

# Study on Learning Procrastination of Secondary Vocational Students from the Perspective of Ecological Environment Theory

Man You

Tianjin Vocational and Technical Normal University, China.

## Abstract

From the "decision of the CPC Central Committee on the Reform of the Vocational Education system" issued in 1985, to the "decision of the State Council on vigorously promoting the Reform and Development of Vocational Education" in 2002, and to the "measures for promoting School-Enterprise Cooperation in Vocational Schools" in 2018. The reform of vocational education has always been a hot issue in education reform, but the policy encouragement is only the coat of training vocational education talents. However, the procrastination of secondary vocational students is serious, so this paper will proceed from Brenner's ecological environment theory by micro, medium, outer layer and macro. Combined with the interview method, the reasons for secondary vocational students' learning procrastination are analyzed, and suggestions for solving the problem of secondary vocational students' learning procrastination are put forward.

## Keywords

Secondary vocational students; study procrastination; causes and countermeasures; ecological environment theory.

## 1. Introduction

The government has put forward many measures for the reform of vocational education, such as teaching facilities, teaching scale and so on, but the phenomenon of students' procrastination in vocational education colleges and universities has only increased unabated. According to Brown's theory of ecological environment, this paper matches it with the learning system of vocational students, combines the present situation of vocational students' study, and then analyzes the reasons for students' procrastination in vocational colleges, and puts forward some measures to solve the problem. To promote the vocational education to effectively cultivate highly skilled professionals.

## 2. Question Raising

### 2.1. Delays in the Study of Secondary Vocational School Students

Learning procrastination is a kind of irrational behavior tendency of students with sufficient time and learning energy to delay their learning tasks, which can be divided into two basic types: motivational procrastination and evasive procrastination. In this paper, the negative aspects of vocational education students' learning procrastination are discussed. In his study, Pang Weiguo holds that the procrastination of study has a negative effect on students' study, emotion and life, which makes students learn unintentionally, easily irritate and decrease their enthusiasm for life. In China, many scholars have explored the factors that affect learning procrastination, such as Yang Qingsong, Shi Mengxi and so on. The results showed that boys' learning procrastination was significantly higher than girls', boys' probability of procrastination caused by external influence or peer influence was higher than that of girls', and that there was a significant positive correlation between male students' overprotective fathers and rejected mothers. To solve the problem of learning procrastination, Li Fei [3] was

significantly related to his father's intimate relationship, which indicated that the father's attitude towards students and the relationship with students had a significant effect on students' learning burnout. Self-control ability was negatively correlated with learning burnout.

## 2.2. To Explore the Necessity of Procrastination in The Study of Vocational Education Students

Vocational education is an important part of China's educational system and shoulders the important mission of cultivating skilled personnel for the motherland. The main task of vocational education is to train vocational students, but the situation of procrastination is serious. Learning procrastination seriously affects students' learning initiative, learning mood and students' satisfaction. Students in vocational education have procrastination, which will lead to their failure to complete their learning tasks on time, lack of initiative in learning and decrease their sense of learning efficacy. For example, computer teachers arrange homework for students to find the wrong code, many students will hate the code too much, all day on the computer is very troublesome, so drag to the last day to do Or plagiarism directly from students, resulting in not learning the required knowledge of their major, stop.

## 3. The Theory of Ecological Environment

### 3.1. Brown Points Brenner's Profile

Brenner Brown: born in Russia, moved to the United States at the age of six, received a doctorate in psychology from the University of Michigan in 1942, served in the U.S. Army and then taught at the University of Michigan. Brown Brenner was the first to focus on "the interplay between child research and child policy." he believes that policy encourages natural research and research to be applied in practice to promote research on children. The United States is the founder of the Pre-school Children's Enlightenment Program for National problems, and has put forward the famous ecological environment theory: microsystem, intermediary system, outer system, macroscopic system, time system. [4]

### 3.2. Brown Divides Brenner's Ecological Environment Theory

Brown-Brunner's model of individual development, which emphasizes that developing individuals are nested in an interactive environmental system, [5] where these systems interact with individuals to influence their development. Brown points out Brenner's ecological environment theory as illustrated in figure 1.

