen Zhang, Xiujuan Ren (2019). According to Zhang Zhen and Ren Xiujuan (2019), through the investigation of students' learning mode, nowadays vocational students are still mainly dependent on teachers psychologically, and most of them give lectures in class and passively complete tasks assigned by teachers after class, making it difficult to transform their learning mode into an self-learning mode.[5]

2) Analysis from the dimension of attribution dimension

As can be seen from Table 3, the scores of attribution from the perspective of freshmen ($M=3.22$) and attribution from the perspective of teachers ($M=3.25$) show that both freshmen and teachers believe that freshmen's attribution is at a medium level and there is a certain degree of attribution. Able, but not strong enough. Among the freshmen's and teachers' evaluations of specific items in the attribution dimension, higher-scoring items were consistent with lower-scoring items. From the perspective of freshmen, "7. Freshmen think that their study is good because of their own efforts" ($M=3.60$) has the highest score, "10. Freshmen think that learning is good because the content is less difficult" ($M=2.94$) has the highest score, and "8. Freshmen think that their high scores are due to their good luck" ($M=2.84$). The score is low and does not exceed the median 3; from the teacher's perspective, "7. Freshmen think that their study is good because of their own efforts" ($M=3.43$) is the highest, "10. Freshmen think that learning is good because the content is less difficult" ($M=3.15$) has a lower score, and "8. Freshmen think that their high scores are due to their good luck" ($M=3.11$) has a lower score. This shows that both freshmen and teachers believe that freshmen are more likely to attribute their good academic performance and high scores to the internal factor of hard work, and relatively less to external factors such as good luck and low content difficulty. This may be because the attribution method can be more accurate. It can effectively stimulate the achievement motivation of freshmen, allowing them to study harder and pursue success. This is consistent with the Hou Jingwen (2018). Hou Jingwen (2018) believes that when students make internal attribution to successful learning behaviors, they can affirm their efforts and learning performance, thus enhancing their self-efficacy and enhancing their enthusiasm and initiative in learning.[6]

3) Analysis from the dimension of learning strategies

As can be seen from Table 3, the scores of learning strategies from the perspective of freshmen ($M=3.45$) and learning strategies from the perspective of teachers ($M=3.22$) show that both freshmen and teachers believe that freshmen's ability to use learning strategies is at a medium level and they have mastered it. A certain learning method, but not strong enough. In the evaluations of freshmen and teachers on specific items of the learning strategy dimension, items with higher scores are more consistent with items with lower scores. From the perspective of freshmen, "15. During class, freshmen will take notes to help them memorize the course content" ($M=3.72$) and "12. The freshmen union collects some information about the upcoming exam" ($M=3.62$) have higher scores, "During class, freshmen will ask questions about the content they do not understand" ($M=3.26$) and "14. freshmen will provide relevant information that is not mentioned in the textbook or discussed in class" ($M=3.16$)

Lower; from the teacher's perspective, "12. The freshmen union collects some information about the upcoming exam" (M=3.42) and "15. During class, freshmen will take notes to help them memorize the course content" (M=3.28) have higher scores, "18. When learning a new topic, freshmen often try to tie together what they have learned before" (M=3.13) and "17. When the exam rolls are handed out, freshmen will correct all mistakes and try to figure out why they made mistake" (M=3.04) had a lower score. This shows that the main learning strategy of freshmen and teachers is to take notes in class to help them with course content and collect some information about the upcoming exam. This is a common, passive, easy-to-master learning strategy for the purpose of obtaining good grades. However, learning strategies that require initiative and accumulation are relatively less mastery. For example, they rarely ask questions about content they do not understand, provide relevant information that is not mentioned in textbooks or discussed in class, and rarely Combining new and old learning content, less correction of test paper errors and figuring out why errors were made, etc. The reasons for the above phenomenon may be: the influence of China's education system. In China's higher vocational college education system, test scores are overemphasized, and learning goals are often limited to obtaining good grades, while the accumulation and practical application of knowledge are ignored. , This also causes freshmen to pay more attention to test results. Freshmen lack certain initiative and strategies in the learning process, and do not pay enough attention to the learning process and knowledge accumulation. This is consistent with the research results of Gu Xiaoli (2022). Gu Xiaoli (2022) believes that under the influence of traditional exam-oriented education, schools use more "spoon-fed" knowledge transfer or "mechanical" training. Under the educational evaluation of "hero based on scores", some students aim to obtain high grades by reviewing questions, and gradually lose their thirst for science and knowledge. [7]

