

# **The Internal Factors Analysis of Universities' Students with Learning Difficulties---- based on the investigation of China West Normal University College of Land and Resources**

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## **Abstract**

*On the basis of relevant literature, through the questionnaire survey, we conducted a investigation of students with learning difficulties who study in the College of Land Resources of China West normal university, and find that the main reason of learning difficulties is themselves. From the investigation, We can find that the factors lead to the formation of students with learning difficulties are often not a single factor, but the learning methods, learning motivation, learning adaptability, self management ability and and other factors interacted with each other and eventually formed.*

**Keywords:** Students with Learning Difficulties; Internal Factors; Investigation and analysis

With the yearly expansion of college enrollment and the arrival of the era of mass higher education, it is increasingly easy to enter the threshold of colleges and universities. The number and size of universities has been an unprecedented development, and the number of college students with learning difficulties are also simultaneously increased. Some students cannot even complete their studies properly, which severely restrict and affect the improvement and development of the teaching quality of Higher Education. Therefore, It is urgent to find out the cause of learning difficulties for college students and formulate the corresponding educational measures.

## 1. Research Process

### 1.1 Research Hypothesis

First of all, according to the domestic existing literature research and questionnaire survey, we make the following assumptions:

Students themselves are the main factors that lead to their learning difficulties.

### 1.2 The Research Subjects

In order to understand the real thoughts of students with learning difficulties and to find a more scientific cause of their learning difficulties, a questionnaire aimed at students who would be faced with learning difficulties in the College of Land Resources of China West normal university was designed by the author, and the students in the warning library are the subjects. 160 questionnaires were distributed, 155 questionnaires were recovered, and 140 questionnaires were valid. The recovery rate was 96.9%, and the effective rate was 90.3%. (note: the students' sense and intelligence level in the warning library is normal, but due to a variety of subjective and objective factors causing its decline in academic performance. They failed in many courses during the school year exam, and they also failed to reach the standard of credit hours, which affected their normal studies.)

### 1.3 Research Methods

Research mainly adopted the methods of literature survey and questionnaire survey. The questionnaire was mainly designed in the students' internal factors with the open and closed questions types. Using the statistical program SPSS for Window 18.0 to analysis recovered data systematically.

### 1.4 Research Tools

This questionnaire was designed in the form of self-compiled, a total of 22 questions. 5 questions about learning adaptability, 6 about learning methods, 6 about learning motivation and 5 about self-management ability. The Alpha reliability coefficient of the scale in this study was 0.87.

## 2. Analysis of Internal Factors for the Formation of Students with Learning Difficulties in Land Resources College of China West Normal University

### 2.1 Poor Learning Adaptability

Question: "Do you think you are fit for the university study?", as shown in table 1.

**Table 1: The adaption of university study for students who was investigated**

The situation of adaption to university study	Very well	Relatively well	General	Maladjustment
The students surveyed	7 (4.4%)	22 (13.8%)	49 (30.6%)	82 (51.3%)

According to the survey, more than half of students surveyed think that they have not adapt to college study until now; 30.6% of the mare just generally adapt with college study; 13.3% of them are able to adapt with college study life and only 4.4% of them thinks that they can adapt with the university study very well. Under the overall middle school exam-oriented education environment, some students are pushed to learn with parents and teachers' close supervision and taught for many years and admitted to the university. They have been accustomed to the teacher-based and teacher-directed learning methods. After entering college, they can not accord the university learning style to adjusted timely so as to can not accomplish autonomous learning , which directly led to some students can't keep up with the university study, also gradually lost interest and confidence in learning and eventually got learning difficulties.

## 2.2 The Learning Motivation is Not Correct and Lack of Study Planning Consciousness

Question: "What is your learning purpose while you are in university?", as shown in table 2.

**Table 2 surveyed students' learning purpose situation**

Learning purpose situation	In order to achieve their ambitions	Haven't thought about this question	In order to meet the parents and the family's wishes	In order to get a university undergraduate diploma
The students surveyed	11 (6.9%)	17 (10.6%)	54 (33.8%)	78 (48.8%)

Question: "Have you make a college career planning for yourself?", as shown in table 3.

