

**The Objective Analysis of the Formation of “Inferior Students”**  
**---Based on Empirical Study from Land and Resources College of China**  
**West Normal University**

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**Abstract:**

*On the basis of consulting data, questionnaire investigation and relevant research, it can be deduced that family, school, society and other objective factors exert mutual influence upon “inferior students” besides individual reasons. More often than not effect upon inferior students is not single, but the interaction among various objective factors.*

**Keywords:** Inferior Students; Objective factors; Investigation; Research

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 can not 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

In the light of internally existing research and survey, it can be figured out such following assumption:

The students' families, schools and society are the importantly objective factors leading to their learning difficulty.

### 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

Literature method and questionnaire are mainly adopted in research. Questionnaire uses both open and closed types, which is designed mainly from inferior students' families' background, school and social aspects. And feedback will be systematically analyzed by SPSS for Window 18.0.

### 1.4 Research Tools

This questionnaire uses self-made way included 26 questions, among which 12 questions concern school, 8 concern family and the last 6 concern society. The reliability coefficient of Alpha in this research is 0.87.

## 2. The Objective Analysis

### 2.1 The Analysis from Family Education

#### 2.1.1 Inappropriate Family Education Mode

Question: "what kind of ways do your parents usually use to teach you?", see Table 1.

**Table 1. Student Family Education Mode who are surveyed**

Family education modes	Democracy	Dictatorship	Laissez-faire	Excessive interference
The student surveyed	14 (8.8%)	43 (26.9%)	49 (30.6%)	54 (33.8%)

It can be displayed from the table that both laissez-faire and excessive interference respectively account for more than 30%, dictatorship takes up 26.9% and democracy only occupies 6.3%. Therefore, we can arrive at a conclusion that most family education exist some problems. Most students are spoiled, denied, excessively interfered, overindulged, let alone democracy. Under such family background, children tend to

become arrogant, aloof, self-centered and paranoid; moreover, they usually ignore rules and regulation, education at schools, which is prone to bring about difficulty in study.

### 2.1.2 Incomplete and Inharmonious Family

Question: "How do you feel your family ?", see Table 2.

**Table 2. The student family atmosphere who are surveyed**

Feelings	happiness	Indifference, hostility	Tension, conflict	Just so-so
The students surveyed	23 (14.4%)	34 (21.3%)	36 (22.5%)	67 (41.9%)

As Table 2 exhibits, nearly half students have such family problems as hostility and conflicts. Only 14.4% have a harmonious membership in their families. Those children who grew up under compatible home environment, lack of not only warmth and love from family but the capability of concentrating upon studying. What's worse, those who get hurt emotionally resulted from family misfortune or divorce have no intention of learning, which consequently causes the difficulty in learning.

### 2.1.3 Parents' Long-term Indifference

Question: "Does your parents know your performance at school?", see Table 3.

**Table 3 the parents know about the situation of the performance of their children in school**

Extents of understanding	Very	More	Not much	Little
The students surveyed	9 (5.6%)	28 (17.5%)	47 (29.4%)	76 (47.5%)

According to Table 3, more than 70% parents don't have much understanding. These parents always think that bringing children to school is as safe as a strong box. Thereby they don't care much about children. They are preoccupied with livelihood, career and other business. In other words, they don't have time or energy to educate children. Instead of concerning about the learning of children, parents just offer financial supports for children. In long terms, children who are kept in unsupervised state and lack of self-restraint, become even more slack than before. Eventually, they unfortunately turn into "inferior students".

## 2.2 Analysis from School Education.

### 2.2.1 Analysis in Educational Aspect.

Question: "what do you think of your professional courses?", see Table 4.

**Table 4 The view of professional curriculum among the surveyed students**

opinions	Very interested	More interested	Uninterested
The surveyed students	7 (4.4%)	31 (19.4%)	122 (76.3%)

It can be seen from table4 that more than 70% students are not interested in professional courses while only 4.4% have a strong interest in professional courses. Combined with teaching situation , lessons are outmoded and teaching methods are monotonous and tedious. Teachers always neglect the interaction with students. Hence they fail to mobilize enthusiasm and initiative of students and spur interest of students. It is known that interest is the best teacher. Consequently students show little interest in studying, they are likely to give up it, and ultimately causes difficulties in studying.

Question: "do you communicate with teachers after class?", see Table 5.

**Table 5 communication situation after class between teachers and surveyed students**

communication	Frequent	occasional	no
The surveyed students	13 (8.1%)	53 (33.1%)	94 (58.8%)

From table 5 shows, more than half of students do not communicate with teachers after class while only 8.1% of students and teachers often exchange. It is demonstrated that there is little interaction between teachers and students. In another word, there is no communication between teachers and students. Thus, problems of students can not be solved from the root, which from a long-term perspective, will cause students to take an aversion for curriculum, and finally leads to learning difficulty.

