THE RELATIONSHIP BETWEEN SELF-REGULATED LEARNING AND ACADEMIC PERFORMANCE OF TIBETAN STUDENTS IN MAINLAND ETHNIC MIDDLE SCHOOLS: A CASE STUDY OF MIANYANG ETHNIC MIDDLE SCHOOL

Liping TANG[1]
1 Curriculum innovation and Management, Pathumthani University, Thailand; 357923847@qq.com

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ABSTRACT
The purpose of this study is: 1) understand the relationship between Self-Regulated Learning and academic performance of Tibetan junior middle school students. 2) Find ways to improve Self-Regulated Learning for Tibetan junior middle school students in ethnic middle schools in the mainland, and improve their academic performance. The sample was 283 students randomly selected from 698 Tibetan junior middle school students. The tools used in this study are questionnaire survey and students' final grades of Chinese, mathematics and English courses. Descriptive statistical analysis, analysis of variance, regression analysis and other statistical and data analysis methods are used. The results are as follows: 1) There are significant differences in Self-Regulated Learning ability among Tibetan junior middle school students with different academic performance. 2) There is a significant positive correlation between Self-Regulated Learning ability and academic performance of Tibetan junior middle school students. 3) The use of self-efficacy, intrinsic value and cognitive strategies can positively predict the learning of Tibetan middle school students in mainland ethnic middle schools Academic performance.
Keywords: Tibetan Junior High School Students Self-Regulated Learning Academic Achievement

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INTRODUCTION

One of the goals of the new round of national basic education curriculum reform is to change the tendency of the curriculum to pay too much attention to knowledge transfer, emphasize the formation of students' active learning attitude, and make the process of acquiring knowledge and skills become the process of learning and forming correct values. The new curriculum reform pays attention to students' learning interests and the change of students' learning methods. In the past, exam-oriented education emphasized too much on students' acceptance of learning, rote memorization and mechanical training, and now this only way of learning should be transformed into a diversified way of learning. Teachers and parents should pay attention to fostering students' independence and autonomy, and promote students' voluntary and personalized Learning under the guidance of teachers, the most important way of which is Self-Regulated learning. From the perspective of pedagogy and psychology, the cognitive characteristics of middle school students have gradually developed from image thinking to abstract thinking, and they have certain self-control and strong independent thinking consciousness, and their abstract thinking, analysis and comprehensive ability. There has been a great improvement. Middle school students have accumulated a certain social life experience, have their own goals, self-control ability, cognitive ability, self-learning ability also has a certain development. Therefore, it is the best time to cultivate students' Self-Regulated Learning ability in junior high school.

The realization of people's independent development is one of the goals to be achieved in comprehensively promoting quality education and implementing a new round of curriculum reform in basic education. Therefore, the implementation of the new curriculum advocates Self-Regulated Learning as a new learning mode. As an ability, Self-Regulated Learning not only benefits students in formal schooling, but also benefits students in formal schooling. And lay the necessary psychological foundation for their lifelong learning.

At present, China has set up a special kind of school in many developed cities: the Inland Minority Middle School, which aims to improve the education level of students in minority areas, reflecting the state's attention to the development of education and talent training in minority areas. The students gathered here are all ethnic minority students from remote ethnic minority areas. As the second largest ethnic group in China, Tibetan students occupy a large proportion in ethnic middle schools in the mainland. How do they learn? How well are they Self-Regulated Learning? Does Self-Regulated Learning interact with their academic performance? These are the issues we should be concerned about. Pay attention to the Self-Regulated Learning situation of Tibetan junior middle school students in ethnic middle schools in the mainland, and strive to improve their academic performance

The study on Self-Regulated Learning and academic performance of Tibetan junior middle school students in Mainland ethnic middle schools is an important topic and a new field in psychological science.

Research Questions: 1) Whether the difference in academic achievement of Tibetan junior middle school students in mainland ethnic middle schools is related to gender, grade and family location; 2) Whether the difference in Self-Regulated Learning ability of Tibetan junior middle school students in mainland ethnic middle schools is related to gender, grade and family location; 3) Whether the differences in academic performance of Tibetan junior middle school students in mainland ethnic middle schools based on gender, grade and family location are related to Self-Regulated Learning ability.

