



**RESEARCH ON STUDENTS' INDEPENDENT LEARNING
ABILITY BASED ON EDUCATIONAL MANAGEMENT
STRATEGIES: A CASE STUDY OF YUNNAN UNIVERSITY OF
ECONOMICS AND MANAGEMENT**

CUI XINYUE

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF BUSINESS ADMINISTRATION
GRADUATE SCHOOL OF BUSINESS
SIAM UNIVERSITY**

2025



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This Independent Study Has Been Approved as a Partial Fulfillment of the
Requirements for the Degree of Master of Business Administration

Advisor.....

(Dr. Zhang Li)

Date: ...26.../...11.../...2025...

.....
(Associate Professor Dr. Jomphong Mongkhonvanit)
Dean, Graduate School of Business

Date...27.../...11.../...2025...

Title: RESEARCH ON STUDENTS' INDEPENDENT LEARNING ABILITY BASED ON EDUCATIONAL MANAGEMENT STRATEGIES: A CASE STUDY OF YUNNAN UNIVERSITY OF ECONOMICS AND MANAGEMENT

Researcher: CUI XINYUE

Degree: Master of Business Administration

Major: Education Management

Advisor:


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(Dr. Zhang Li)

26 / 11 / 2025
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ABSTRACT

In the rapidly changing educational environment of higher education, cultivating students' autonomous learning ability has become a key objective in talent development. Traditional teacher-centered models are gradually being replaced by learner-centered approaches, emphasizing students' self-awareness, initiative, and regulation in the learning process. This study focused on examining the self-regulated learning (SRL) framework among dance major students at Yunnan University of Economics and Management, aiming to analyze how four core components—self-activation, self-planning, self-monitoring, and self-evaluation abilities—influence students' overall autonomous learning ability.

The primary objective of this research was to construct a comprehensive model explaining the internal mechanisms that affected dance students' autonomous learning behaviors. Specifically, it investigated the relationships among these four self-regulation dimensions and their collective impact on learning autonomy and performance. The study employed a quantitative research design, utilizing a structured questionnaire developed through literature review and theoretical integration. Data were collected through simple random sampling using the “Wenjuanxing” online survey platform. A total of 400 questionnaires were distributed to dance major students, with 372 valid responses, resulting in a 93% effective response rate. Statistical analyses were performed using SPSS and AMOS software, including descriptive analysis, reliability and validity testing, correlation analysis, and regression modeling to verify the proposed hypotheses.

The findings reveal that all four variables—self-activation, self-planning, self-monitoring, and self-evaluation—have significant positive effects on students' autonomous learning ability. Among them, self-planning ability exhibited the strongest predictive power, followed by self-monitoring, self-activation, and self-evaluation. These results suggest that effective goal setting, time management, and reflective evaluation are crucial determinants of successful autonomous learning in arts education. Furthermore, the study demonstrates that enhancing self-regulated learning capacities can improve students' motivation, learning efficiency, and overall academic achievement.

This research provides both theoretical and practical implications. Theoretically, it enriches the understanding of SRL in arts education by integrating cognitive and motivational dimensions into the analysis of autonomous learning. Practically, it offers strategies for educators to design pedagogical interventions that strengthen self-regulatory skills through structured reflection, peer learning, and guided planning. Ultimately, the study highlights that developing students' self-regulated abilities is essential for promoting independent learning, creative expression, and sustainable academic growth in higher education.

Keywords: college dance major, independent learning ability, self-regulated learning, Yunnan University of Economics and Management

ACKNOWLEDGEMENT

I would like to express my deepest gratitude to my advisor for his invaluable guidance, support, and encouragement throughout my Independent Study. His insightful comments and constructive criticism have significantly improved the quality of my work.

Additionally, I am grateful to Associate Professor Dr. Jomphong Mongkhonvanit, Dean, Graduate School of Business, for his support and encouragement throughout my studies. His dedication to the graduate program and commitment to excellence have inspired me to strive for academic excellence.

Finally, I would like to extend my appreciation to all the faculty members and staff of Siam University who have contributed to my growth and development as a student. Their unwavering support and encouragement have been a source of inspiration and motivation to me.

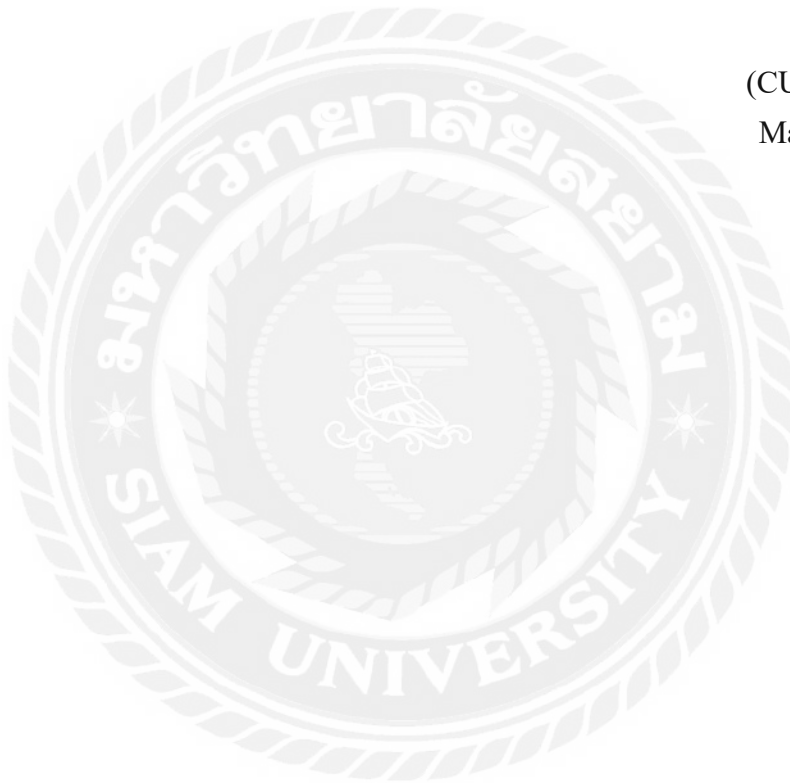
CUI XINYUE

DECLARATION

I, CUI XINYUE, hereby declare that this Independent Study entitled “RESEARCH ON STUDENTS' INDEPENDENT LEARNING ABILITY BASED ON EDUCATIONAL MANAGEMENT STRATEGIES: A CASE STUDY OF YUNNAN UNIVERSITY OF ECONOMICS AND MANAGEMENT” is an original work and has never been submitted to any academic institution for a degree.