4) Analysis from the dimension of learning environment

As can be seen from Table 3, the scores of learning environment (M=3.48) from the perspective of freshmen and learning environment (M=3.24) from the perspective of teachers indicate that both freshmen and teachers believe that freshmen's ability to use the learning environment to learn is at a medium level. Know how to create a suitable learning environment for yourself to study, but the utilization level is not high enough. In the evaluations of freshmen and teachers on specific items of the learning environment dimension, items with higher scores are consistent with items with lower scores. From the perspective of freshmen, "22. Freshmen often use online platforms to help them learn" (M=3.71) and "19. Freshmen often choose a learning environment that suits them" (M=3.67) have higher scores, and "24. When encountering difficulties in learning, freshmen often turn to their family members for help" (M=3.13) scored the lowest; from the teacher's perspective, "22. Freshmen often use online platforms to help them learn" (M=3.43) and "19. Freshmen often choose a learning environment that suits them" (M=3.39) has a higher score, "24. When encountering difficulties in learning, freshmen often turn to their family members for help" (M=2.93) has the lowest score and does not exceed the median 3. Freshmen and teachers believe that freshmen often use online platforms to help themselves learn and choose a learning environment that suits them, but they rarely seek help from their parents. Mainly because: (1) The digital age has enabled many resources to be shared, and freshmen who grow up in the digital age usually have certain technical capabilities and can use online platforms to obtain information and learning resources according to their own needs, and can also flexibly choose their time. And location, convenient and fast. This is consistent with the views of Jiang Ran and Zhang Miao (2018). Vocational college students can fully collect and apply relevant learning resources, further consolidate the results of daily learning and improve learning efficiency. At the same time, the information technology environment can help students establish a broader learning vision, which has certain positive significance for improving students' problem analysis ability and information retrieval ability. [8] (2) According to the basic situation of freshmen, it can be seen that the family income of most freshmen is not high, the family economic environment is average, and the parents of freshmen have low education levels and cannot provide their children with the professional guidance they need.

5) Analysis from the dimension of self-efficacy

As can be seen from Table 3, the scores of the learning environment (M=3.48) from the perspective of freshmen and the learning environment (M=3.24) from the teacher's perspective indicate that both freshmen and teachers believe that freshmen's self-efficacy is at a medium level, and freshmen are confident that they can complete their own tasks. Something that has some confidence, but is not strong enough. In the evaluations of freshmen and teachers on specific items of the self-efficacy dimension, items with higher scores are more consistent with items with lower scores. From the perspective of freshmen, "25. Regardless of whether the current grades are good or bad, freshmen believe that they have the ability to achieve better grades" (M=3.68), "30. Freshmen will choose learning tasks that are

