

# Research on the Self confidence Training of Higher Vocational Students Based on Group Motivation

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**Abstract:** Combing the existing scientific research achievements and literature, based on in-depth understanding of the psychological characteristics of vocational college students, we designed a self-confident group counseling program for vocational college students, recruited 56 students, and randomly divided them into two groups to carry out short-term and long-term group counseling, with a total time of 16 hours: short-term group counseling for 2 days, 8 hours a day; Long distance group once a week, 2 hours each time, for 8 consecutive weeks. Through the qualitative and quantitative analysis of the two groups of students, the effectiveness and dynamic factors of group counseling are studied.

**Keywords:** Higher vocational students, Self confidence cultivation, Group counseling, Dynamic factor.

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## 1. Introduction

The Vocational Education Law of the People's Republic of China promulgated in April 2022 points out that vocational education is an education type with the same important status as general education, an important part of the national education system and human resource development, and an important way to cultivate diversified talents, pass on technical skills, and promote employment and entrepreneurship. Nowadays, higher vocational education has accounted for half of China's higher education, and vocational graduates are playing an increasingly important role on the road of national rejuvenation. However, because most of the vocational college students are the objects of teachers' criticism in middle school, they have a sense of pain, anxiety and frustration when receiving vocational education after failing the college entrance examination. At the same time, there are problems such as insufficient learning awareness, weak self-control ability, lack of learning motivation, and career confusion, which lead to insufficient self-confidence. This research attempts to stimulate the motivation of vocational college students through the way of group, stimulate students' potential in the atmosphere of group trust, tolerance and support, and let vocational college students rebuild their confidence. The research on the cultivation of higher vocational students' self-confidence is an important carrier to practice China's "four self-confidence", an educational basis for cultivating "great country craftsmen", and the basis for boosting "vocational education confidence".

Group motivation and its application. The theory of group dynamics was founded in the United States in the late 1930s by the German psychologist Kurt Lewin. Lewin's field theory is the theoretical basis of group dynamics. He regards the group as a dynamic whole and pays attention to the internal dynamics of the group. Group counseling developed rapidly during the World War II, and has been widely developed in Japan, the United States, Europe and other places since then. [1] Overseas group research has experienced a process from effect research to process effect research, from single to rich themes, and from simple to rigorous research methods. Compared with quantitative research, qualitative research methods can provide more rich personalized experience (2001, Morrow SL, Rakhsha G, Castaneda CL.). [2] In the

1990s, group counseling was introduced to the mainland of China. [3] It went through four stages: introduction, exploration, specialization and localization. Group counseling is characterized by high efficiency, wide influence and lasting effect. [4] With the rapid development of China's social economy, the urgent need for group counseling has made the application of group counseling more and more extensive, from universities to enterprises, to middle schools, primary schools, the military, justice, and hospitals.

The psychological characteristics of higher vocational students. Higher vocational education is playing an increasingly important role on the road of the great rejuvenation of the Chinese nation. Compared with ordinary college students, the psychological characteristics of vocational college students have both commonalities and particularities. As a vocational college to cultivate skilled talents, paying attention to students' psychological problems and puzzles should be the top priority of education, and mental health education is urgent. At present, vocational college students in China are generally 18-20 years old. The functional activities of the brain and various tissues and organs of the body are becoming increasingly mature. However, due to the limitations of the level of understanding, they are prone to be frustrated and hit when the objective is not in line with the imagination, so that strong self-esteem may be transformed into self abasement and self abandonment. Higher vocational students have a sense of pain, anxiety and frustration when they receive higher vocational education after failing the college entrance examination. At the same time, there are problems such as insufficient learning awareness, weak self-control ability, and lack of learning motivation. In terms of learning perception, higher vocational students have more kinesthetic learners and fewer visual learners than ordinary college students.