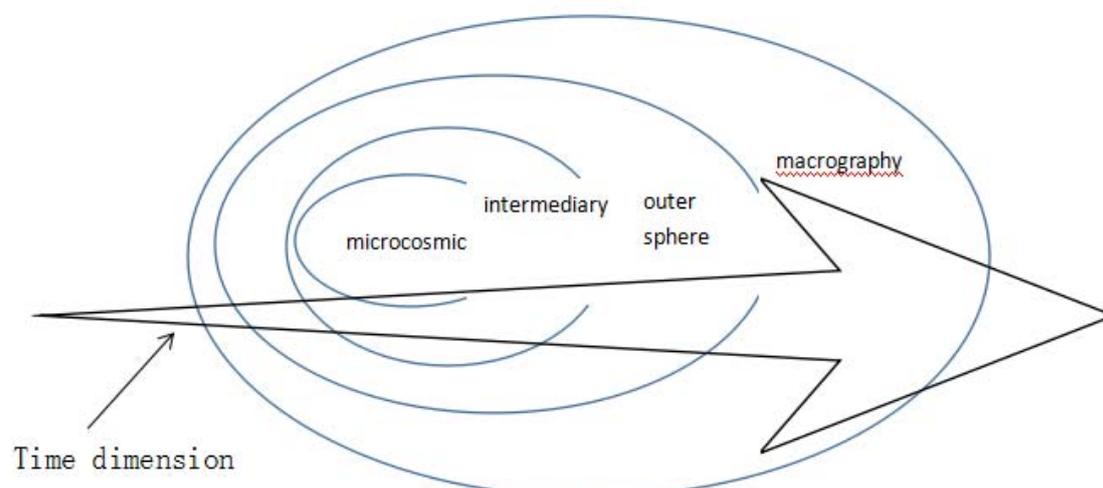


Figure 1. Brown sub-Brenner ecosystem theory

Microcosmic system: it is the innermost layer of the environmental level, the closest layer to the individual, the direct environment of the individual communication and activity, and the continuous development, which mainly refers to the family environment in the early stage and the school environment in the later stage.

Intermediary system: the relationship and interaction between micro systems. In his view, if there is a good relationship between the microsystems, development can be optimized, on the contrary, if the link is not good, it will have a negative impact.

Outer system: a system in which the individual is not directly involved but has an impact on the individual. For example, parents who work, if they don't like what they are doing, may often complain about work at home, bring bad emotions home, and remain in a grumbling environment. So the outer system also affects individuals.

Macro system: at the outermost of the environmental system, refers to the social and cultural values, customs, laws and regulations, to provide support for the inner system.

Time Dimension: also known as a diachronic system, he emphasizes that any change in the ecological environment affects the direction of an individual's development, such as changes in family structure, residence or parental occupation, and the occurrence of major events.

#### **4. An Analysis of the Reasons for Students' Learning Procrastination in Secondary Vocational School**

Based on Brown's theory of Brenner, this paper interviews 40 secondary vocational school students in Tianjin.

##### **4.1. Descriptive Statistical Analysis of Interview Results**

(1) 89% of the secondary vocational students think that the procrastination is caused by their own laziness, and 70% of the secondary vocational students think that the homework assigned by the teacher is competent but they do not want to do it.

(2) When asked about the external causes of learning delays, the respondents came up with the following answers: the use of mobile phones affects learning, parents ignore the learning situation of students, their minds do not want to complete the game in learning, parents do not want to learn in order to escape from their parents and do not want to learn, to see other students do not learn themselves do not want to learn, The teacher has no requirement for the quality of homework and so on.

(3) Sixty-eight percent of the secondary vocational students felt guilty about not completing their homework in time. 42 percent of the secondary vocational students said they should finish the homework in time. After the next assignment, 22 percent of the students said they could not be sure. The remaining students said they refused to answer the question.

(4) Fifty-seven percent of secondary vocational students said that in addition to showing procrastination in their study, there was also procrastination in life, and 30 percent of the secondary vocational students who wanted to rely on others said that there was less procrastination in life than in study. The remaining students said they were not sure if there were any procrastination in their lives.

Then, based on Brown's sub-Brenner structure, students are asked about the reasons for procrastination (take a few questions for example).

(5) What do you think are the effects of school or family on your procrastination?

Typical Investigator 1: Anyway, I just don't want to study at school and no one else does homework. I don't want to do it. There are only those girls in our class who do their homework carefully. Most of us copy them. And I'm not at home.

(6) In what direction do you think the career of your parents and the relationship between them affect your study procrastination?

Typical investigator 2: their occupation ah, I think, my mother is a teacher, so always want me to find a stable job, but I do not like such a life; dad has not how to manage me, think I can do whatever. Maybe it's because my mother has been nagging me to death all day, so I don't want to do my homework.

(7) How do you think the external environment (such as school policy, social values, customs and habits) affects your procrastination?

Typical investigator 3: of course, the school policy requires us to study hard and finish our homework in time, but we really didn't do our homework or care about us. Some of us came to learn technology, some came to muddle around, and the school couldn't manage it either. We went out and everyone thought I was a vocational education student. We all felt like a jerk. I thought it was just right for them not to do my homework. I was just too lazy to do it.