(CUI XINYUE)

May 07, 2025



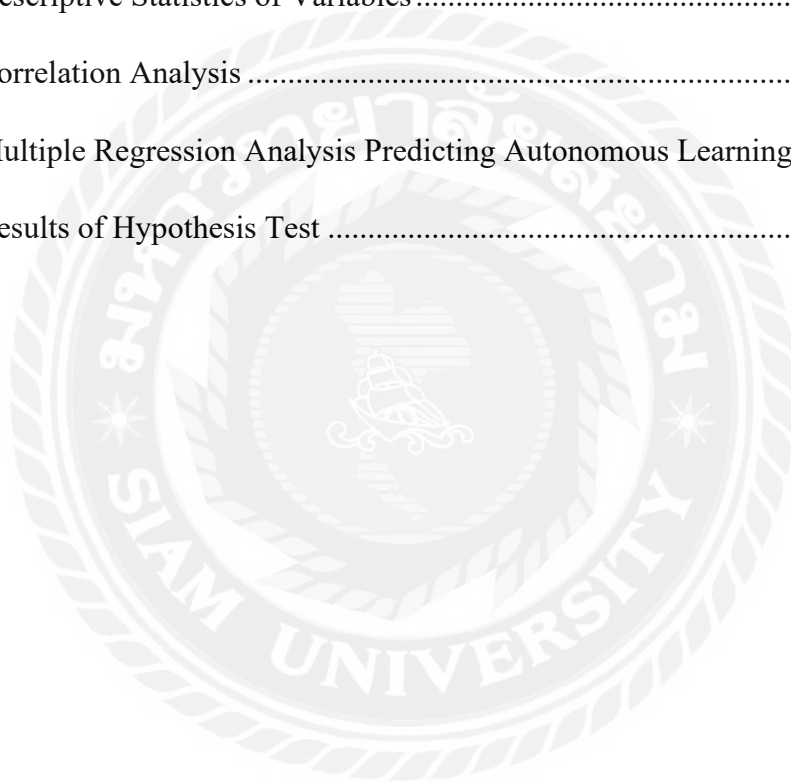
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Chapter 1 Introduction

1.1 Background of the Study

In recent years, China's higher education reform has continued to deepen, with the Ministry of Education and relevant government departments setting clearer requirements for the cultivation goals of college students. In particular, the "National Medium-and Long-Term Education Reform and Development Plan (2010-2020)" explicitly states the need to strengthen college students self-study abilities and promote their overall quality improvement. The document points out that "students self-study abilities should be enhanced, and their innovative spirit and practical skills should be cultivated," emphasizing the need for a gradual shift in educational models towards self-directed learning and inquiry-based learning. This provides clear direction for higher education and also sets higher demands for innovation in educational models across various disciplines.

However, in actual teaching processes, contemporary Chinese college students generally have weaker self-study abilities, especially in art-related majors, where their self-study and self-management skills are low. Many art students rely heavily on teacher guidance, lacking the initiative to learn independently and the ability to solve problems on their own. This is particularly true for students in dance programs, where the unique nature of course content and high artistic standards often lead them to focus too much on what is taught by instructors, neglecting the process of self-study. As a result, their self-study and self-management skills remain at a low level. Low self-management skills often result in dance students lacking sufficient time management and learning planning abilities, which in turn affects the improvement of their professional skills and academic development.

In this context, studying the autonomous learning abilities of dance students and their management strategies holds significant practical importance. Dance, as a comprehensive art form, involves body coordination, skill training, and a deep understanding of art. Given these characteristics of the discipline, autonomous learning skills are particularly crucial for the development of dance students. Dance students not only need to possess solid professional skills but also actively explore and continuously improve their shortcomings during the learning process. The ability to learn independently helps them better identify and address their weaknesses, thereby enhancing their artistic proficiency. Therefore, improving the autonomous learning abilities of dance students and helping them develop good self-management habits

plays an indispensable role in enhancing their professional level and innovative capabilities.

Furthermore, in recent years, the development of dance education in China has been rapid, with the number of universities offering dance programs increasing year by year and showing a trend towards diversification. According to statistics from the Ministry of Education, since 2000, the number of higher education institutions offering dance programs has increased annually, reaching nearly a hundred by 2020, including many local universities, art colleges, and comprehensive universities. As the discipline of dance develops, professional teaching content is gradually shifting towards a balance between innovation and practice. Students not only learn traditional dance techniques but also study dance composition and dance education. At the same time, the number of students majoring in dance continues to grow, which raises the important issue of how to enhance students self-learning abilities and self-management skills.

However, most dance colleges currently have relatively weak practices in fostering students autonomous learning abilities. Although many universities recognize the importance of self-directed learning for student development, there is still a lack of systematic research and effective management strategies at the operational level on how to help dance majors improve their self-learning skills. Therefore, taking Yunnan University of Economics and Management as a case study, studying the autonomous learning abilities and management strategies of dance majors can not only provide some reference for educational reform in this field at the university but also offer insights and experience for other universities across the country to emulate.

In summary, enhancing the self-learning ability of dance students is not only a requirement of educational reform but also an indispensable core issue in art education. Through research and analysis of dance students at Yunnan University of Economics and Management, exploring effective ways to improve their self-learning and self-management abilities holds significant academic value and practical significance.

1.2 Questions of the Study

Comprehensive evaluation of college students autonomous learning abilities, focusing on the fundamental factors that influence these abilities, not only enhances the quality and efficiency of dance majors in higher education institutions but also has significant practical implications for cultivating high-quality technical and skilled talents and promoting sustained socio-economic development. Currently, China's higher education is based on general quality education. College students find it difficult to transition from the learning model under general quality education to that of higher

education during their transformation from middle school students. In terms of autonomous learning, this is mainly reflected in low planning capabilities; students struggle to break away from the learning tasks assigned by teachers and can only manage short-term study plans, unable to integrate self-planning throughout specific semesters. Additionally, students have high demands for their environment; they can engage in self-study in places like libraries and classrooms, but cannot do so in noisy environments such as dormitories or parks. During the process of autonomous learning, students find it hard to monitor themselves, often relying on external supervision from teachers, parents, and classmates to complete their studies, resulting in low self-feedback capabilities regarding what they have learned. Therefore, the main research issues concerning the autonomous learning abilities of dance students in higher education institutions are as follows:

1. How does self-activation ability influence autonomous learning ability?
2. How does self-planning ability influence autonomous learning ability?
3. How does self-monitoring ability influence autonomous learning ability?
4. How does self-evaluation ability influence autonomous learning ability?

1.3 Objectives of the Study

1. To examine the influence of self-activation ability on autonomous learning ability.
2. To examine the influence of self-planning ability on autonomous learning ability.
3. To examine the influence of self-monitoring ability on autonomous learning ability.
4. To examine the influence of self-evaluation ability on autonomous learning ability.

1.4 Scope of the Study

This study examined the self-learning abilities and management strategies of dance students in higher education institutions. The research conducted a review of over 50 journal articles and several theses through Google Scholar to gain a comprehensive understanding of relevant concepts and theoretical frameworks. Based on this literature review, a structured online questionnaire was developed and distributed in January 2025 for one week. A total of 400 questionnaires were distributed and 372 received responses, an effective response rate of 93%. This high response rate indicated a high level of participation from dance students at Yunnan University of Economics and

Management, providing valuable data support for analyzing their self-learning abilities and influencing factors.

This study employed quantitative analysis to explore various factors influencing the autonomous learning ability of dance students. Effective educational management strategies were proposed to enhance the autonomous learning capabilities of dance students, increase their interest and motivation in learning, thereby improving the quality of dance education and promoting the optimization of educational management strategies. This provides theoretical basis and practical guidance for the development of dance education at Yunnan University of Economics and Management and similar institutions.

