Inventory of learning attitudes of vocational high school students

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Abstract

Students' learning is often influenced by their attitude towards learning and their learning environment. These factors play an important role in students' learning and also influence their desire to learn. Therefore, for teachers to achieve good results, they must be considerate, caring, and positive in their dealings with the students, guide and train them to have a positive attitude towards learning, and also allow the students to enjoy learning, fostering an conscientious learning attitude with fewer distractions from learning. The purpose of this study is to develop a Learning Attitude Inventory (LAI). Pretest scores were obtained from 210 effective subjects from general high school and industrial high school students in Taiwan. Data analysis methods, based on methodologies reviewed from relevant literature, include statistical instruments for item analysis, validity analysis, exploratory factor analysis, reliability analysis, Pearson correlation, and an independent t-test evaluation of the SPSS.

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statistical program. The LAI comprises four factors: school environment, peers, teachers, and self. The coefficient of Cronbach’s alpha was 0.9 in the overall LAI. The total variance of these factors could be explained was 48.29\%.

**Keywords:** Learning Attitudes, item analysis, validity analysis, exploratory factor analysis, reliability analysis, Pearson correlation, independent t-test

1. **Introduction**

   The 21st century is the era of the information-based economy, with a society led by human resources development, knowledge, and organizations, and, more than that, it is a society of lifelong learning. Moreover, the overall production capability of a country and the key factors of its competitive strength have a deeply influential relationship with the quality of its educational system.

   Given the availability of extensive, rapid, and easy to obtain information, whether or not a student has a good learning attitude can be assessed by his or her effective absorption, recollection, analysis and application of that information. A positive learning attitude is the basis of effective learning. If students have a positive attitude towards their learning, then they are inclined to participate enthusiastically in their learning endeavors, and also to achieve good learning results. However, if they have a negative learning attitude, then they will definitely withdraw from and reject learning. Therefore, different learning attitudes will undoubtedly influence students’ learning results, and this will cause some students to have significant differences in their results in different subjects. During their learning, if students possess a positive and enthusiastic learning attitude, then they will be able to adjust well to school life and their learning results will improve, whereas if they have a negative attitude, then their learning results will be greatly influenced. The research of Chen, Lin, & Wang (2005) pointed out that those with better results have a more positive learning attitude than those with bad results. They discovered that the better the learning habits, including serious, wholehearted learning attitudes and study efforts, the better their results [1].

   However, students’ learning is often influenced by the condition of the learning situation. For example, students disliking school will result in a controlled effect in their learning. Such situations might include attitudes towards the teachers, classmates, school, or self-learning, that play an important role in their learning and also influence the students’ learning