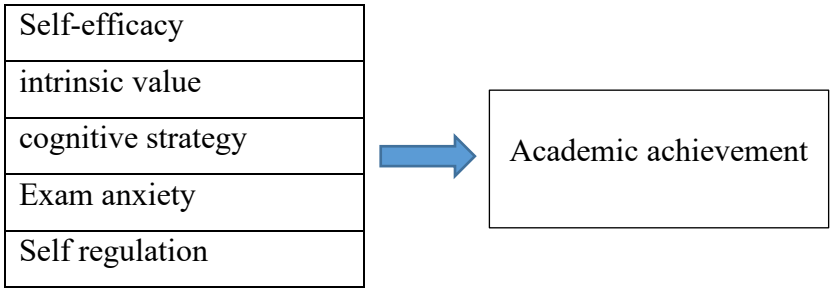
LITERATURE REVIEWS

In recent years, the relationship between Self-Regulated Learning and academic performance has been widely concerned by psychologists and educators, and there are many researches on the relationship between Self-Regulated Learning and academic performance at home and

abroad. The research content mainly involves the relationship between single-subject academic performance and Self-Regulated Learning, such as Luo Hong and Lv Zhige's Research on Mathematics Self-Regulated Learning and its relationship with Mathematics Performance of Junior High School Students. CAI Jing and Li Jinrong
The Influence of Self-Regulated Learning Tendency on Academic Performance and Training Strategies in College Online English Education; Xiao Wuyun and Cao Qunying, An Empirical study on the Use of Learning Archives to improve students' English Learning Autonomy and Learning Performance, etc. Our COUNTRY's famous PSYCHOLOGY PROFESSOR PANG GuoWEI ALSO has done a lot of RESEARCH on Self-Regulated Learning, HE not only wrote a BOOK "Self-Regulated Learning", It emphasizes that Self-Regulated Learning is based on the development of self-consciousness, and students should have intrinsic learning motivation strategies to improve their learning efficiency. He has also published many articles on Self-Regulated Learning, such as A Study on the Teaching Guidance Model of Self-Regulated Learning for Middle School Students. It is proposed that the general teaching mode of Self-Regulated Learning can enhance the Self-Regulated Learning ability of middle school students to a certain extent and improve their academic performance. It can be accepted and mastered by teachers and has wide applicability. The Self-Regulated Learning Questionnaire was also compiled. In general, due to the continuous advancement of quality education, there are more and more researches on Self-Regulated Learning, and academic performance is of major significance to students. Research on Self-Regulated Learning is increasingly linked to students' academic performance. In summary, most researches mainly include the following aspects:

Research on the Learning and Lifestyle of Tibetan Students in Mainland China

For example, Feng Yue's "Cross cultural Research on the Education of Tibetan Middle School Students in Mainland China: An Observational Approach to Educational Anthropology" uses postmodern theory as the main analytical tool to conduct in-depth qualitative and quantitative research on the unique cross-cultural observation field of Tibetan middle school students' acceptance of mainland education, using interdisciplinary approaches such as education, psychology, anthropology, and sociology, A detailed study was conducted from multiple perspectives on the learning and lifestyle of Tibetan middle school students studying in mainland China; Ai Yan and Hu Zhujing's "Comparative Study on the Learning and Life Adaptability of Tibetan Middle School Students in Gan" tested the learning and life adaptability of Tibetan middle school students who entered the mainland to study, with 129 students from the Tibetan class of No. 17 Middle School in Nanchang and 103 students from the Han class as subjects; In addition, Ran Ran and Fang Hanqing's Comparative Study on the Personality Traits of Tibetan and Han Junior Middle School Students in the Mainland, taking 130 Tibetan junior middle school students and 160 Han students in local junior middle schools in Changzhou, Jiangsu Province as subjects, compared the personality traits of Tibetan and Han students. However, there is currently relatively little research on the Self-Regulated Learning ability and academic performance of Tibetan students in mainland China.
According to Pang Weiguo's research on the educational guidance model of Self-Regulated Learning for middle school students (Psychological Science, Issue 02, 2020), I can conclude that Self-Regulated Learning includes five dimensions: self-efficacy, intrinsic value, exam anxiety, use of cognitive strategies, and self-regulation. The variable relationship with academic performance: differences in self-efficacy, intrinsic value, exam anxiety, cognitive strategy use, and self-regulation directly affect the ability of Self-Regulated Learning.
From the literature review, the conceptual framework can be drawn as shown in Figure 1.