### 2.2.2 Analysis in Management of Students.

Question: "does your head teacher or tutor focus on you ?", see Table 6.

**Table 6 the situation of the counsellors' concern for surveyed students**

focus	very	never	generally	seldom
The surveyed students	19 (11.9%)	21 (13.1%)	54 (33.8%)	66 (41.3%)

41.3% of students deem that they seldom get teachers' attention. 32.8% of students hold that they get general concern from teachers. Only 11.9% students think that teachers pay close attention to them. And even 12.1% students consider that they has never been concerned about. In colleges and universities, a counselor is responsible for several classes and even the whole grade, which counselor is driven to manage carelessly in practical process of management. And thus counselor cannot be kept well-informed with learning situation of each student. Quite a few students get unfavorable scores of subject at the very beginning. However, students are inclined to become tired of learning and have a worse performance in class without timely concern and guidance from teachers. When found out problems by teachers, students have tremendous troubles already.

## 2.3 Analysis from Society.

### 2.3.1 Universities' Expanding Plan leads to Decline of Quality of Students

Question: "how about your entrance examination before university?", see Table 7.

**Table 7 Entrance scores situation of surveyed students**

Grades	Failure in Chinese exam	Failure in comprehensive subjects	Failure in math exam	Failure in English exam
The surveyed students	36 (22.5%)	43 (26.9%)	51 (31.9%)	54 (33.8%)

As the table reveals, more than 30% of students failed in English and math entrance examination before universities while 20% failed in comprehensive subjects and Chinese examination. Along with the constant expansion of the amount and the scale of college enrollment, advanced education has been turned from elite education to general education, requirements of entering universities are lowered year by year. Judging from this, more and more students have opportunities to enter universities. Nevertheless, the quality of students is declined year after year. Some students who had not solid foundation in middle schools nor great learning habits, have limited capability of catching up with teaching progress and thereby fall behind. Those tend to be frustrated and be hard to recover and finally become “inferior students”.

### 2.3.2 Difference of Educational Standards in Origins of Students.

Question: "where do you come from?", see Table 8.

**Table 8 Entrance scores situation of surveyed students**

Areas	Big cities	Small-medium cities	Remote areas	Rural villages and towns
The surveyed students	12 (7.1%)	36 (17.9%)	52 (30.8%)	60 (44.2%)

As the table indicates, most of students come from rural and remote area, who account for more than 70% of the survey. However, urban students just account for 25%. On account of imbalance of economic development in China, there is a big gap of educational standards and diathesis of students who are especially from rural and remote area. Schools in that area, are short of not only qualified teachers but hardware facilities. Under such condition, a great many students don't have computer and experiment classes, which in some extent will produce an negative effect upon students in universities.

### 2.3.3 The Impact of Social Injustice

Question: do you think social employment competition is fair? See table 9.

**Table 9 The view of employment fairness among surveyed students**

The view of employment fairness	Very fair	More fair	Unfair
The surveyed students	15 (9.4%)	46 (28.8%)	99 (61.9%)

It is exhibited that more than 60% of students reckon that society exists unfair employment competition while less than 10% believe it fair. The social malpractice, in a extent, produces a demotivated effect upon students. Undeniably, some excellent and hard-working students fail to apply for jobs while inferior students with the background succeed to acquire enviable jobs. It disappoints and demotivates students, even renders students to give up learning for they think it useless.

### 2.3.4 Influence of Socially Undesirable Ethos.

Question: "what do you usually do in your spare time?", see table 10.

**Table 10 life situation after school among surveyed students**

Life situation after school	Go to places of entertainment	Play mahjong, and cards	Shopping and hang out	Play computer games watch TV, chat etc.
The surveyed students	17 (10.6%)	19 (11.9%)	22 (13.6%)	102 (63.8%)

It's indicated that more than 60% of students like to surf the internet, 11.69% 10.6% of students respectively like playing cards and go shopping, 10.6% like going to bars and KTV. It can be inferred that students are influenced by socially undesirable ethos, particularly by hedonism and materialism. After entering universities, students savor freedom without the guard of parents, just like runaway horses. They spend plentiful time on enjoyment and entertainment. They find achievement that they have not experienced in reality yet in virtual world. As a result, they are prone to inextricably bogged down in the virtual world and become "inferior students".

## 3. Conclusion

**3.1** Family education is an important cause leading to the formation of "inferior students", including the impropriety of family education, the incompleteness and disharmony of family, the long-term indifference of parents and so on.

**3.2** School education is also a significant factor leading to the formation of "inferior students", including instruction and management.

**3.3** Society is another vital cause, including universities' expansion plan leading to decline of quality of students, the regional difference of education level, injustice and unhealthy practices of society.

Through the survey, we can come to a conclusion that the objective causes leading students to study difficultly is often not unitary but the joint action of various factors of which are family, school, society and other causes.

### About The Author

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