1.5 Significance of the Study

1.5.1 Theoretical significance

This study explored the autonomous learning abilities and management strategies of dance students in higher education institutions, which holds significant theoretical importance. First, by systematically analyzing the current status and influencing factors of autonomous learning among dance students, this research enriches the application of autonomous learning theory in arts disciplines. Most existing theories on autonomous learning focus on traditional subjects, while dance has its unique artistic and practical characteristics. This study fills this research gap in the field. Second, through an in-depth analysis of multiple dimensions that influence autonomous learning abilities, the study provides new perspectives and insights for further developing autonomous learning theory, contributing to its deepening and expansion in higher education. Finally, based on expert reviews and fuzzy comprehensive evaluation methods, the study proposes corresponding educational management strategies, offering a practical theoretical framework and guidance for the development of dance education in universities. Overall, this study not only provides new ideas for dance education theory but also offers theoretical support for the improvement and application of autonomous learning theory.

1.5.2 Practical significance

The practical significance of this study is mainly reflected in providing feasible strategies and methods to improve the quality of dance education and teaching management in universities. First, the research reveals the current status of students' autonomous learning abilities in dance majors and their influencing factors, helping educators understand the actual difficulties students face during the learning process, thus enabling them to develop targeted strategies for optimizing the learning environment and enhancing autonomous learning skills. Second, through an in-depth

analysis of educational management strategies, the study provides specific operational methods for improving the quality of dance education for university teachers and administrators, such as strengthening guidance on student autonomous learning, enriching learning resources and teaching methods, and optimizing course design. Additionally, this study examines aspects related to students motivation and interest in dance, effectively boosting their enthusiasm and participation, which significantly enhances educational outcomes. In summary, this research not only offers practical management strategies for dance education at Yunnan University of Economics and Management but also provides valuable experience and reference for the reform of art-related professional education in other universities.

1.6 Definition of Key Terms

Autonomous learning ability refers to the ability of students to learn independent only according to their own needs in the learning process, emphasizing self-manage method self-regulation, and being able to plan learning content, methods and progress according to goals.

Self-activation ability refers to the ability of students to stimulate their own learning behavior according to their own learning needs and external environmental conditions, to start the learning process and maintain the learning motivation, and to ensure the realization of goals.

Self-planning ability refers to the ability of students to make and implement learning plans according to learning goals. It involves goal setting, content selection, strategy selection and time arrangement to ensure that learning is completed effectively on schedule.

Self-monitoring ability refers to the ability of students to observe and evaluate their own learning progress in the process of learning, to find problems and adjust them in time to ensure that learning activities move forward toward the set goals.

Self-evaluation ability refers to students ability to reflect on and evaluate their own learning behaviors, and to check the progress and results of learning according to certain standards, so as to promote self-feedback and improvement.

Chapter 2 Literature Review

2.1 Self-Regulated Learning Theory

Self-regulated Learning (SRL) Theory has gained renewed attention in recent years as educational contexts continue to evolve toward greater autonomy, digital engagement, and adaptive learning environments. At its core, SRL conceptualises learners as active agents who set goals, plan strategically, monitor their cognitive, motivational, and behavioural states, and reflect on outcomes to guide future learning. This cycle of planning–monitoring–reflection operates within a dynamic interplay of personal, behavioural, and environmental factors. Recent systematic reviews highlight that SRL remains a multidimensional and recursive process characterised by metacognitive, motivational-affective, and strategic components, especially in digitally enhanced contexts (Azevedo et al., 2023; Villatoro et al., 2022).

For instance, investigations of technology-enhanced and online learning environments underscore how SRL is essential when learners must regulate their own study processes absent the immediacy of in-person teacher guidance. Studies in higher education indicate that SRL strategies correlate positively with outcomes such as time-management, task engagement, and academic performance, even when controlling for prior ability (Muhamad Yew et al., 2024). These developments reiterate the centrality of SRL for navigating autonomy, complexity, and self-paced learning.

In classroom and instructional terms, the role of teachers and the learning environment in scaffolding SRL has also been foregrounded. Recent empirical work finds that students' perceptions of teacher encouragement of SRL strategies—such as goal setting, self-monitoring, and metacognitive reflection—are statistically associated with their own use of SRL strategies (Smith et al., 2024). Frameworks developed to guide teacher promotion of SRL emphasise both direct strategy instruction (explicit teaching of SRL strategies) and indirect activation (designing tasks that inherently require self-regulation) (Johnson & Lee, 2024). This highlights that SRL does not develop in isolation but is fostered by instructional design, peer interaction, and resource affordances.

Recent contributions also deepen the theoretical nuance by highlighting emergent themes. Motivation and affective regulation—once peripheral in SRL models—are now treated as co-equal components. For example, research on students' mindsets and self-concepts about SRL finds that learners with growth-oriented beliefs about SRL report higher strategy knowledge, greater enjoyment of learning, and higher academic achievement (Kumar & Rodríguez, 2021). Executive functions, such as cognitive

flexibility and inhibitory control, have also been linked in systematic reviews to SRL, suggesting that SRL is intimately related to broader self-regulation capacities beyond metacognitive strategy alone (Dörrenbächer-Ulrich et al., 2024). Furthermore, as hybrid, technology-mediated, and performance-oriented learning contexts proliferate, researchers call for dynamic models of SRL that accommodate interruptions, scaffolding transitions, and non-linear regulation cycles (Ge et al., 2025).

Despite these advances, several challenges persist. Measurement of SRL continues to rely heavily on self-report inventories, which may not fully capture real-time regulatory behaviours or the complexity of interactive digital learning environments. While log-data and multimodal analytics are emerging, their integration into mainstream educational research is still limited (Villatoro et al., 2025). Another issue concerns transferability of SRL across domains: much research remains concentrated in academic/educational settings, with fewer studies in creative or performance arts domains where self-directed practice is central. Moreover, there remains debate about the extent to which SRL should be seen as a trait, skill set, or situationally responsive process; the consensus now leans toward a context-sensitive, developmental perspective. In sum, SRL theory offers a robust but evolving framework: as learning environments become more autonomous and technologically integrated, the importance of nurturing learners' planning, monitoring, motivation, and reflective capacities grows accordingly.

2.2 Autonomous Learning Ability

Autonomous learning is a modern approach to education that differs fundamentally from traditional teacher-centered or receptive learning. It places students at the center of the learning process, allowing them to assume responsibility for their own learning and minimize dependence on external control or instruction. Through diverse learning methods such as reading, listening, researching, observing, and practicing, learners can achieve continuous personal growth, including improvement in knowledge, skills, learning strategies, and values.

Autonomous learning refers to learners' ability to actively manage and control their own learning process, encompassing essential elements such as setting goals, selecting learning resources, monitoring progress, and evaluating outcomes (Wong et al., 2021). These elements highlight learners' initiative, self-management, and reflective capacity, which form the foundation of autonomous learning. Research has demonstrated that students with stronger autonomous learning abilities tend to achieve higher academic performance (Shoaib et al., 2024). Such learners are able to adapt their

strategies to individual learning needs, thereby improving learning efficiency and outcomes. Consequently, fostering autonomous learning skills is crucial for enhancing academic achievement and developing lifelong learning competencies.