difficult but can be learned from, even if they require more effort" (M=3.62) and "29. The student thinks he can apply what he has learned" (M=3.40) have higher scores, "26. The student feels that he has the ability to solve any problems encountered in his studies" (M=3.26) and "27. Freshmen think that their learning ability is better than other freshmen" (M=3.05) have lower scores; from the teacher's perspective, "29. The student thinks he can apply what he has learned" (M=3.25), "30. Freshmen will choose learning tasks that are difficult but can be learned from, even if they require more effort" (M=3.22) and "25. Regardless of whether the current grades are good or bad, freshmen believe that they have the ability to achieve better grades" (M=3.19) scored higher, "27. Freshmen think that their learning ability is better than other freshmen" (M=3.12) and "26. The student feels that he has the ability to solve any problems encountered in his studies" (M=3.11) had a lower score. Both freshmen and teachers believe that to a certain extent, freshmen believe that they have the ability to achieve better results regardless of their current grades, and will choose learning tasks that are difficult but capable of learning knowledge, even if they require more effort. However, I do not think that my learning ability is necessarily stronger than other freshmen. In actual operation, I do not think that I am necessarily capable of solving any problems encountered in learning, and I may not necessarily be able to understand well and master the teachings taught by the teacher in a timely manner content. The above reasons may be because: freshmen in higher vocational colleges mainly come from freshmen with poor academic performance in high schools and technical secondary schools. They have insufficient knowledge reserves and poor comprehensive abilities. The freshmen themselves have a relatively objective self-perception and they are aware of their own abilities. People with limited learning ability do not think they are necessarily better than other freshmen. They are willing to accept their shortcomings. At the same time, they also believe that they can improve their abilities through hard work to achieve better results, and they are willing to work hard for this. Liu Wei and Song Ningning (2019) hold the same view that for many students in higher vocational schools, their grades may not be particularly excellent. Therefore, the ability to learn independently may also be relatively weak. Freshmen just mechanically store in their brains what the teacher has taught them in class, some of which they do not even understand.[9]

4.3 Analyse of compare self-learning ability of freshmen in Guangxi Financial Vocational College divide by status

Table 4: The compare of self-learning ability of freshmen in Guangxi Financial Vocational College divide by status (Anova table).

Anova table						
Dimension	Freshmen for Questionnaire		Teacher for Questionnaire		F	p
	M	SD	M	SD		
Goal setting	3.46	0.96	3.15	1.23	17.005	0.000**
Attribution	3.22	0.98	3.25	1.17	0.268	0.605
Learning strategies	3.45	0.93	3.22	1.23	10.147	0.002**
Learning environment	3.48	0.94	3.24	1.24	11.010	0.001**
Self-efficacy	3.38	0.92	3.18	1.17	9.018	0.003**

As can be seen from Table 4, analysis of variance (ANOVA) was used to study the differences between freshmen and teachers on five items: goal setting, attribution, learning strategies, learning environment, and self-efficacy. In addition, the four items of goal setting, learning strategies, learning environment, and self-efficacy among freshmen and teachers showed significance ($p < 0.05$), which means that freshmen and teachers have significant differences in goal setting, learning strategies, learning environment, self-efficacy, etc. If there are differences in evaluations, post-hoc test analysis can be carried out specifically. It is found that freshmen and teachers show differences in goal setting, learning strategies, learning environment, and self-efficacy. Specifically, the LSD method was used in the evaluation of freshmen and teachers: For goal setting, there is significance at the 0.01 level ($F = 17.005$, $p = 0.000$). The average value of teacher evaluation (3.15) will be significantly lower than the average value of freshmen evaluation (3.46); for learning strategies, there is significance at the 0.01 level ($F = 10.147$, $p = 0.002$). The average value of teacher evaluations (3.22) will be significantly lower than the average value of freshmen evaluations (3.45); for the learning environment, there is significance at the 0.01 level ($F = 11.010$, $p = 0.001$). The average value of teacher evaluation (3.24) will be significantly lower than the average value of freshmen evaluation (3.48); for the Self-efficacy, there is significance at the 0.01 level ($F = 9.018$, $p = 0.003$). The average value of teacher evaluations (3.16)

was significantly lower than the average value of freshmen evaluations (3.38).

From the above analysis, it can be seen that teachers and freshmen show consistency in all dimensions of attribution and there is no difference. Teachers and freshmen have different evaluations on four dimensions: self-efficacy, learning environment, learning strategies, and goal setting. Now we will conduct a comparative analysis of these differences. The analysis is as follows:

1) Comparative analysis of goal setting evaluations between freshmen and teachers.