How to effectively enhance the self-confidence of vocational students. Exploring the ways and methods of developing students' potential in higher vocational colleges has become an urgent task for higher vocational educators. [5] However, most of the current domestic group counseling to enhance self-confidence is aimed at ordinary college students, and there is little research on group counseling to cultivate self-confidence specifically for vocational students. In the existing research, according to the characteristics of higher

vocational students' sense and perception, the teaching mode suitable for higher vocational students is developed; Through outward bound training, group training, psychological sitcoms, psychological training and other ways to improve students' mental health can provide a good reference. [6] There are also scholars who can guide students to know themselves correctly and treat success or failure correctly; Improve self-efficacy and learn to attribute correctly; Strengthen career planning, employment guidance, and focus on training skills to enhance the self-confidence of vocational students and promote the development of mental health.

At present, there are some deficiencies in the research in this field, such as focusing on group form rather than group motivation, focusing on quantitative analysis rather than qualitative research, and making it difficult to highlight the pertinence of group schemes. This research will closely combine the psychological characteristics of vocational college students, explore and develop group plans, highlight qualitative and quantitative research, and enrich research achievements in this field in view of the reasons for the lack of self-confidence of vocational college students.

## **2. Research Design**

### **2.1. Research object**

Taking the students of Wenzhou Vocational and Technical College as the research sample, 56 vocational college students who need to improve their self-confidence were recruited according to the principle of voluntary enrollment through the release of recruitment announcement, and were randomly divided into two groups, 28 in each group: one group implemented centralized two-day group counseling; The other group conducted long-term group counseling once a week for 2 hours each time for 8 consecutive weeks. The two groups had the same content, the same teachers and the same total duration. The group tutoring time was 16 hours. All members of the experimental group signed a voluntary and strictly confidential group guidance contract, and took a collective oath to ensure that they could participate in the activities on time during the group activities, actively complete the group tasks and abide by the principle of group confidentiality. The members of the two groups were in the same learning and living environment, and there were no significant differences in gender, age and education background.

### **2.2. Research purpose**

According to the psychological characteristics of higher vocational students and the theory of group motivation, design and organize the implementation of the group counseling program, study whether the group counseling program has obvious effect on the improvement of higher vocational students' self-confidence, what are the important influencing factors of the effect, and what are the changes in their attitudes towards future study and life, etc., so as to provide scientific programs and samples for further improving the design and implementation of higher vocational students' self-confidence improvement motivation groups in the future, Help more vocational students to build up their inner confidence, and lay a good psychological foundation for vocational students to enter the society and become talents in the future.

### **2.3. Research methods**

This study intends to use questionnaire, interview, dynamic group counseling and other methods to conduct experimental research. Students are trained to be confident in the form of dynamic group counseling, so as to study the effect of self-confidence training in dynamic groups, the difference of motivation setting at different times, and the role of various dynamic elements in group counseling. The effect evaluation is to determine whether there are differences in self cognition, coping skills and techniques for facing practical problems, interpersonal communication ability, confidence in future development, etc., and to study the difference degree of dynamic factors.

### **2.4. Scheme design**

Based on the psychological characteristics of students, according to the five reasons for the lack of self-confidence of vocational college students: self cognition deviation, weak subjective initiative, poor interpersonal communication ability, insufficient ability to cope with pressure, and confused employment prospects, seven major modules of group counseling are carefully designed: group ice breaking module, self cognition module, self-confidence training module, interpersonal communication module, stress response module, career planning module, summary and improvement module, Pry the group dynamics from different angles, improve the initiative of group members, promote members to change in the atmosphere of team support, and enhance their internal confidence. See the following figure for details:

## **3. Effect Study**

There were 56 members participating in the self-confidence group, and the demographic variables were as follows: 15 boys, 41 girls, 47 freshmen, 8 sophomores, 1 junior, 42 rural people, 14 urban people, 22 single children, 34 multi child children, 9 single parent families, 47 non single parent families, and 24 left behind children. Among them, there are 28 short-term groups: 4 boys, 24 girls, 28 freshmen, 20 sophomores, 30 seniors, 21 rural people, 7 urban people, 11 only children, 17 multi child children, 4 single parent families, 24 non single parent families, and 10 left behind children; There are 28 long-term groups in total: 11 boys, 17 girls, 19 freshmen, 8 sophomores, 1 junior, 22 in rural areas, 7 in urban areas, 11 single children, 17 multi child children, 5 single parent families, 23 non single parent families, and 14 left behind children.