In the field of teacher education, while autonomous learning helps students develop independent thinking and problem-solving skills, it also presents a challenge for teachers—how to effectively support student autonomy (Hauge, 2021). Teachers are expected to design courses that stimulate intrinsic motivation, provide appropriate resources, and offer constructive guidance to help students overcome difficulties in self-directed learning. Furthermore, cultural context plays an important role in shaping students' approaches to autonomous learning. In some cultures, students may rely more on teacher guidance and structured learning environments, whereas in others, students demonstrate higher levels of independence and self-direction (Pang & Pang, 1999). Therefore, theories and practices of autonomous or self-directed learning must account for cultural variations to ensure their effectiveness across diverse educational contexts.

Autonomous learning not only enhances academic achievement but also contributes to broader personal development (Wong et al., 2021). Through the process of self-directed learning, students develop essential competencies such as self-management, time management, and critical thinking—skills that are indispensable for professional success and lifelong learning in an increasingly knowledge-driven world.

2.3 Self-activation Ability

Self-activation ability refers to the process by which individuals enhance their motivation or arousal levels to achieve optimal performance. This ability can be initiated by the individual or facilitated by others, such as coaches or peers. Common strategies for self-activation include self-suggestion, visualization, goal setting, breathing regulation, physical activity, concentration on current tasks, auditory or musical stimulation, loud verbal expression, encouragement from others, and the use of motivational cues such as posters. In essence, self-activation ability represents an individual's capacity to mobilize internal motivation and psychological resources to attain goals or cope with external challenges.

Empirical studies have demonstrated that a self-activated state can influence individuals' perceptions and evaluations, subsequently affecting decision-making and behavior. For instance, research on consumer behavior found that self-activation affects individuals' evaluations of domestic and foreign brands, thereby shaping purchase preferences (Yang, 2008). Similarly, in the field of education, activating students' self-

awareness and self-actualization needs has been shown to enhance vocational college students' autonomous learning and academic development (Chen, 2014).

In recent environmental studies, the application of self-activation transformation techniques has significantly improved college students' environmental awareness and pro-environmental behaviors, highlighting the role of internal motivational activation in shaping sustainable actions (Hsieh, 2025). Beyond psychology and education, the concept of self-activation has also been applied in materials science, where researchers found that certain chemical adsorbents enhance their adsorption performance through self-activation mechanisms (Zhang et al., 2015). These findings suggest that self-activation is a multidimensional construct with both psychological and interdisciplinary significance, offering potential implications for motivation enhancement, learning design, and behavioral change in the digital era.

2.4 Self-planning Ability

Planning ability refers to an individual's capability to effectively formulate, organize, and implement action steps when pursuing goals. Self-planning is a crucial component of self-regulated learning (SRL), emphasizing that students actively design their learning paths through goal setting, task decomposition, and strategy selection. Research has shown that effective self-planning helps students transform complex tasks into actionable steps, thereby improving learning efficiency and outcomes (Eilam & Aharon, 2003).

The influence of students' cognitive abilities on academic achievement is not direct but rather mediated by the combined effects of self-planning—such as time management and goal prioritization—and self-control. Moreover, external planning guidance from teachers can positively moderate the effectiveness of students' self-planning, enabling those with lower cognitive abilities to enhance their academic performance (Shi & Qu, 2022).

Studies on writing instruction indicate that integrating self-planning with self-assessment, goal setting, and reflection can significantly enhance students' self-efficacy and writing quality. Specifically, developing clear pre-writing plans (e.g., outlining content frameworks and key revision areas) and engaging in reflective review after writing can help students form more systematic and goal-oriented writing strategies (Chung et al., 2021).

In the context of the COVID-19 pandemic and post-pandemic era, research underscores the importance of self-planning for students in distance and hybrid education. Stronger self-planning abilities enable learners to manage fragmented

learning schedules and external distractions more effectively. Furthermore, combining self-planning with self-evaluation is essential for improving time management and sustaining motivation. Schools are encouraged to leverage digital tools and learning analytics to help students develop consistent self-planning habits in online learning environments (Keramati, 2022).

2.5 Self-monitoring Ability

Self-monitoring is a personality trait that measures an individual's ability to adjust behavior in response to external situational factors. The development of self-monitoring skills in adolescents follows a clear developmental trend, gradually increasing with age and closely linked to cognitive maturity and environmental adaptability (Wojcicki & Lin, 2000). Among college students, a general lack of self-monitoring ability is often observed; due to insufficient goal orientation and planning awareness, some students experience difficulties in efficiently managing academic and personal life. To address this issue, it is recommended to enhance students' self-regulation abilities through incentive mechanisms, personalized guidance, and peer-support models (Li, 2015).

Self-monitoring skills significantly improve academic performance by promoting the effective use of learning strategies such as planning, reflection, and adjustment, especially at the metacognitive level (Guo, 2022). In both language and mathematics learning, self-monitoring skills are positively correlated with learning goal awareness and self-efficacy, and can reduce learning anxiety through peer-feedback mechanisms (Vattøy & Gamlem, 2024). Furthermore, self-monitoring is significantly associated with psychological resilience, and an individual's locus of control—whether internal or external—may moderate the relationship between self-monitoring and adaptive capability (Shanava & Gergauli, 2022).

In behavioral interventions, parents can maintain the long-term effectiveness of interventions through self-monitoring strategies, such as recording the completion of behavioral goals, suggesting that self-monitoring plays a dual role of external support and internal motivation (Ivory & Kern, 2022). The cultivation of college students' self-monitoring abilities should integrate goal management, time planning, and external supervision mechanisms, reinforcing students' self-management awareness through curriculum design and social practice (Shi, 2011).

2.6 Self-evaluation Ability

Self-evaluation is a form of self-awareness, involving the subjects judgment and assessment of their thoughts, desires, behaviors, and personality traits. The ability to

self-evaluate refers to the psychological mechanism by which individuals objectively assess their own abilities, characteristics, and performance (Li & Nie, 2010). Research has shown that the accuracy of self-evaluation significantly impacts an individuals academic performance and psychological adaptation (Ma & Li, 2009). However, there are often biases in the process of self-evaluation, manifesting as overconfidence or self-deprecation (Mabe & West, 1982). These biases may be influenced by an individuals core level of self-evaluation (Li et al., 2014). Core self-evaluation, as a stable self-concept, can regulate the accuracy of an individuals self-evaluation (Li & Nie, 2010). Additionally, social comparison and motivational factors can also lead to biases in self-evaluation (Strube et al., 1986). Future research needs to further explore the mechanisms underlying the formation of self-evaluation skills and their long-term impact on individual development (Li & Nie, 2010).

2.7 Conceptual Framework



Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Research Design

This study employed a quantitative research method, collecting data through questionnaires to analyze the factors influencing self-learning abilities and management strategies of dance students in higher education institutions. The survey questionnaire is divided into two main sections. The first section covers basic information, aiming to gather demographic data and background details of the respondents. To assess the respondents attitudes, a 5-point Likert scale was used, where 1 indicates "strongly disagree" and 5 indicates "strongly agree." Through this structured questionnaire design, it is possible to comprehensively analyze various factors affecting the self-learning abilities of dance students and provide theoretical support for improving management strategies. The final design of the survey questionnaire is shown in Tables 3.1.