According to Table 4, it can be seen that freshmen and teachers show significance in goal setting. The average value of teacher evaluation ($M=3.15$) is significantly lower than the average value of freshmen evaluation ($M=3.46$). This significance may be due to the fact that in Guangxi Financial Vocational College, one teacher often teaches multiple classes, and each class is basically about 50 people.

2) Comparative analysis of freshmen's and teachers' evaluation of learning strategies.

According to Table 4, it can be seen that teachers and freshmen have significant differences in learning strategies. The average value of teachers' evaluation ($M=3.22$) is significantly lower than the average value of freshmen's evaluation ($M=3.45$). It may be because exam-oriented education makes teachers pay more attention to the performance of freshmen, and higher vocational freshmen mainly come from freshmen with poor academic performance in high schools and technical secondary schools, and their own knowledge reserves are insufficient. When the results generally do not meet the teacher's expected results, teachers will pay more attention to them. The evaluation of freshmen is not high; teachers and freshmen have different experiences and cognitions in learning strategies. Teachers have more professional knowledge and educational experience. In the eyes of teachers, the learning strategies mastered by freshmen are relatively superficial.

3) Comparative analysis of freshmen's and teachers' evaluation of the learning environment.

According to Table 4, it can be seen that teachers and freshmen show significance to the learning environment. The average value of teacher evaluation ($M=3.24$) is significantly lower than the average value of freshmen evaluation ($M=3.48$). Teachers have more teaching resources. In the eyes of teachers, the teaching resources that freshmen have mastered are not sufficient. This difference will lead to teachers' evaluation of freshmen's ability to use the learning environment to be lower than that of freshmen.

4) Comparative analysis of self-efficacy evaluations between freshmen and teachers.

According to Table 4, it can be seen that teachers and freshmen have significant self-efficacy. The average value of teacher evaluation ($M=3.16$) is significantly lower than the average value of freshmen evaluation ($M=3.38$). At present, traditional teaching methods are still commonly used in pre-university education in China. Freshmen who have just been promoted from high school or secondary vocational college are still habitually dependent on teachers in all aspects and solve problems relatively passively. This shows that freshmen lack the confidence to solve problems independently. As a result, teachers' evaluation of freshmen's self-efficacy is lower than that of freshmen.

This is consistent with the views of Qi Liu (2021). Qi Liu (2021) believes that in higher vocational colleges, often a teacher has to teach multiple classes of professional courses, or even teach multiple classes at the same time, and it is impossible for teachers to take care of every student in a limited class time, so students are required to have strong self-learning ability. However, from the perspective of actual teaching, higher vocational students have a certain degree of self-learning ability, but the students' foundation and consciousness are quite different, and the self-learning ability is also very different.[10]

4.4 Provide guides for development self-learning ability of freshmen in Guangxi Financial Vocational College

This study uses content analysis to analyze the current status of self-learning ability of freshmen in Guangxi Financial Vocational College by analyzing the current situation of freshmen's self-learning ability in Guangxi Financial Vocational College divide by status, and through the teacher's questionnaire on the choice of strategies to improve freshmen's self-learning ability. The method yields:

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College

1) Teach freshmen to set appropriate learning goals and make learning plans, teach freshmen to self-monitor the quantity, quality, creativity, and speed of learning, enhance the goal setting ability of freshmen.