**Table 3 Surveyed students' college career planning formulation situation**

Develop college career planning	Have formulated and implemented	Have made but not carried out	Have thought of it but did not make	Never thought of it and no more
The students surveyed	14 (8.8%)	25 (15.6%)	49 (30.6%)	72 (45%)

It can be seen from the survey data that, in these students surveyed, nearly half of them hold views that they study in university for the sake of the diploma, 33.8% of the students believe that they study in order to meet parents' expectation, and 10.6% of them haven't thought about their learning purpose in university, only 6.7% of college students understand his purpose. In students' learning progress, learning motivation is the inner power and also an important factor which can affect learning effect. If learning motivation is not correct it will lead students to lose interest in learning and expectations, and eventually have learning difficulties. It can be seen from the survey that 45% of students surveyed have never thought and formulated the academic career planning, 30.6% of them have thought but fail to develop specific academic planning, and 15.6% of students have formulated academic planning but not implemented it, only 8.8% of the students made the academic planning and have put it into action. No learning targets and learning plan, students will lack of learning motivation accordingly. Without clear goals, there will be no pressure and no power to learn. In this situation, students' psychology will in a state of extreme relaxation which lead them to study abstractedly and at a time. Finally, they become the students who have learning difficulties.

### 2.3 Lack of Independent Management Ability

Question: "In generally, what's your state in professional courses ?", as shown in table 4.

**Table 4 The state of the students surveyed in professional courses**

States in courses	Carefully	Seriously but wander occasionally	Peek at cell phones or do other things	The state is not good and don't want to listen
The students surveyed	13 (8.1%)	44 (27.5%)	47 (29.4%)	56 (35%)

Question: "How about your task fulfillment of the homework arranged by teachers?", as shown in table 5.

**Table 5 Students' task fulfillment of the homework**

Homework completion	Serious complete the job	Will do when think of it	Copy straight From the classmates	Not do
The students surveyed	19 (11.9%)	34 (21.3%)	46 (28.9%)	61 (38.1%)

According to the survey, 35% of the students' status in class is not well, and they don't want to listen to lectures. Nearly 30% of the students are playing cell phones or doing other things. Less than 10% of the students can be carefully during the class. For the homework assigned by teachers, most students are not serious about, or don't do it directly, or copy from the classmates straightly, only a small number of students will complete it seriously. The result of these investigations reflect a problem: these students are lack of self-discipline and self-management ability so that they can't constraint and control their behaviors .For letting his misconduct drift, they got bad learning habits in the long term which finally lead to low efficiency and decline in learning .At last, they got difficulty in study.

### 2.4 Improper Learning Methods

Question: "Will you preview and review the courses in the schedule?", as shown in table 6.

**Table 6: The situation of preview and review**

The situation of preview and review	Have the habit of preview and review	Sometimes	Seldom or never
The students surveyed	15 (9.4%)	41 (25.6%)	104 (65%)

Question: "Will you do other learning activities after class such as listening to the academic reports, going to the library to look up information, going out to practice and investigate ?", as shown in table 7.

**Table 7 Surveyed students in learning activities**

In learning activities	Learning activities actively	Occasionally in learning activities	Almost without learning activities
The students surveyed	9 (5.6%)	54 (33.8%)	97 (60.6%)

Question: "How many time you will spare for learning after class?", as shown in table 8.

**Table 8 Surveyed students learning time after class**

Their spare time for learning	More than 3 hours	1 to 2 hours	0 to 1 hour
The students surveyed	12 (7.5%)	42 (26.3%)	106 (66.3%)

Survey data shows that among the students surveyed, more than 60% of the students rarely to preview and review after class, in addition to class time they almost don't spend spare time to learn at ordinary times and never to other learning activities after class, only less than 10% of the students would like to preview and review, spend more than 3 hours for learning and participate in learning activities outside the classroom after class. Based on these survey data, we can see that most of the students will not go to study consciously .Except class time, they spend little time on study every day and don't realize that there are essential difference between university and high school learning, the college study is not confined to the classroom. They also didn't aware of the learning process of university was based on autonomous learning rather than relying on the teacher's supervision. They also fail to form a system of learning methods and develop autonomous learning habit, eventually learning lazy, slack and low efficiency, and become the one who have difficulty in study.

### 3. The conclusion

Through the survey we found that the internal factors are the main factors that lead to the formation of a student with learning difficulties, these factors including: poor learning adaptability, incorrect learning motivation, the lack of learning planning consciousness, the lack of independent management ability, inappropriate learning method etc. Through the investigation and analysis, we also found that, in real life, the internal factors that lead the students have learning difficulties are often not caused by a single factor, but may be the result of a variety of factors working together.

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