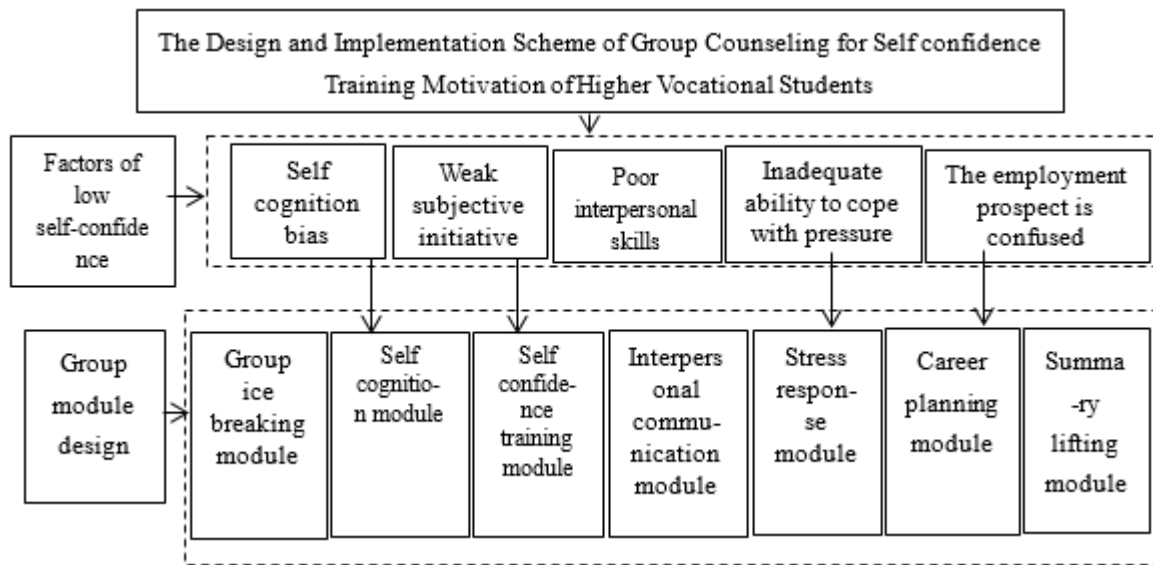
### **3.1. Quantitative analysis**

Using the Youth Student Confidence Questionnaire and the Simple Coping Style Scale, two questionnaires that have been revised in China and have strict reliability and validity tests, to test and understand the overall self-confidence, internal self-confidence and coping self-confidence of the subjects, and to collate, code and record the data, and use SPSS20.0 statistical software for statistical analysis to understand and analyze the improvement effect of students' self-confidence.

The effectiveness of group counseling has been verified for many years, proving its effectiveness is beyond doubt. Therefore, this project focuses on whether the effects before and after group activities are significant, and whether there are differences in the dynamic factors of short-term and long-term groups. 56 members of the group were randomly divided into two groups: a group of 28 members, who were given

short-term group counseling for 2 days and a total of 16 hours; The other group of 28 people carried out long-term group counseling once a week for 2 hours each time, lasting 8 times

for a total of 16 hours, and carried out pre-test and post test for each group to test the effect of a group with confidence in motivation.



### 3.1.1. Comparison of pretest differences between short-term group and long-term group participants

On the premise that the total group time remains unchanged for 16 hours, in order to further verify whether there is a difference between the effectiveness of long-term groups and short-term groups, the pretest (see Table 1) of group members

from the two groups, that is, the confidence level of entering the group, was compared. It was found that there was no significant difference, but from the perspective of indicators, the average values of the three confidence dimensions of members participating in long-term groups were slightly lower than those of short-term group members.