RESEARCH METHODOLOGY

This study uses a questionnaire survey and multiple regression analysis to analyze the impact of factors such as self-efficacy, intrinsic value, cognitive strategies, exam anxiety, and self-regulation on academic performance among Tibetan junior high school students in mainland ethnic middle schools. This study adopts a random sampling method and selects 283 Tibetan junior high school students from Mianyang Ethnic Middle School as the research subjects. A total of 283 Self-Regulated Learning survey questionnaires were distributed, and 283 questionnaires were collected, with a recovery rate of 100%. 283 valid questionnaires. This article mainly uses SPSS software to study the survey results. In order to analyze the data more accurately, we will first test the applicability, reliability, and validity of the questionnaire to verify whether the questionnaire data is true and reliable.

RESEARCH RESULTS

This study adopts the Chinese language proficiency of Tibetan junior high school students in grades one, two, and three of Mianyang Ethnic Middle School

Total scores in mathematics and English. Using SPSS to standardize the total academic score, which translates it into a Z-score, the following studies used the standardized total academic score and divided it into three levels: the top 27% (good), the bottom 27% (medium), and the middle 46% (poor). Academic performance

The results are authentic and trustworthy. This study adopted and revised the Self-Regulated Learning Questionnaire developed by Pang Guowei. The scale consists of 44 items and consists of two components (motivational beliefs and Self-Regulated Learning strategies), including 5 subscales, namely self-efficacy, intrinsic value, exam anxiety, cognitive strategy use, and self-regulation. Adopting a 7-level scoring system, each item is recorded separately from "completely unlike me" to "extremely like me"

From 1 to 7 points. The correlation between the five dimensions including each item and the total score of the scale is between 0.3 and 0.72, with good discrimination among each item. The retest reliability of the five subscales is between 0.682 and 0.899, the homogeneity reliability is between 0.576 and 0.857, and the split half reliability is between 0.6275 and 0.8566. The correlation between the subscale and the total scale ranges from 0.7562 to 0.8250, indicating ideal reliability and validity.

Part 1 Standardize the total academic performance, that is, conduct descriptive statistics on the Z-score of the total academic performance of the survey subjects

Table 1 makes descriptive statistics on Z-scores of the total academic achievements of the respondents

	N	Minimum	Maxmum	Mean value	Standard deviation
Zscore	283	-2.44858	2.75614	.0000000	1.00000000
Valid N (list state)			283		

As can be seen from Table 1, the standard deviation of academic performance of Tibetan junior middle school students in mainland ethnic middle schools is 1, with a maximum value of 2.76 and a minimum value of -2.45. The Instruction Office of Mianyang Middle School for Nationalities set the difficulty of the test paper as 0.7, so we can get the score of the students' academic performance after standardized processing: The total score of 70+Z is *10. In this way, the academic performance standard scores of 283 Tibetan junior high school students in Mianyang Nationalities Middle School are obtained. The highest score of students is 97, the lowest score is 45, and the standard deviation is 9.972.

Part 2 Descriptive statistics on various dimensions of self-directed learning and overall academic performance on demographic variables

The mean and standard deviation of each dimension of independent learning and academic performance were calculated according to gender, grade and family location.

Table 2 Demographic description of each dimension of independent learning and total academic achievement

Group	Grouping		Self-efficacy	Intrinsicvalue	Examinationanxiety	Cognitive strategy	Self-control	Score ranking
gender	Male	M	4.28	4.26	4.19	4.04	4.06	1.82
		SD	1.231	1.080	1.536	.971	.947	.747
	female	M	4.56	4.64	4.41	4.45	4.25	2.16
		SD	.847	.973	1.512	.877	.781	.689
grade	Grade two	M	4.43	4.57	4.35	4.30	4.24	2.13
		SD	1.220	1.099	1.556	.974	.868	0.731
	Grade one l	M	4.45	4.32	4.13	4.22	4.09	1.72
		SD	.945	.915	1.414	.867	.736	.738
	Grade three	M	4.35	4.43	4.41	4.23	4.12	2.11
		SD	.959	1.094	1.585	.979	.995	.659
Family location	country	M	4.46	4.46	4.29	4.30	4.15	1.94
		SD	1.097	1.069	1.548	.951	.851	.748
	cities	M	4.33	4.44	4.32	4.17	4.17	2.11
		SD	.983	1.001	1.472	.918	.913	.695