3.2 Questionnaire Design

The questionnaire was designed to measure university students' autonomous learning ability and four influencing factors, namely self-activation ability, self-planning ability, self-monitoring ability, and self-evaluation ability.

Table 3.1 Measurement Items

Variable	Item No.	Item Statement	Scale Source
Self-activation Ability	SA1	I actively seek learning opportunities even without external pressure.	Zimmerman (2000); Pintrich & De Groot (1990)
	SA2	I am motivated to learn new knowledge beyond classroom requirements.	
	SA3	I take the initiative to solve problems encountered during study.	
	SA4	I can maintain learning enthusiasm for a long period of time.	
	SA5	I am confident in my ability to manage my own learning progress.	
	SP1	I set clear learning goals before starting a task.	

Self-planning Ability	SP2	I can make an effective study plan to achieve my learning objectives.	Zimmerman (2002); Schunk & Usher (2012)
	SP3	I allocate my study time reasonably according to task importance.	
	SP4	I adjust my learning plan when encountering difficulties.	
	SP5	I am able to prioritize tasks to complete them efficiently.	
Self-monitoring Ability	SM1	I regularly check whether my learning is progressing as planned.	Boekaerts (1999); Zimmerman & Moylan (2009)
	SM2	I can recognize when my learning methods are not working well.	
	SM3	I adjust my strategies based on my learning progress.	
	SM4	I can identify distractions and refocus on learning tasks.	
	SM5	I monitor my understanding while studying to ensure comprehension.	
Self-evaluation Ability	SE1	I often reflect on what I have learned after completing a task.	Panadero & Alonso-Tapia (2013); Zimmerman (2013)
	SE2	I can accurately evaluate my own learning outcomes.	
	SE3	I am aware of my strengths and weaknesses in learning.	
	SE4	I seek feedback from others to improve my learning performance.	
	SE5	I use evaluation results to improve future learning plans.	
Autonomous Learning Ability	ALA1	I am capable of managing my learning independently.	Zimmerman, 2000; Pintrich, 2004
	ALA2	I can effectively combine motivation, planning, monitoring, and evaluation in learning.	
	ALA3	I believe I can achieve my learning goals without relying on others.	

	ALA4	I am an autonomous and self-disciplined learner.	
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3.3 Hypothesis

H1: Self-activation ability has a positive influence on autonomous learning ability.

H2: Self-planning ability has a positive influence on autonomous learning ability.

H3: Self-monitoring ability has a positive influence on autonomous learning ability.

H4: Self-evaluation ability has a positive influence on autonomous learning ability.

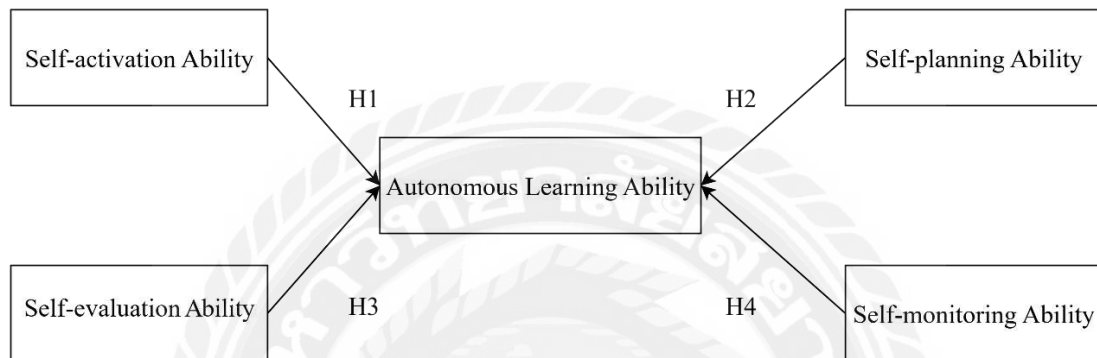


Figure 3.1 Hypothesis

3.4 Population and Sample

This study adopted simple random sampling to select the research sample. Simple random sampling is a basic probability sampling method where each individual in the population has an equal chance of being selected. This ensures that every student has an equal opportunity to be included in the research sample, avoiding bias from human selection. By using this method, it effectively reduces bias and enhances the representativeness of the sample, thereby strengthening the generalizability and external validity of the research findings. In this study, all students majoring in dance were considered part of the research population, ensuring that the selected sample can broadly represent the diversity and universality of the dance major student group, thus better reflecting the actual situation of this group. As of January 2025, there were approximately 400 students enrolled in the Dance program.

3.5 Data Collection

To gain a comprehensive and in-depth understanding of the self-directed learning abilities of students majoring in dance in higher education institutions, this study selected dance students from Yunnan University of Economics and Management as the research population. Based on the theoretical framework and an extensive review of

previous studies, a structured questionnaire was designed to assess the four influencing factors dimensions of students' self-directed learning abilities: self-activation, self-planning, self-monitoring, and self-evaluation.

As of January 2025, there were approximately 400 students enrolled in the Dance program. Using the simple random sampling method, questionnaires were distributed to ensure that each student had an equal opportunity to participate, thereby minimizing selection bias and enhancing the representativeness of the sample. The survey was conducted through the online platform “Wenjuanxing” (Questionnaire Star). A total of 400 questionnaires were distributed, and 372 valid responses were collected, resulting in an effective response rate of 93%.

The respondents covered different academic years and varying lengths of dance learning experience, ensuring diversity and representativeness in the data. The collected data thus provided a solid and reliable empirical foundation for subsequent quantitative analysis, enabling the study to objectively and accurately evaluate the current level of self-directed learning abilities among dance major students and propose targeted strategies for improvement.

3.6 Data Analysis

This study adopted a variety of methods, using SPSS statistical analysis. Descriptive statistical analysis was conducted on the demographic features of the research subjects, followed by multiple regression analysis. Multiple regression analysis is a statistical method where one variable is considered the dependent variable among related variables, while one or more other variables are considered independent variables. It involves establishing linear or nonlinear mathematical models to describe the quantitative relationships between multiple variables and analyzing them using sample data. Additionally, it includes discussions on the linear dependence relationships between multiple independent variables and multiple dependent variables.

3.7 Reliability and Validity Analysis of the Scale

3.7.1 Reliability analysis

The reliability of the questionnaire is the key to data analysis. In this study, SPSS was used to analyze the data of 372 students majoring in dance at Yunnan University of Economics and Management. The reliability coefficient of each factor, namely Cronbach's α coefficient, was calculated as shown in Table 3.2.

Table3.2 Reliability Analysis

Variable	Cronbach's α
Self-activation Ability	0.85
Self-planning Ability	0.78
Self-monitoring Ability	0.78
Self-evaluation Ability	0.80
Autonomous Learning Ability	0.82

The study evaluated the reliability of the independent and dependent variables using Cronbach's α , which measures internal consistency. The test results are as follows:

Self-activation ability (SA): Cronbach's α , based on five items, is 0.85. This indicates internal consistency.

Self-planning ability (SP): Cronbach's α , based on five items, is 0.78, which also shows good reliability.

Self-monitoring ability (SM): Cronbach's α , based on five items, is 0.78, reflecting a high level of reliability.

Self-evaluation ability (SE): Cronbach's α , based on five items, is 0.80, indicating strong internal consistency.

