

Analysis on the Students' Questionnaire for the Causes of College Students' Academic Difficulties

Jing Yang

SouthWest Petroleum University, Chengdu 610500, China

Abstract

Helping college students with academic difficulties has become a widely-concerned problem in higher education. In this thesis, the author took the group of college students with academic difficulties in a university of Sichuan Province as an example and carried out questionnaires and researches from five aspects: basic situation, learning motivation, attitude, methods and difficulties. Through comprehensive analysis, the main causes and characteristics of academic difficulties are obtained. A systematic procedure of "guidance, early-warning, education, warning, help" for prevention and support measures are set up accordingly.

Keywords

Academic Difficulties; Investigation and Analysis; Prevention and Aid.

1. Introduction

Under the background of strengthening the study style construction and continuously improving the quality of talent training in higher education, college students with academic difficulties have attracted more and more attention from many universities. Clarifying the causes and characteristics of College Students' academic difficulties and carrying out targeted assistance work are of great significance to reduce the number of students with academic difficulties and comprehensively improve the quality of higher education.

2. Basic Information Analysis

Students with academic difficulties have great differences in gender, place of origin and major. Among the students participating in the survey, the proportion of boys is much higher than that of girls, accounting for 83.7%, which is in great contrast to the 39% male students in the whole school. The proportion of rural students is much higher than that of township and urban students, accounting for 63.1%, but slightly lower than about 71% of the rural students in the whole school. The proportion of science and engineering students are much higher than that of literature and history, art and other students, accounting for 71.4%, which is in great contrast to about 50% of science and engineering students in the whole school.

In terms of the number of receiving academic warnings, 69.9% of the total students participated in the survey received academic warnings for the first time, 22.6% received academic warnings for the second time, and 7.5% received academic warnings for the third time, indicating that the school's academic warning system can effectively curb students' academic decline and careless learning. At the same time, it also indicates that the school needs to formulate and take effective assistance measure to avoid students being warned again. This can also be proved by "what kind of help do you want most after receiving the academic warning" that middle school students choose "the school establishes a systematic and perfect help mechanism" (accounting for 21.8%).

According to the school curriculum system, the courses that the students that received academic warnings failed were mainly core courses (54.5%), followed by general courses

(35.8%). However, a few students failed in innovative thinking and ability courses (4.2%) and applied innovation courses (5.5%). It shows that each major has a complete curriculum system and strong connection between courses. The mastery of basic courses directly affects the learning of subsequent courses. Once difficulties in learning a course are not remedied in time, it will affect the learning of other core courses.

In terms of family economic status, there are 45.7% of students with general difficulties (no filing) and 30.1% of non-poor students, while the proportion of students with special difficulties (9.2%) and difficulties (14.9%) is relatively small. It shows that family economic difficulties are not the main factor leading to students' academic difficulties. On the contrary, students with good family economic conditions can be exposed to networks and games from an early age. After entering the University, if they lack goals, self-discipline and awareness of unexpected development, they are easy to fail classes. This is consistent with the survey conclusion of Li Xia and others that "poverty and extreme poverty have no significant impact on the average value of outstanding credits, and poverty and extreme poverty have a significant impact on the average value of outstanding credits compared with non-poverty ($P < 0.05$)"[1].

In terms of multiple choices of family attributes, the top three choices for students with academic difficulties are: parents (67.3%), harmonious relationship (49%), poverty (16.9%), and the rest are: left behind (11%), tense relationship (10.1%), single-parent (8.1%) and divorce (7.5%). It shows that incomplete family structure and tense family atmosphere has little impact on students' academic difficulties. On the contrary, the proportion of students with academic difficulties with complete family structure and good family atmosphere is relatively high.

Through the analysis of the basic information of students with academic difficulties, it can be seen that male students, science and engineering majors and core courses are the hardest hit areas for students with academic difficulties, which need to be paid attention to.

3. Analysis on the Causes of Academic Difficulties

Through literature research, questionnaire survey and comprehensive analysis, there are two main types of students with academic difficulties. One is those who are willing to learn, but have difficulties in learning and are backward in their studies. The other one is those who are tired of learning, they may have sufficient learning ability but their studies are in a desolate state [2]. The first category mainly includes poor foundation, improper methods, hard work but still backward, poor mental health and other situations leading to academic backwardness. The second category are the situation of unintentional learning such as lack of interest in the major, lack of investment in learning, addiction to online games and so on. The second category of students account for the vast majority of students with academic difficulties. From the statistical results of this survey, it can be seen that the vast majority of students with academic difficulties can objectively realize that the main reason for their academic difficulties lie in themselves, while factors such as interpersonal relationship, style of study, teaching, family and so on have little impact on receiving academic warning.

4. Prevention and Assistance Measures

When formulating prevention and assistance measures for students with academic difficulties, we should respect the dominant position of students, organically combine external guidance with students' internal needs, and guide students out of difficulties by stimulating their learning motivation. Therefore, we put forward the prevention and assistance measures integrating "guidance, early warning, education, warning and assistance".

(1) Strengthen the guidance of Freshmen

Make full use of the opportunity of Freshmen's entrance education and strengthen guidance, help them adapt to university life and learning as soon as possible, learn time management, cultivate professional learning interest, and formulate learning and development goals.

(2) Establish academic early warning mechanism

Academic early warning is to evaluate and predict the emergence of college students with problems in advance by constructing academic early warning evaluation index system, using modern statistical analysis technical means such as data mining, and classify and analyze the problems, which reflects the foresight of student management. It is an important technical means to realize scientific education management [3]. Academic early warning can effectively transform "post treatment" to "prior prevention", which is an important innovation of data mining technology in student management.

(3) Carry out education

For the education of students receiving academic early warning, we should pay attention to the foresight and judgment of work, focus on prevention, strive to reduce or avoid the emergence of all kinds of serious problems, provide students with correct ideological guidance, remove ideological confusion, resolve practical contradictions, and change post rescue into advanced prevention.

(4) Implement assistance for students with academic difficulties

"The outline of the national medium and long term education reform and development plan (2010-2020)" clearly states that it is necessary to establish a help mechanism for students with learning difficulties and improve the training methods of excellent students. For students that receive academic warnings, we should track their thoughts and learning behavior in real time, pay close attention to their changes, coordinate and cooperate with multi parties, and educate and help students with confidence, love and patience, so as to jointly do a good job in the transformation of warned students and improve the conversion rate.

5. Summary

There are many reasons for academic difficulties, both universal and different. Only when we find the specific reasons for each student's academic difficulties can we carry out targeted assistance. The guidance and assistance to students with academic difficulties is a work that needs long-term persistence, continuous summary and multi-party cooperation, but it is also a work that must be carried out and can not be avoided.

References

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