It can be seen from Table 2 that: 1) From the perspective of gender, male students' academic performance is significantly lower than that of female students, and their scores in all dimensions of independent learning are also lower than those of female students. 2) In terms of grades, the academic performance of students in Grade two is lower than that of students in grade one and grade three. The scores of students in grade two in terms of self-efficacy are higher than those of students in grade one and grade two, but the scores in the dimensions of intrinsic value, test anxiety, cognitive strategies and self-regulation are lower than those of students in grade one and grade three. 3) From the perspective of family location, students from rural areas have higher scores in academic performance, self-efficacy, intrinsic value and cognitive strategies than those from urban areas, and lower scores in exam anxiety and self-regulation.

Part 3 Conduct differential tests on autonomous learning at different levels such as gender, grade, family position, and so on.

The differences of independent learning in gender, grade, family location and different levels were tested respectively.

Table 3 Difference test of independent learning in demographic variables

Dimensions of independent learning	Gender		Family location		Grade	
	t	p	t	p	f	p
Self-efficacy	-2.288	.001	.962	.337	.213	.808
Intrinsicvalue	-3.099	.012	.175	.861	1.475	.231
Examinationanxiety	-1.205	.229	-.160	.873	.873	.419
Cognitive strategy	-3.693	.000	1.057	.291	.227	.797
Self-control	-1.761	.079	-.155	.877	.860	.424

*P<0.05, ** P<0.01, ***P<0.00

As can be seen from Table 3, in terms of autonomous learning, Tibetan junior middle school students of different genders in mainland ethnic middle schools show significant differences in the use of self-efficacy, intrinsic value and cognitive strategies, but not in grade and family location.

Part 4 Conduct a difference test on academic performance in demographic variables such as gender, grade, and family position.

Differences in academic achievement were tested by gender, grade and family location.

Table 4 Test for differences in demographic variables of academic achievement

	Scholastic attainment	
	F	P
Gender	.990	.373
Grade	7.401	.001
Family location	2.327	.099

Part 5 The Difference Test between Autonomous Learning and Academic Performance.

Analysis of variance between independent learning and academic achievement.

Table 5 Test results of different dimensions of independent learning and academic achievement

Dimensions of independent learning	Scholastic attainment	
	F	P
Self-efficacy	4.716	.010
Intrinsicvalue	5.572	.009
Examinationanxiety	1.554	.213
Cognitive strategy	4.600	.012
Self-control	.407	.666

*P<0.05, ** P<0.01, ***P<0.00

As can be seen from Table 5, in terms of self-efficacy, intrinsic value and cognitive strategies, there are significant differences in academic performance among different Tibetan junior high school students, but no significant differences in test anxiety and self-regulation. On the whole, there is a significant difference between independent learning and academic performance.

Table 6 Multiple comparisons of academic performance ranking and independent learning

Dimensions of independent learning score ranking		Self-efficacy	Intrinsicvalue	Examinationanxiety	Cognitive strategy	Self-control
I	J	Mean Difference (I-J)	Mean Difference (I-J)	Mean Difference (I-J)	Mean Difference (I-J)	Mean Difference (I-J)
Top 27%	Middle46%	.109	.272	.154	.248	.069
Top 27%	Last 27%	.376*	.524*	.367	.479*	.035
Middle46%	Last 27%	.267	.252	.212	.091	-.105

As can be seen from Table 6, among Tibetan junior middle school students in mainland ethnic middle schools, there are significant differences in self-efficacy, intrinsic value and use of cognitive strategies between students with good scores (ranking in the top 27%) and students with poor scores (ranking in the bottom 27%), but no significant differences in test anxiety and self-regulation. However, there was no significant difference in the performance of students with moderate performance (i.e. ranking in the middle 46% range) compared with students with high and low performance on all dimensions of independent learning.

