A Study on the Factors Influencing the Learning Interest of College Students in the New Era
—Based on the Investigation of a University in Chengdu

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Abstract—The level of interest in learning directly affects students' academic achievement. Based on a questionnaire survey of 300 college students in Chengdu, it was found that the main factors affecting the learning interest of college students in the new era mainly included the following five types: lacking of clarity in learning targets, the knowledge learned is not practical, the curriculum is lack of interesting, lacking of self-control over electronic products, and the encouragement and support of the relatives is insufficient. Finally, the author put forward several ways to enhance students' interest in learning from several aspects, including career planning, curriculum reform, home, school and students' cooperation to enhance students' self-control and continuous encouragement and support from their relatives.

Keywords—College students in the New era; Learning interest; Influencing factors; Chengdu

I. FOREWORD

Learning interest is a tendency to explore the unknown world and is the most active factor in learning motivation [1]. As a non-intellectual factor, learning interest is of great value and significance in improving students' learning ability [2]. However, the reality is that college students have low interest and enthusiasm in learning [3]. So, what causes low interest in learning of college students in the new era? In view of the important influence of learning interest on learning effect, in order to have a deeper understanding of this problem, the author intends to further explore the problem. This paper will provides some suggestions for current college students and high school students about to enter university in order to better guide their college study and life.

II. RESEARCH DESIGN

This paper mainly uses the questionnaire method to carry out the research. The questionnaire design is based on the reading of certain literature, through interviews with individual college students to understand their preliminary views on the factors affecting their interest in learning, and designed a series of possible factors as the questionnaire items. The questionnaire is designed with the Richter scale, which requires students to make the most appropriate choice from "Strongly Disagree, Disagree, Don't know, Agree, Strongly agree" in each item. The questionnaire was mainly carried out among the undergraduates of a 211 university in Chengdu. A total of 300 questionnaires were distributed in the three major subjects of science, engineering, humanities and social sciences of the school, with 100 for each subject, and as far as possible for different grades. In the end, 286 questionnaires were collected, the recovery rate was 95.3 and the effective rate was 100.

III. AN ANALYSIS OF THE FACTORS INFLUENCING COLLEGE STUDENTS' INTEREST IN LEARNING

Based on the data processing of 286 valid questionnaires collected and the analysis of nearly 20 questions designed in the questionnaire, It was found that the most influential factors of college students' learning interest were: lacking of clarity in learning targets, the knowledge learned is not practical, the curriculum is lack of interesting, lacking of self-control over electronic products, and the encouragement and support of the relatives is insufficient. The analysis is as follows:

A. Lack of Clarity in Learning Targets

According to the statistical results, 9.8% of the students chose "Strongly agree" and 30.8% chose "Agree" to the influencing factor of "no clear learning goal". In addition, 30.4% of the students chose "Don't know". The data is shown in Table I.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>28</td>
<td>9.8</td>
<td>9.8</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>88</td>
<td>30.8</td>
<td>30.8</td>
<td>40.6</td>
</tr>
<tr>
<td>Don't know</td>
<td>87</td>
<td>30.4</td>
<td>30.4</td>
<td>71.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>58</td>
<td>20.3</td>
<td>20.3</td>
<td>91.3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>25</td>
<td>8.7</td>
<td>8.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>286</td>
<td>100.0</td>
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At present, one of the important factors affecting college students' interest in learning is that there is no clear learning...
targets. The majority of college students in the new era are only children. Their goal in high school is to study hard and take a good college. As for what to do after admission to college, most of them are confused. The busy high school life left them with no time to think about it, and some people even relied on their parents to choose college. They haven’t tried to make a plan for their future, so they also don’t have a clear learning targets in university.

B. Knowledge Learned is not Practical

According to the statistical results, 21.3% of the students chose "Strongly agree" and 33.9% chose "Agree" to the influencing factor of "Knowledge learned is not practical". That is to say, more than half of the students lost their interest in learning because they thought that what they had learned was not practical. The data is shown in Fig.1.

Fig. 1. Knowledge learned is not practical

"What you learn is not what you use" is a common saying among college students. It is true that a considerable proportion of college students do not have jobs related to their major after graduation, or the professional knowledge they learned in school is rarely used in the work. As a result, their learning is less motivated, and getting a degree is their primary goal. The strict entry and wide exit training mode in Chinese universities leads to the students lack of interest in learning.