For freshmen, everything is new at the university and needs a period of time to explore. Therefore, teachers should guide freshmen to set short-term goals, specific, achievable and challenging learning goals and follow them. This is because freshmen who set short-term goals have stronger self-efficacy and self-regulation skills than freshmen who set long-term goals, because the achievement of short-term goals enables freshmen to see growth in some of their abilities more quickly and requires less control of their will. Compared with setting general goals, specific learning goals have a greater role in promoting freshmen' independent learning, because such goals can tell freshmen more clearly what to do and how to do it, and it is easier for them to monitor their learning process against the goals, that is, the quantity, quality and speed of learning. Compared with setting goals that are too high or too low, setting goals that are difficult but achievable is more conducive to freshmen' self-learning. Because the goal set is too high, freshmen tend to doubt their own ability, and it is difficult to see their own progress when implementing the goal. In this way, self-efficacy will be reduced, and when they encounter learning difficulties, they will lose confidence, cope with and even give up learning. If the goal is too low, because it is easy to achieve, freshmen will not see their progress and outstanding aspects of their ability, and therefore will not enhance their sense of learning effectiveness. Teachers should instruct freshmen to make learning plans according to the learning goals and self-monitor the quantity, quality, creativity and speed of learning, and constantly strengthen the learning goals against the learning plans, so as to prevent freshmen from being affected by external factors and interrupting the learning process. This is consistent with Qi Xiaoxu's (2019) view that most students in vocational colleges are unable to effectively self-monitor their self-directed learning behaviors and are easily influenced by external factors. Teachers of vocational colleges and universities should help students formulate reasonable and challenging learning plans, and guide students to truly become active participants in learning.[11]

2) Provide appropriate attribution feedback on learning, Enhance the attribution ability of freshmen

Guide the freshmen to attribute their learning success to their ability and study failure to their lack of effort, so that it is easier to stimulate independent learning; Freshmen attribute their academic success to external uncontrollable factors and their academic failure to their own lack of ability, which will affect their learning initiative. This is consistent with the views of Jiang Zhaobo (2007). Jiang Zhaobo (2007) pointed out that if students are mainly concerned with how to achieve success in learning activities, they do not care much about how to avoid failure; At the end of learning, if you can face up to your own successes and failures, pay attention to summarizing the lessons of success and failure, and if you succeed, you will have more confidence, and if you fail, you will not blame uncontrollable factors (bad luck or poor ability), but objectively look for controllable factors in learning (such as effort level, use of learning strategies, etc.), and believe that after learning from the experience, you will do better next time, then it can be said that the student has a good attribution and is more likely to succeed in his own learning.[12]

3) Systematically teach freshmen using various learning strategies and allow freshmen to strengthen training in the use of learning strategies, especially the training of learning strategies in teaching process and knowledge accumulation, enhance the ability of freshmen to master learning strategies.

After studying from primary school to high school, college freshmen have accumulated certain learning strategies, but the learning strategies often used are to memorize textbook content by taking notes, listening to lectures carefully, reciting, etc. Obviously, self-learning requires higher and more perfect learning methods. According to the characteristics of freshmen in Guangxi Finance Vocational College, the teachers systematically taught freshmen to use various learning strategies and let freshmen strengthen the training on the application of learning strategies. At present, the freshmen in Guangxi Financial Vocational College basically follow the method of rote learning. They interpret the task of learning as memorizing some facts. Teachers should focus on teaching freshmen to try to understand, explain and abstract the meaning, apply it to practical actions, and emphasize the importance of the learning process, rather than just for a test score. The freshmen of Guangxi Financial Vocational College have just risen from high school and are full of curiosity about university. It is best to intervene from the first year, teach the use of systematic self-learning strategies, and encourage freshmen to study by themselves, so as to avoid the previous rigid learning style affecting the cultivation of freshmen' self-learning ability.

4) The school provides a platform with sufficient learning resources, and conducts systematic teaching for freshmen to use social and material resources for learning, improve freshmen' ability to make full use of learning resources to create a learning environment that suits them.