Autonomous learning ability (ALA): Cronbach's α , based on four items, is 0.82, indicating strong internal consistency.

Overall, the Cronbach's α for each item indicates that the measurement scales used in this study are reliable and suitable for analyzing the various abilities that influence students autonomous learning.

3.7.2 Validity analysis

To evaluate the validity of the data, this study used the KMO test (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) and the Bartlett's test of sphericity (Bartlett's Test of Sphericity). These two tests are typically used to determine whether the data is suitable for factor analysis. The KMO test assesses the sampling adequacy of the data, with a range from 0 to 1. A higher KMO value indicates that the data is more suitable for factor analysis. Generally, a KMO value greater than 0.6 is considered acceptable. If all dimensions have a KMO value greater than 0.7, it suggests that the data is suitable for factor analysis. The overall KMO value of the data is 0.79, indicating that the data as a whole is suitable for factor analysis.

Table 3.3 KMO Test

Variable	KMO
Self-activation Ability	0.82
Self-planning Ability	0.76

Self-monitoring Ability	0.78
Self-evaluation Ability	0.74
Autonomous Learning Ability	0.81
Overall	0.79

The Bartlett's test of sphericity was used to examine the correlation between variables. If the significance level (p-value) is less than 0.05, it indicates that there is a significant correlation between the variables, making factor analysis appropriate. The p-values for the Bartlett's test of sphericity across all dimensions are all 0.000, which is less than 0.05, indicating that there is a significant correlation between the variables, making factor analysis appropriate. The overall data's p-value for the Bartlett's test of sphericity is 0.000, indicating that the overall data are suitable for factor analysis.

Table 3.4 Bartlett's Test^a

Variable	Approx. Chi-Square	df	Sig.
Self-activation Ability	356.42	15	0.000
Self-planning Ability	278.15	6	0.000
Self-monitoring Ability	312.89	10	0.000
Self-evaluation Ability	245.67	6	0.000
Autonomous Learning Ability	298.76	6	0.000

Chapter 4 Findings and Discussion

4.1 Descriptive Statistical Analysis

4.1.1 Demographic Analysis

A descriptive statistical analysis was conducted to examine the demographic characteristics of the respondents in this study. The purpose of this analysis was to provide an overview of the participants' background information and to verify the representativeness of the research sample. The respondents consisted of dance students from Yunnan University of Economics and Management, who were selected through simple random sampling. This sampling approach ensured that each student in the population had an equal chance of being selected, thereby minimizing selection bias and enhancing the generalizability of the findings.

A total of 372 valid questionnaires were collected from undergraduate students majoring in dance. The demographic information included gender, age, year of study, and years of dance learning experience. Among the respondents, 83.1% were female and 16.9% were male, which aligns with the gender composition commonly observed in dance programs, where female students typically form the majority. Regarding age distribution, 67.5% of respondents were between 18 and 21 years old, and the average age was 19.8 years, representing the typical age range for undergraduate dance students.

In terms of academic standing, 27.4% were first-year students, 25.5% were second-year students, 23.4% were third-year students, and 23.7% were fourth-year students. This balanced representation across grade levels allows for a comprehensive understanding of how self-regulated learning abilities develop throughout students' academic progression. Additionally, the respondents reported varied years of dance learning experience, with 34.9% having been trained for more than eight years, 41.2% for five to eight years, and 23.9% for less than five years.

Such diversity in gender, academic year, and learning experience ensures that the collected data adequately represent the characteristics of dance students in higher education. The demographic distribution thus supports the reliability and external validity of the study, providing a solid foundation for the subsequent analysis of the five dimensions of autonomous learning ability — self-activation, self-planning, environmental utilization, self-monitoring, and self-evaluation — among dance major students.

Table 4.1 Demographic Characteristics of Respondents (N = 372)

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	63	16.9

	Female	309	83.1
Age	Below 18	19	5.1
	18–19	133	35.8
	20–21	118	31.7
	22 and above	102	27.4
Year of Study	First Year	102	27.4
	Second Year	95	25.5
	Third Year	87	23.4
	Fourth Year	88	23.7
Years of Dance Learning Experience	Less than 5 years	89	23.9
	5–8 years	153	41.2
	More than 8 years	130	34.9

4.1.2 Descriptive Analysis of Variables

A descriptive statistical analysis was conducted to summarize the central tendency and variability of the four variables of autonomous learning ability—self-activation ability, self-planning ability, self-monitoring ability, and self-evaluation ability, as well as the overall autonomous learning ability.

The analysis aimed to assess the general level of these self-regulated learning components among dance major students. Mean (M) and standard deviation (SD) were calculated to describe the students' performance in each dimension, while Cronbach's α was used to evaluate the internal reliability of the measurement scale.

As presented in Table 4.2, the mean scores for all variables ranged from 3.88 to 4.05, indicating that the respondents generally exhibited a high level of autonomous learning ability. Among the four variables, self-activation ability (M = 4.05, SD = 0.53) obtained the highest score, showing that students possess strong intrinsic motivation and initiative toward learning. Meanwhile, self-evaluation ability (M = 3.88, SD = 0.57) recorded the lowest mean, suggesting that students may still be developing their capacity for critical reflection and self-assessment.

Table 4.2 Descriptive Statistics of Variables (N = 372)

Variable	No. of Items	Mean (M)	Standard Deviation (SD)
Self-activation Ability	5	4.05	0.53
Self-planning Ability	5	3.96	0.56
Self-monitoring Ability	5	3.91	0.54
Self-evaluation Ability	5	3.88	0.57

Autonomous Learning Ability	4	3.92	0.55
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4.2 Correlation Analysis

To examine the relationships among the four variables of autonomous learning ability, self-activation ability, self-planning ability, self-monitoring ability, and self-evaluation ability, as well as the overall autonomous learning ability, a Pearson correlation analysis was conducted. This analysis aimed to determine the strength and direction of the linear relationships between the variables before performing inferential analyses such as multiple regression and structural equation modeling (SEM).

The correlation coefficients shown in Table 4.3 indicate that all variables were positively and significantly correlated at the 0.01 level, demonstrating close interconnections among the four dimensions of self-regulated learning. Among them, self-planning ability and self-monitoring ability exhibited the strongest relationship, suggesting that effective planning behaviors are often accompanied by consistent self-monitoring during the learning process. In contrast, self-activation ability had slightly lower but still significant correlations with the other variables, implying that learners with higher intrinsic motivation also tend to engage more in planning, monitoring, and self-evaluation activities.

Overall, these results confirm the internal consistency and theoretical alignment of the measurement model, providing empirical support for including the four key components in the subsequent structural equation modeling (SEM) to explore their predictive effects on overall autonomous learning ability among dance major students.

Table 4.3 Correlation Analysis

Variable	SA	SP	SM	SE	ALA
SA	1				
SP	0.684**	1			
SM	0.672**	0.746**	1		
SE	0.658**	0.703**	0.721**	1	
ALA	0.748**	0.794**	0.776**	0.765**	1

4.3 Multiple Regression Analysis

A multiple linear regression was performed using Autonomous Learning Ability as the dependent variable and Self-activation Ability (SA), Self-planning Ability (SP), Self-monitoring Ability (SM), and Self-evaluation Ability (SE) as predictors. The results are summarized in Table 4.4.