C. The Curriculum is Lack of Interesting

According to the statistical results, 11.2% of the students chose "Strongly agree" and 35% chose "Agree" to the influencing factor of "The curriculum is lack of interesting". In other words, nearly half of the students lost interest in learning because the course itself is boring and uncreative. The data is shown in Table II.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>32</td>
<td>11.2</td>
<td>11.2</td>
</tr>
<tr>
<td>Agree</td>
<td>100</td>
<td>35.0</td>
<td>46.2</td>
</tr>
<tr>
<td>Don’t know</td>
<td>112</td>
<td>39.2</td>
<td>85.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>33</td>
<td>11.5</td>
<td>96.9</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>9</td>
<td>3.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>286</td>
<td>100.0</td>
<td>100.0</td>
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According to the training plan of these courses, the author found that there are many courses, and many of which are obscure in terms of their names. In interviews with some of the students, they talked about that many courses are boring and useless in real life. Moreover, it was difficult for students to bring up their interest in learning if the teacher lacked a humorous class style.

D. Lacking of Self-control Over Electronic Products

According to the statistical results, 25.9% of the students chose "Strongly agree" and 25.9% chose "Agree" to the influencing factor of "Lacking of self-control over electronic products". The data is shown in Table III.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>74</td>
<td>25.9</td>
<td>25.9</td>
</tr>
<tr>
<td>Agree</td>
<td>74</td>
<td>25.9</td>
<td>51.8</td>
</tr>
<tr>
<td>Don’t know</td>
<td>79</td>
<td>27.6</td>
<td>79.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>39</td>
<td>13.6</td>
<td>93.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>20</td>
<td>7.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>286</td>
<td>100.0</td>
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Mobile phone addiction is common among college students. As a high school student, the reason for this is that I can't help thinking of a sentence that high school teachers and parents often use to comfort us: "In high school, work harder, just go to college." In the three years of senior high school, because of the pressure of college entrance examination, many students have to control their desire to play with mobile phones. After going to college, out of the control and supervision of teachers and parents, the three-year depression in high school erupted in College life. Lack of self-control students will be trapped in the game can not extricate themselves, the most serious result is that college students have been forced to drop out because of too many failures about lesson. The above findings also prove the universality of this phenomenon.
E. Lacking of Encouragement and Support from Relatives

For this option, the proportion of students who choose "very agree" is as high as 33.2%, and the proportion of students who choose "relatively agree" is as high as 35.7%. The total number of students who choose these two levels is as high as 68.9%. These two levels are the highest proportion of all options. The result is surprising. The specific data are shown in Fig.2.

![Fig. 2. Lack of encouragement and support from relatives](image)

In my opinion, the reason for this phenomenon is that for many parents and relatives, children's task is to enter a good university. As for how to study, whether to learn, what to learn, how to learn, parents have paid little attention to it. Or many parents are unable to pay attention. For parents, their children have completed the task of learning when they enter university, and they have also fulfilled the task of continuing to encourage and support their children. "It's hard to get in and easy to graduate" in Chinese universities has led many parents to believe that their children have no problem getting a college diploma. It's also easy to get a college diploma, so it's no longer necessary to continue encouraging and paying attention to children's study in college. Without parents' expectations and support, many students lose their motivation to learn, resulting in low interest in learning.

IV. WAYS TO PROMOTE COLLEGE STUDENTS' INTEREST IN LEARNING

"As an important part of non-intellectual factors, learning interest can significantly improve the efficiency of intellectual activities, stimulate students' thirst for knowledge, improve students' learning enthusiasm, and provide endless impetus for students' lifelong learning and sustainable development [4]." Interest is the best teacher. In order to enable college students to concentrate on learning, grasp the ability to earn a living, and achieve academic success, it is particularly necessary to improve their interest in learning. According to the results of this study, we can enhance the interest of college students in learning from the following aspects.