Nowadays, the application of network technology and multimedia technology in teaching is becoming more and more common, and the teaching content is becoming more and more networked. Schools should be equipped with sufficient teaching resources to make freshmen' self-learning become a reality. Guangxi Financial Vocational College can enrich learning resources in the following ways:1) Improve teaching equipment, strengthen the construction of multimedia classrooms, digital computer rooms and smart campuses, and do a good job in the use of relevant platform resources training.2) The teacher provides systematic teaching on the use of social and material resources for freshmen' learning, such as the way to obtain free academic lecture information in Nanning, Guangxi, the software to assist in learning, the platform to exercise hands-on ability, etc. In particular, the teacher teaches freshmen to analyze, integrate, process and apply complex and diverse information on the network platform, and helps freshmen to screen useful information. 3) Increasing school-enterprise cooperation allows students to obtain more resources, facilitate students' practice, and facilitate students to test their learning results. For example, Guangxi Finance Vocational and Technical College has cooperation with Nanning Vocational and Technical College in teacher training, but not in terms of students. Nanning Vocational and Technical College is a national model higher vocational college, a national high-quality junior college and a high-end application-oriented college in Guangxi. The pilot institution for undergraduate talent joint training reform is a base for innovative talent training in China's high-tech zones and a training base for Guangxi vocational skills public implementation of school-enterprise cooperation. It is rich in resources and should increase cooperation among students to exchange knowledge. This is consistent with the view of Zhang Dehu and Huang Xu (2018), in the era of "Internet+", the materialization carrier of learning resources is also quietly changing, and learners can not only obtain knowledge from traditional paper materials such as textbooks and reference books, but also learn directly through a large number of digital resources. To this end, higher vocational colleges should actively strengthen the construction of multimedia classrooms, digital computer rooms and smart campuses. [13]

5) Pay attention to and affirm freshmen' learning process to help freshmen build up their learning confidence and enhance their sense of self-efficacy.

For some freshmen, especially poor freshmen, the evaluation criteria for success should be lowered, and the evaluation criteria should be diversified, not only on the basis of scores, but also on the positive performance of freshmen in the learning process, and timely encouragement should be given even if they achieve little success, so as to explore their strengths as much as possible and give freshmen the opportunity to fully show their strengths. At the same time, we pay attention to the way of getting along with freshmen, actively adopt a step-by-step approach, and gradually improve the evaluation of their learning effectiveness in combination with freshmen' learning progress. This is consistent with the views of Gu Hao (2020) and Shang Xianli and Chen Guohong (2023). Gu Hao (2020) believes that as students of higher vocational colleges, many of them have not obtained satisfactory scores in the high school entrance examination, due to setbacks and blows, students' self-esteem will be stronger, and students need more recognition and appreciation from teachers in learning, because for students with such unique personalities, teachers should understand and respect the personality of each student. By respecting students, students dare to raise problems when they encounter them, and improve their self-confidence. Teachers should treat students with more appreciation, so that they will have a sense of added value and enhance their internal motivation for learning.[14] Shang Xianli and Chen Guohong (2023) believe that teachers should adopt positive encouragement and correct communication methods in the teaching process to guide students to establish confidence in learning and cultivate interest in learning, so as to realize the transfer of learning effectiveness and improve their enthusiasm for learning and self-learning ability.[15]

5. Conclusion

The current situation of self-learning ability of freshmen in Guangxi Financial Vocational College: The self-learning ability of freshmen in Guangxi Financial Vocational College is at a medium level. Although they have a certain degree of self-learning ability, it is not strong.(1) The goal setting ability of freshmen is at a medium level. They have certain goal-setting abilities, but they are not strong enough. (2) The attribution ability of freshmen is at a medium level. They have certain attribution ability, but it is not strong enough. (3) The freshmen's ability to use learning strategies is at a medium

level and they have mastered certain learning methods, but they are not strong enough. (4) The freshmen's ability to use the learning environment to learn is at a medium level. They will create a suitable learning environment for themselves to study, but the utilization level is not high enough. (5) The self-efficacy of freshmen is at a medium level. Freshmen have some confidence in themselves to accomplish something, but it is not strong enough.

The compare of self-learning ability of freshmen in Guangxi Financial Vocational College divide by status: teachers and freshmen do not show significance for all attribution items, teachers and freshmen show consistency for all attribution items, and there is no difference. Teachers and freshmen show significance for goal setting, learning strategy, learning environment and self-efficacy, and there are differences in evaluation, and teachers' evaluation is lower than freshmen' evaluation.

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