Part 6 Correlation Analysis between Autonomous Learning and Academic Performance

Pearson correlation analysis was conducted on academic performance and independent learning, and the results were as follows:

Table 7 Correlation matrix of each dimension of independent learning and academic performance

	Scholastic attainment	Self-efficacy	Intrinsicvalue	Examinationanxiety	Cognitive strategy	Self-control
Scholastic attainment	1					
Self-efficacy	.138*	1				
Intrinsicvalue	.214**	.561**	1			
Examinationanxiety	.087	.145*	.271**	1		
Cognitive strategy	.124*	.502**	.650**	.297**	1	
Self-control	.043	.379**	.416**	.380**	.548**	1

annotation:

**. Was significantly correlated at the level of.01 (bilateral)

*. There was a significant correlation at the 0.05 level (bilateral)

As can be seen from Table 7, there is a significant positive correlation between academic achievement and self-efficacy, intrinsic value and cognitive strategies, while there is no significant correlation between test anxiety and self-regulation.

Part 7 Multiple Regression Analysis of Autonomous Learning on Academic Performance

Multiple regression results show that the use of cognitive strategies can enter the regression equation. However, the four dimensions of self-efficacy, intrinsic value, test anxiety and test anxiety are not included in the regression equation. (See Table 8)

Table 8 Multiple regression analysis of independent learning on academic achievement

Independent variable	Dependent variable	B	P	T	R2	F
self-efficacy	scholastic attainment	.046	.451	.754	.051	4.843
intrinsic value	scholastic attainment	.075	.359	.919	.054	3.841
The use of cognitive strategies	scholastic attainment	.021	.006	2.762	.049	6.990

As can be seen from Table 8, the use of self-efficacy, intrinsic value and cognitive strategies has a certain predictive effect on students' academic performance and can positively predict students' academic performance.

Part 8 Test Result

1) In terms of self-directed learning, there are significant differences in self-directed learning abilities among Tibetan junior high school students from mainland ethnic high schools of different genders;
2) In terms of academic performance, there are significant differences in academic performance between students of different genders;
3) There are significant differences in self-directed learning abilities among Tibetan junior high school students in mainland ethnic high schools with different academic achievements;
4) There is a significant positive correlation between the autonomous learning ability and academic performance of Tibetan junior high school students in mainland ethnic middle schools;
5) The use of self-efficacy, intrinsic value, and cognitive strategies can positively predict the academic performance of Tibetan junior high school students in mainland ethnic high schools.

DISCUSSION & CONCLUSION

The study emphasized the importance of self-directed learning abilities, including self-efficacy, intrinsic value, and cognitive strategies, in predicting academic performance among Tibetan junior high school students in mainland ethnic high schools. The acquisition of knowledge in subjects such as Chinese and English emphasizes a continuous process of memorizing and practicing repeatedly. Therefore, girls will achieve better academic performance. As we mentioned earlier, self-directed learning is a process in which students actively, actively, and consciously plan, monitor, evaluate, and adjust their ongoing learning activities. Autonomous learning has four elements, namely self-identification, self-selection, self-cultivation, and self-control. However, Tibetan male students have a bold and unrestrained extraverted personality traits, and they are more willing to spend more time outdoors in sports, rather than burying themselves in books every day like many girls. Therefore, their performance in all dimensions of autonomous learning will be lower than that of girls.

Junior high school students have lower academic performance and intrinsic value, exam anxiety, cognitive strategies, and self-regulation compared to their first and third year peers, but their scores in self-efficacy are higher than those of their first and second year peers. Due to the fact that the second year of junior high school, as a transitional grade, marks the beginning of differentiation in middle school life. After a year of study and life, some students have become familiar with the school environment and people, and some students are no longer as disciplined as the first year. Compared to first year students, they may appear relatively rebellious and unwilling to be constrained. For third year students, the high school entrance examination is imminent, and they face enormous pressure to pursue higher education. This will make them pay more attention to academic performance and more consciously engage in learning than second year students. Students in the second year of junior high school have not yet felt the pressure of further education and lack motivation to learn, which has led to a decrease in their focus on learning and a change in cognitive strategies. So the energy invested in learning will be relatively less, resulting in their academic performance being lower than the other two grades. Psychologist Wang Zhenhong believes that self-efficacy refers to people's confidence in the abilities required for their behavioral goals. The reduction of stress and relaxation of mood make students believe that they can achieve good grades without spending much effort, which is also why their self-efficacy scores are higher.