Have you ever thought about changing the situation where you don't like to do your homework now?

Most students say they want to change the status quo, but once they begin to study seriously, they will use "high achiever" to describe them. They feel that it is ironic to hear the word high achiever now, not really high achiever. Afraid of their many problems will not, now will not be too late to learn, to ask the teacher feel no face.

#### **4.2. Summary of Reasons for Procrastination in Secondary Vocational School Students' Learning**

According to the interview results of Brown's theory of Brenner, it can be seen that there is a general phenomenon of learning procrastination among secondary vocational students, which is consistent with the results of Wang Xinxiang et al. [5] on undergraduates' learning procrastination, it is concluded that students generally have the phenomenon of learning procrastination. The reasons are as follows: on the one hand, the students in secondary vocational schools are at the age of rebellion and like to work against the demands of others; on the other hand, according to the interview survey conducted by Browns-Brenner's theory, we can see that the students in secondary vocational schools are procrastinating in their study. By family factors, school environment, school policy and other external factors.

#### **5. Countermeasures to the Procrastination of Vocational Education Students**

Parents and schools: the upbringing style of the middle parents of the family should be changed slightly. Do not indulge the children blindly, do not ask them too much, but give them some space to increase their practical and practical ability. For example, when students say at home that they do not want to do homework, they can communicate with their teachers in private. If they have homework to be completed in time, they cannot form bad habits. In school, Schools should provide students with a learning environment that they want to learn. Not only should they meet the needs of their students in terms of hardware facilities, but they should also grasp that vocational education should be based on the training of students' skills. Many schools are superficial. It is said that it can give students a good opportunity to practice, promising that students can find a job for them, but often vocational schools take students to a factory and put them on hold completely, ignoring them. Or whether or not the students learn the real knowledge. So the right thing for schools to do is to cooperate with enterprises and implement an integrated teaching model. For example, schools should first consult with enterprises to see what types of students they need, and then vocational schools should move their classes into factories. Teach students the skills and theories they need to get rid of the empty talk. Home and school interaction to improve together the status quo of students' learning procrastination is now the internet age, and smartphones have gained wide popularity in China. Mobile phone communication is convenient, so the interaction between school and family is closer. The head

teacher can set up a class group, gather the parents in the class, then what happens to the students in the school, the teacher can give feedback to the parents in time; second, in this way, homework can also be arranged in groups. Even if students return home, they can also ask their parents to urge their students to study in a timely manner. Schools hold regular parent seminars to allow face-to-face communication between parents and the school. Talk about a student's opinion, a comprehensive understanding Students, and targeted solutions to the phenomenon of procrastination they learn.

School policy: the subject curriculum construction of secondary vocational schools plays an extremely important role, in the process of recruiting school teachers to introduce curriculum theory teachers, cultivate the discipline construction system; secondly, the requirements of curriculum implementation, According to the influencing factors of Fouling [6] curriculum implementation, the curriculum implementation is affected by changes, local characteristics and external factors, while the integrity of curriculum implementation further affects the acceptance of students' learning. Therefore, the school should do a good job in curriculum construction and curriculum implementation. The national policy should increase investment, such as strengthening the training of vocational teachers, strict teachers out of high students, good teachers are the first step for students to succeed, so vocational teaching Colleges and universities should strengthen the training of teachers in vocational education; strengthen cooperation between schools and enterprises; the hot topic on vocational education reform in 2018 is how to achieve precise vocational education reform. In my opinion, what enterprises need is a matching relationship between the skills students possess. If students are allowed to learn something that has no practical effect, it will only cause them to procrastinate more and more seriously. In order to match the needs of the school education and the enterprise, what the students learn is that what they need in the future is sure to be full of learning enthusiasm, and the phenomenon of learning procrastination can also be improved.

Strategy in time system: pay close attention to the development trend of vocational education reform and adjust the training plan of students in time. This requires schools to respond to social trends in a timely manner. They should not vigorously develop a certain major because of the strong economic benefits of some specialties, but should give full consideration to the development prospects of each major. To really cultivate the social needs of high-skilled personnel.

## 6. Epilogue

Brown's ecological environment theory mainly starts from the environment related to individual development, analyzes the influence of individual surrounding environment on individual development, matches it with vocational students' learning environment, and analyzes the procrastination of vocational education students. Solving learning procrastination provides a new angle of view. In view of his emphasis on the impact of social environment system on individual development, he accurately grasps the attitude of secondary vocational students to learning procrastination from four aspects of microcosmic and macro-level in the form of face-to-face interviews. And put forward the corresponding suggestions.

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