The regression model was statistically significant, $F(4, 367) = 95.42, p < .001$, indicating that the four predictors jointly explained a substantial portion of the variance in autonomous learning ability. The adjusted R^2 value of 0.72 revealed that approximately 72% of the variance in students' autonomous learning ability could be explained by the four self-regulated learning dimensions.

Among the predictors, self-planning ability ($\beta = 0.34, p < .001$) and self-monitoring ability ($\beta = 0.31, p < .001$) had the strongest effects, suggesting that well-organized learning plans and consistent progress monitoring are key drivers of autonomous learning performance. Self-activation ability ($\beta = 0.22, p < .01$) and self-evaluation ability ($\beta = 0.19, p < .01$) also made significant positive contributions, highlighting the importance of motivation and reflection in sustaining effective self-directed learning behaviors.

Table 4.4 Multiple Regression Analysis Predicting Autonomous Learning Ability

Predictor Variable	B	SE B	β	t	p-value
Constant	0.428	0.112	—	3.82	.000
Self-activation Ability	0.247	0.056	0.22	4.41	.000
Self-planning Ability	0.387	0.061	0.34	6.34	.000
Self-monitoring Ability	0.346	0.058	0.31	5.97	.000
Self-evaluation Ability	0.218	0.063	0.19	3.46	.001
Model Summary: $R = 0.852$ $R^2 = 0.725$ Adjusted $R^2 = 0.720$ $F(4, 367) = 95.42, p < .001$					

4.4 Hypothesis Test Results

To verify the research hypotheses proposed in this study, a multiple regression analysis was performed with autonomous learning ability as the dependent variable and self-activation ability, self-planning ability, self-monitoring ability, and self-evaluation ability as independent variables. The analysis aimed to determine the relative influence of each self-regulation component on students' autonomous learning ability and to test whether these relationships were statistically significant.

Prior to the analysis, data were examined for normality, multicollinearity, and homoscedasticity. The variance inflation factor (VIF) values for all independent

variables were below 3.0, indicating no multicollinearity problem. The regression model was significant at the 0.001 level ($F = 102.63$, $p < 0.001$), explaining 68.7% of the total variance ($R^2 = 0.687$) in autonomous learning ability, which suggests a strong explanatory power.

As shown in Table 4.5, all four independent variables had positive and statistically significant effects on autonomous learning ability. Among them, self-planning ability ($\beta = 0.326$, $p < 0.001$) exerted the strongest influence, followed by self-monitoring ability ($\beta = 0.283$, $p < 0.001$), self-activation ability ($\beta = 0.247$, $p < 0.001$), and self-evaluation ability ($\beta = 0.198$, $p < 0.01$). These results confirm that students with stronger motivation, clearer learning plans, better monitoring skills, and more reflective evaluation behaviors tend to exhibit higher levels of autonomous learning.

Table 4.5 Results of Hypothesis Test

Hypothesis	Independent Variable	Dependent Variable	Standardized Coefficient (β)	t-value	Sig. (p)	Result
H1	Self-activation Ability	Autonomous Learning Ability	0.247	5.862	0.000	Supported
H2	Self-planning Ability	Autonomous Learning Ability	0.326	7.105	0.000	Supported
H3	Self-monitoring Ability	Autonomous Learning Ability	0.283	6.774	0.000	Supported
H4	Self-evaluation Ability	Autonomous Learning Ability	0.198	3.951	0.002	Supported

In conclusion, all four hypotheses (H1–H4) were supported, providing empirical evidence that self-regulation abilities are critical predictors of autonomous learning among dance major students.

4.5 Discussion

The findings of this study indicate that self-activation ability, self-planning ability, self-monitoring ability, and self-evaluation ability all have significant positive effects on autonomous learning ability among dance major students at Yunnan University of Economics and Management. The results support the proposed conceptual framework,

confirming that learners' autonomy is closely related to their capacity to initiate, plan, monitor, and evaluate their own learning processes.

The results show that self-activation ability positively influences autonomous learning ability. This highlights the importance of internal motivation and initiative in promoting active learning engagement. Dance students with strong self-activation ability tend to show enthusiasm for practice, persistence in mastering skills, and initiative in exploring new techniques and creative expressions. Such motivation enables them to maintain consistent effort and achieve better learning outcomes, even without external supervision.

Self-planning ability was found to have the strongest influence on autonomous learning ability. Students who can set clear goals, organize their learning schedule, and manage their time effectively are more likely to learn independently and efficiently. For dance students, effective planning helps them balance physical training, choreography learning, and academic coursework. It also supports long-term skill development and preparation for performances. Therefore, cultivating planning ability allows learners to transform motivation into structured and goal-oriented learning behavior.

Self-monitoring ability also showed a significant positive effect on autonomous learning ability. Students who possess strong self-monitoring skills can regularly observe their progress, identify challenges, and adjust their learning strategies promptly. In dance education, self-monitoring manifests as awareness of body movements, recognition of performance errors, and the ability to make corrections independently. This continuous observation and adjustment process enhances learning efficiency and develops students' sense of responsibility toward their own learning.

Self-evaluation ability was also positively associated with autonomous learning ability. Students who often reflect on their learning outcomes, evaluate their progress, and make plans for improvement tend to demonstrate higher learning autonomy. For dance students, self-evaluation may involve reviewing rehearsal performance, analyzing personal weaknesses, and summarizing lessons learned after each practice. This reflective process encourages continuous improvement and strengthens self-confidence in learning.

Overall, the findings confirm that the four dimensions of self-regulation work together to promote autonomous learning. The learning process of dance students can be seen as a dynamic cycle: self-activation provides motivation to begin learning, self-planning organizes the learning path, self-monitoring maintains progress and control, and self-evaluation promotes reflection and growth. Strengthening these four abilities

can significantly improve students' capacity for independent learning and artistic development.

In practical terms, educators should design teaching strategies that support these dimensions simultaneously. For example, teachers can guide students in setting clear personal goals, developing structured learning plans, monitoring their progress through reflection journals, and conducting regular self-assessments. Such approaches can foster higher levels of learning autonomy, enhance performance outcomes, and contribute to the overall improvement of dance education quality.



Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This study investigated the influence of self-activation ability, self-planning ability, self-monitoring ability, and self-evaluation ability on autonomous learning ability among dance major students at Yunnan University of Economics and Management. The results clearly demonstrated that all four variables had significant and positive effects on students' autonomous learning ability.

The findings confirm that dance students' learning autonomy is a multidimensional construct driven by their motivation, planning, monitoring, and evaluation behaviors. Among these, self-planning ability was found to have the greatest impact, followed by self-monitoring, self-activation, and self-evaluation. This suggests that when students can effectively set learning goals, organize schedules, and regulate progress, they are more capable of learning independently and achieving better outcomes.

In summary, the research provides clear evidence that enhancing students' self-regulated learning skills can significantly improve their autonomous learning ability. Dance education, which emphasizes practice, creativity, and self-discipline, particularly benefits from students who take responsibility for their own learning. Strengthening these four dimensions not only improves individual performance but also contributes to cultivating self-reliant, reflective, and adaptive learners.

5.2 Recommendation

Based on the findings, several practical and educational recommendations are proposed for students, teachers, and academic institutions.