In terms of self-efficacy, intrinsic value, and cognitive strategies, among Tibetan junior high school students in mainland ethnic high schools, students with good grades are significantly

different from students with poor grades in terms of self-efficacy, intrinsic value, and cognitive strategy use. The differences between the two are significant, but there is no significant difference in exam anxiety and self-regulation. Overall, there is a significant difference between autonomous learning and academic performance, and students' performance in autonomous learning varies depending on their academic performance. Compared with students with good and poor grades, students with average grades showed no significant difference in performance in all dimensions of autonomous learning. Intermediate grades are a transitional stage between good academic performance and poor academic performance, and their performance in autonomous learning is not significantly different from that of students in the other two academic performance levels.

This study found that academic performance is significantly correlated with self-efficacy, intrinsic value, and cognitive strategies, but not with exam anxiety and self-regulation. Overall, academic performance is correlated with autonomous learning. In this study, academic performance was divided into the previous 27%, the latter 27%, and the middle 46%. The data shows that the higher the academic performance, the stronger the students' autonomous learning ability.

As mentioned earlier, self-efficacy refers to people's confidence in the abilities required for their behavioral goals. Students with better academic performance are more likely to achieve their academic goals, so they have confidence in their ability to achieve behavioral goals, resulting in a strong sense of self-efficacy. People with a stronger sense of self-efficacy always have confidence in themselves. They believe that they can achieve good grades in the near future, so they are less susceptible to setbacks in their studies and can maintain motivation, thereby promoting the improvement of students' academic performance.

The intrinsic value reflects students' learning perspective, that is, the value of learning lies in the learning process itself of completing tasks. Through the learning process, students learn and gain value in learning, which is reflected in the acquisition and development of corresponding experiences, attitudes, emotions, methods, abilities, etc. Its characteristic is a distinct process. Through the driving force of tasks and the experience of the process, the essence of learning from learning is achieved. Students with high academic performance are able to apply various learning techniques, thereby acquiring more learning skills during the learning process, discovering more valuable knowledge and methods to improve academic performance. Therefore, students with higher academic performance have a stronger sense of intrinsic value. A high sense of intrinsic value can enable students to discover more methods that can promote learning during the learning process, which can help students improve their academic performance.

Cognitive strategies refer to the methods and techniques that learners use to process information, with two basic functions: firstly, to effectively process and organize information; The second is the systematic storage of classified information. If Tibetan students in mainland ethnic high schools have strong cognitive strategies, they can quickly process and organize knowledge information during the learning process, and classify and memorize knowledge, which can effectively promote the improvement of students' academic performance. Students with better academic performance are more able to consciously engage in learning. During the learning process, they are able to consciously and prioritize the processing, organization, and systematic classification of the knowledge they have learned, thereby improving their ability to use cognitive strategies.

Most Tibetan students in ethnic high schools in mainland China come from remote Tibetan areas, and people's emphasis on education is not as strong as in Han areas. According to Bai Limei and Cao Jin's "Investigation and Analysis of Learning Anxiety among Primary and Secondary School Students in Tibetan Areas", students in Tibetan areas have a lower level of anxiety about learning, and Tibetan people are known for their bold and outgoing personalities.

Therefore, the vast majority of Tibetan students do not have much anxiety about exams, So students' academic performance is not related to exam anxiety. In addition, the country provides many preferential policies for Tibetan students to pursue higher education, which reduces their academic pressure. These factors also enable students to quickly adjust their emotions and learning status even if they do not achieve good grades. This is also the reason why there is no correlation between academic performance and self-regulation among ethnic Tibetan middle school students in mainland China.

Overall, students with better academic performance score higher in terms of self-directed learning and have stronger self-directed learning abilities, while students with poorer academic performance have weaker self-directed learning abilities and need continuous improvement. The improvement of self-directed learning ability can effectively promote the improvement of students' academic performance.

In summary, the study provides insights into the academic performance and self-directed learning characteristics of Tibetan junior high school students in mainland ethnic high schools, highlighting the role of self-efficacy, intrinsic value, and cognitive strategies in predicting academic success.

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