A. Career Planning for Students as Early as Possible

From the survey results, we can find that more than 40% of college students have no clear learning goals. One of the main reasons why most students are not motivated to learn is that they have no specific learning goals [5]. The confusion about the future leads to students' lack of direction. Therefore, making career planning as early as possible is the key to solve this problem. Career planning should not start when you graduate from senior year and look for a job. It should be arranged in high school, and from then on it should gradually train and guide students, and help students find their hobbies and interests, and apply for the corresponding schools and majors. After entering the university, from the beginning of the freshman year, the university should further guide and train students in career planning. Such as offering lectures, elective courses, etc., or inviting graduates to return to school for experience exchange. Through these ways, students can determine the future direction of development as early as possible, reduce the blindness of learning, and make targeted efforts to their own goals. In this way, students' interest and motivation in learning can be enhanced.

B. The Curriculum Should be "Learned for Practical Use" as Far as Possible.

"The knowledge learned by students is not practical enough." is another important factor affecting college students' interest in learning. More than half of college students agree that this is an important reason for their low interest in learning. In addition to meeting the basic needs of professional training, colleges and universities should constantly adjust the curriculum according to the changes of domestic and foreign environment. New industries, new knowledge, new technologies and new phenomena should be penetrated into classroom teaching and training in a timely manner. When college students generally feel that their knowledge can be "learned for practical use", they will have a sense of urgency and crisis. Because if they don't study hard, they won't be qualified for the job after graduation. In this way, their learning interest and motivation will be enhanced.

C. Improving Students' Self-control through Multiple Channels, Enhancing Indirectly Learning Interest

Due to the lack of self-control over mobile phones and online games, 51.8% of students' interest in learning is affected, especially the proportion of "very agree" is second only to "lack of encouragement and support from relatives". From here we see that internet addiction and mobile phone addiction have seriously affected college students' learning. Some scholars have confirmed the positive correlation between self-control and academic performance through empirical research. That is to say, the stronger the self-control is, the better the academic performance is [6]. In view of this situation, schools, parents and college students should take measures to improve students' self-control of electronic products such as mobile phones. For schools, the use of electronic products can be strictly controlled by shutting down the network regularly and requiring centralized storage of mobile phones in class. In addition, students can be encouraged to devote themselves to colorful extracurricular activities or contests by increasing their activity.
credits in or out of school so as to diversify their frequency of using electronic products. For parents, they can strengthen communication with their children, and at the same time, they can contact school counselors or class tutors to understand their children's learning situation and do real-time reminders. In addition, try not to provide children with too high-end electronic products. For college students themselves, from the psychological level, we can improve self-control from the following three aspects. First, standards of conduct and objectives should be feasible, effective and clear. Second, the ability to think twice before facing temptation without impulse. Third, reduce the motivation of your own impulses [7]. Through the concerted efforts of home, school and students, we can overcome the stubborn illness of mobile phone addiction or internet addiction, which seriously affects students' interest in learning.

D. Continuous Support and Expectation from Relatives is an Inexhaustible Source of Promoting College Students' Interest in Learning.

What surprises me most about the results of this survey is that "Lack of encouragement and support from relatives" is the most important factor affecting college students' interest in learning. Unexpectedly, there are 68.9% of the students who choose to "agree very much and agree comparatively". The author analyses the reasons, which may be that parents and other relatives think that children have worked very hard in senior high school, and everything is okay for them when they enter college. They should also make their children relaxed. So they relax their demands on their children and stop expecting high expectations from their children. They pay little attention to their children's learning. For college students in the new era, the greatest motivation for them to study hard in high school is to "repay their parents" or to realize their parents' expectations. After entering the university, when parents no longer have high expectations for themselves, they do not know why to study. Without motivation, there is no interest. Thus, the constant encouragement and support of relatives and the constant expectation and attention of parents for children are the motivation and source of college students' learning in the new era. Therefore, it is suggested that parents and other relatives should continue to encourage and support college students' learning, encourage them to achieve higher and higher goals, so as to enhance the interest of college students in the new era.

V. Conclusion

For college students in the new era, low interest in learning is widespread. Promoting students' interest in learning requires the collaborative efforts of schools, parents and students. There are the important ways to enhance students' interest in learning including career planning for students as early as possible, the curriculum should be "learned for practical use" as far as possible, improving students' self-control through multiple channels, enhancing indirectly learning interest, and continuous support and expectation from relatives is an inexhaustible source of promoting college students' interest in learning.

REFERENCES