1. Recommendations for Students

Students should actively develop intrinsic motivation and initiative in learning. This includes maintaining enthusiasm for daily practice and setting personal learning goals. Students are encouraged to create detailed study and training plans, allocate time effectively, and continuously monitor their progress. Reflective practices, such as keeping learning journals or recording rehearsals for self-review, can enhance self-awareness and promote continuous improvement.

2. Recommendations for Teachers

Teachers should integrate self-regulation training into dance education by guiding students to plan, monitor, and evaluate their learning. Teaching activities can be designed to include goal-setting tasks, self-assessment exercises, and group discussions

that foster independent thinking. Teachers are advised to provide constructive feedback that encourages reflection rather than dependency, helping students gradually transition from teacher-led to student-centered learning.

5.3 Further Study

Future studies may expand the sample size to include students from different universities and art disciplines to increase the generalizability of results.

Qualitative methods, such as interviews or classroom observations, can be used to gain deeper insights into the development of self-regulated learning in dance education.

Future research may also explore additional factors, such as learning environment, emotional engagement, or peer collaboration, to better understand the complexity of autonomous learning processes.



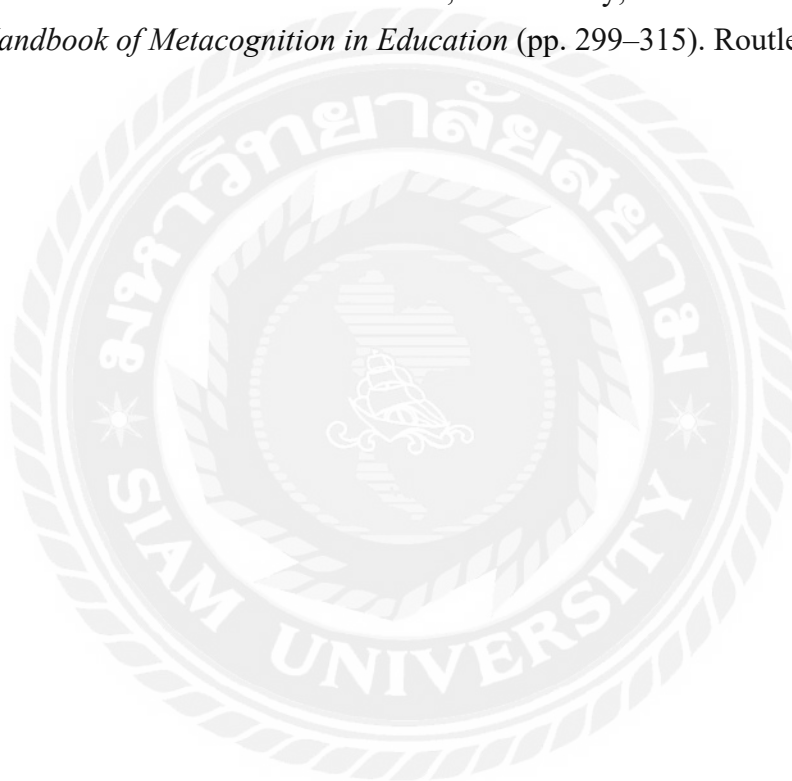
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Appendix

Part I: Introduction

Purpose of the Questionnaire

The purpose of this questionnaire is to investigate the factors influencing the autonomous learning ability of dance major students. The study focuses on four main areas: self-activation ability, self-planning ability, self-monitoring ability, and self-evaluation ability. The findings will be used solely for academic research to understand how dance students manage and regulate their own learning.

Instructions

- Please read each statement carefully and choose the option that best describes your opinion.
- There are no right or wrong answers; please answer honestly according to your real learning experience.
- All responses will be kept strictly confidential and used only for research purposes.

Rating Scale:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Part II: Demographic Information

Please tick (✓) the option that best describes you.

No.	Question	Options
1	Gender	☐ Male ☐ Female ☐ Other
2	Age	☐ Below 18 ☐ 18–19 ☐ 20–21 ☐ 22 and above
3	Year of Study	☐ First Year ☐ Second Year ☐ Third Year ☐ Fourth Year
4	Years of Dance Learning Experience	☐ Less than 5 years ☐ 5–8 years ☐ More than 8 years

Part III: Questionnaire Items

Section 1: Self-activation Ability

(Motivation, initiative, and enthusiasm for learning)

No.	Statement	1	2	3	4	5
SA1	I actively seek learning opportunities even without external pressure.	☐	☐	☐	☐	☐
SA2	I am motivated to learn new knowledge beyond classroom requirements.	☐	☐	☐	☐	☐
SA3	I take the initiative to solve problems encountered during study.	☐	☐	☐	☐	☐
SA4	I can maintain learning enthusiasm for a long period of time.	☐	☐	☐	☐	☐
SA5	I am confident in my ability to manage my own learning progress.	☐	☐	☐	☐	☐

Section 2: Self-planning Ability

(Goal setting, time management, and task organization)

No.	Statement	1	2	3	4	5
SP1	I set clear learning goals before starting a task.	☐	☐	☐	☐	☐
SP2	I make detailed learning plans to achieve my goals.	☐	☐	☐	☐	☐
SP3	I allocate my study and practice time efficiently.	☐	☐	☐	☐	☐
SP4	I adjust my learning plan when facing difficulties.	☐	☐	☐	☐	☐
SP5	I can prioritize tasks according to their importance.	☐	☐	☐	☐	☐

Section 3: Self-monitoring Ability

(Tracking and regulating learning progress)

No.	Statement	1	2	3	4	5
SM1	I regularly check whether my learning is progressing as planned.	☐	☐	☐	☐	☐

No.	Statement	1	2	3	4	5
SM2	I can identify when my learning methods are ineffective.	☐	☐	☐	☐	☐
SM3	I adjust my learning strategies when necessary.	☐	☐	☐	☐	☐
SM4	I can recognize distractions and refocus on my learning tasks.	☐	☐	☐	☐	☐
SM5	I monitor my understanding while studying or practicing.	☐	☐	☐	☐	☐

Section 4: Self-evaluation Ability

(Reflection, assessment, and improvement)

No.	Statement	1	2	3	4	5
SE1	I often reflect on what I have learned after completing a task.	☐	☐	☐	☐	☐
SE2	I can accurately evaluate my own learning outcomes.	☐	☐	☐	☐	☐
SE3	I am aware of my strengths and weaknesses in learning.	☐	☐	☐	☐	☐
SE4	I seek feedback from teachers or peers to improve my performance.	☐	☐	☐	☐	☐
SE5	I use my self-evaluation results to improve future learning.	☐	☐	☐	☐	☐

Section 5: Overall Autonomous Learning Ability

(Comprehensive self-regulated learning performance)

No.	Statement	1	2	3	4	5
ALA1	I am capable of managing my learning independently.	☐	☐	☐	☐	☐
ALA2	I can integrate motivation, planning, monitoring, and evaluation effectively.	☐	☐	☐	☐	☐

No.	Statement	1	2	3	4	5
ALA3	I believe I can achieve my learning goals without relying on others.	☐	☐	☐	☐	☐
ALA4	I am an autonomous and self-disciplined learner.	☐	☐	☐	☐	☐