**Table 1.** Comparison of group pretest differences between long-term and short-term self-confidence

Confidence dimension		M	Difference	t	sig
Overall confidence	short-term(n=28)	177.393	4.208	.883	.385
	Long-term(n=28)	173.679			
Inner confidence	short-term(n=28)	111.429	3.526	.172	.865
	Long-term(n=28)	110.821			
Dealing with self-confidence	short-term(n=28)	65.964	1.518	2.047	.051
	Long-term(n=28)	62.857			

### 3.1.2. Research on the effectiveness of power groups

Table 2 shows the pre-test and post test of 28 members who participated in short-term 2 days for a total of 16 hours. The analysis shows that after group counseling, the overall

confidence has increased significantly, with sig of 0.007; The internal confidence effect is also very obvious sig is 0.003; The pre-test and post test showed that although the coping self-confidence was improved, it was not very obvious, sig was 0.234.

**Table 2.** Comparison of differences between pretest and post test results of short-term self-confidence groups

Confidence dimension		M	SD	t	sig
Overall confidence	Pretest(n=28)	177.393	13.903	-2.924	.007**
	Posttest(n=28)	193.714	25.049		
Inner confidence	Pretest(n=28)	111.429	11.666	-3.303	.003**
	Posttest(n=28)	125.750	19.186		
Dealing with self-confidence	Pretest(n=28)	65.964	5.022	-1.218	.234
	Posttest(n=28)	67.964	6.763		

Table 3 shows the pre-test and post test and analysis of 28 members of the Long range Power Group who participated in the long range power group once a week for 8 weeks and 2 hours each time. The analysis found that after long-term group counseling, the overall confidence of the members

increased significantly, with sig of 0.000; The effect of internal confidence is also very significant, sig value is 0.000; Coping confidence also increased significantly, with sig value of 0.005.

**Table 3.** Comparison of differences between pretest and post test results of long-term self-confidence groups

Confidence dimension		M	SD	t	sig
Overall confidence	Pretest(n=28)	173.679	17.793	-4.019	.000**
	Posttest(n=28)	197.536	25.571		
Inner confidence	Pretest(n=28)	110.812	14.058	-4.064	.000**
	Posttest(n=28)	129.143	19.552		
Dealing with self-confidence	Pretest(n=28)	62.857	5.867	-3.078	.005**
	Posttest(n=28)	68.393	7.927		

### 3.2. Qualitative analysis

Prepare the Interview Form of Participating Group Feelings to further understand the subjective feelings of participants, so as to further analyze the group dynamic factors and the impact on participants.

#### Group I short-term group

Group setting evaluation: in the short-term self-confidence group activity, among the seven links designed, 15 people believed that the group ice breaking link had the greatest impact on themselves, followed by 12 people in the interpersonal relationship link and 10 people in the self-confidence training, followed by 8 people in self cognition and 5 people in the summary and improvement. The two links with the least impact were both stress coping and career development.

Dynamic factor evaluation: among the questions about which dynamic factors most affected the group activities, 21 people were considered to be arranged in the group stage, followed by 15 people in the equal communication mode and 11 people in the rich group technology, and finally, 9 people were led by teachers and 8 people in the confidentiality ethics.

Experience and harvest evaluation: Through the interview evaluation, most of the students felt that their self-confidence and expression ability had been improved, their courage had been well exercised, and some students felt that their team cooperation and interpersonal communication ability had been improved, which helped their growth greatly. Some students think that the group of 2 days and 16 hours feels tired and impatient.

#### Group II long-term group

In the long-term self-confidence group activity, among the seven links of the design, 14 people believed that the self cognition link had the greatest impact on themselves, followed by 10 people in the self-confidence training link and 7 people in the pressure response link, followed by 6 people in the group ice breaking activity and 5 people in the interpersonal relationship activity. The two links with the least impact were career development and summary and promotion, both of which were 3 people.

Among the questions about which dynamic factors most affected the group, 17 people were involved in confidentiality ethics, followed by 14 people in companion support and 13 people in equal communication mode, and 7 people and 5 people were involved in leading teachers' influence and rich group skills.

Assessment of experience and harvest: Most students said in the conversation that they had never experienced such group activities before. They opened their hearts and bravely shared their concerns and difficulties with each other in the atmosphere of keeping secrets. Many students gave positive sympathy and support and felt very warm. Companions are very powerful and help solve many practical problems. Through the group, the self cognition ability, interpersonal

communication ability and stress coping ability have been improved, thus greatly improving their self-confidence. Some students feel that 8 times is not enough, and they hope that the confident group can continue to run, and they will come again, which has a deep emotional link to the group.

## 4. Discussion

### 4.1. Quantitative analysis of comparative group effects.

56 participants were randomly divided into two groups, and the pretest of the members of the two groups was compared. There was no significant difference in overall confidence, internal confidence and coping confidence. The average score of the short-term group members in three dimensions was slightly higher than that of the long-term group. In testing the effect of group counseling, we found that the sig value of overall self-confidence was 0.007, the sig value of internal self-confidence was 0.003, and the sig value of coping self-confidence was 0.234 in the pre and post test comparison of short-term self-confidence groups, indicating that two of the three indicators, namely, overall self-confidence and internal self-confidence, had very significant effects, while the effect was not significant in coping self-confidence. On the effect test of long-term self-confidence group, it was found that in the pre and post test comparison of long-term self-confidence group, the sig value of overall self-confidence was 0.000, the sig value of internal self-confidence was 0.000, and the sig value of coping self-confidence was 0.005. The effects of the three dimensions were very significant. Moreover, when the average score of long-term group members is slightly lower than that of short-term group members in the pre-test, the average score of long-term group members in the post test is slightly higher than that of short-term group members, indicating that the effect of long-term self-confident groups is better than that of short-term groups.

### 4.2. Qualitative analysis of comparative group effects.

Although the members of the two groups are led by the same teacher, and the group settings and duration arrangements are the same, the qualitative interview analysis of 56 group members shows the differences between the two groups. In terms of perception of group setting, short-term group members are more sensitive to external factors such as group ice breaking and interpersonal relationships, while their perception of self cognition, stress response, self-confidence training, etc. is relatively weak; Looking at the long-term group members, they have a deeper perception of the internal factors such as self cognition, stress coping, self-confidence training, but a slightly weaker perception of group ice breaking, interpersonal relationships, etc. In terms of perception of influencing factors of group dynamics, short-term group members believe that group stage arrangement,

equal communication mode and group technology are dominant; Long term group members are more interested in the group's confidentiality ethics and peer support, followed by equal communication mode. Therefore, although the long-term confidence group and short-term confidence group have the same total amount of time, they often get together after a long time, so that members have a stronger stickiness and growth motivation, and their personal feelings will be more profound and enlightening.

### **4.3. The possible influence of growth environment on the self-confidence of vocational college students.**

From the demographic variables of 58 students from the group participants recruited this time, we can see that there are 42 people in rural areas, 9 from single parent families, and 24 left behind children. These children feel more insecure, so the growth environment may play an important role in cultivating children's self-confidence. Educators should pay more attention to the mental health of students from rural areas, left behind children, and single parent families.

## **5. Conclusion**

Through in-depth understanding of the psychological characteristics of vocational college students, this group has formulated targeted group guidance programs, and conducted short-term and long-term group guidance for students in two groups, which are 16 hours each. Through quantitative and qualitative analysis, members of both groups have achieved good results, but the long-term group effect is more significant, and the indicators of group members have been improved more significantly. Due to the precipitation and brewing of time, long-term team members have better recognition of the team, better team stickiness, and better self growth, thus better showing their confidence from the inside out. Therefore, although the society is progressing and the people's life is getting faster and faster, in order to achieve

better results in group counseling, it is still not easy to be quick. It requires students to have a process of reflection, understanding, review, re understanding, and re review, so as to better consolidate the effect of group counseling, better establish the internal confidence of vocational students, and lay a good psychological foundation for cultivating more "great country craftsmen" with self-esteem, self-confidence, and self-improvement.

## **Acknowledgment**

This paper is a phased research result of the general scientific research project of Zhejiang Provincial Department of Education "Research on the cultivation of higher vocational students' self-confidence based on group dynamics" (Y202148091).

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