

Research on College Management Based on class attending rate

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Abstract. Research on college students' class skipping causes shows that employment pressure, curriculum setting, learning intention and teaching methods have the greatest contribution to skipping, and the impact of social employment pressure on colleges and universities is obvious. Lower the class skipping rate has always been an important problem to college. This paper analyzes the main factors that affect college students' attendance rate and puts forward corresponding suggestions and countermeasures.

1. Introduction

From the point of view of macro management, the university has not only had the important relationship with the students' own quality, learning situation, especially the learning goal, learning responsibility and learning atmosphere, but also reflects the situation of teaching management in colleges and universities, Provides a reference for School management improvement . Secondly, from a theoretical point of view, the study of university class attending rate, influencing factors and countermeasures, can make up for the university management issues such as not comprehensive enough, not very systematic deficiencies. Thirdly, from the practical point of view, the university has a serious impact on the normal teaching work of colleges and universities, and has a negative effect on students, teachers, parents, schools and society as a whole. It is helpful to study the university's attendance rate, influencing factors and countermeasures. In the university efforts to improve teaching, strengthen the teaching management, to fully mobilize the enthusiasm of students to learn to improve students' participation in teaching activities, reduce students skipping phenomenon, improve student learning effect, improve classroom teaching quality.

2. Analysis Of Skipping Realated Factors

In the spring of 2016, the average attendance rate of the target college was 72.81%. In the autumn of 2016, the average attendance rate for the teaching examinations was 79.63%, which was about 7 percentage points higher than the spring semester of 2016. Indicating that the rate is not very high, there are 20-30% of the students did not attend classes, and there is still room for improvement . The school in the spring of 2016 and the end of the fall of 2016 junior students pay attention to the attendance rate, and the teacher's teaching evaluation, which did greater improvement to the class attending rate .

The explanatory variable of this article is skipping (SKI), never escape take the value of 0, escape take the value of 1. Explain variables with personal factors, teacher factors, school factors, family factors and social factors. Personal factors include learning ability (SCO) and learning intention (PER), with the college entrance examination scores as the proxy variable of learning ability; teacher factors include teaching method (TEA) a variable; school factors include teaching management (ADM) and curriculum (CLA); family factors include two variables: the mother's education level (MED) and the family's economic income (CSU), where the household income is used as a proxy variable for the student's monthly average living expenses as a proxy variable The student's living expenses are always subject to household income. Generally speaking, the higher the family income, the higher the consumption; the social factors include the two variables (CER) and social relations (GOV), because the research behavior is social employment Stress in the performance of colleges and universities, and social relations will be one of the factors that affect students to skip class, because

there is evidence that social relations is one of the important reasons for the division of labor market in China, there are more social relations students Will reduce the future Employment pressure to reduce the willingness to learn.

The above explanatory variables, the social relations (GOV) for the binary variable, with relationship take 1, no relationship take 0; research for the binary variable, the test or ready to get 1, not test is not prepared to take 0; college entrance examination scores (SCO) And living expenses are continuous variables, according to the actual situation of the value of the mother's education: primary school and the following take 5, junior high school 8, high school 11, college 14, undergraduate 15, master and above 18; The choice of variables is divided into five levels and using the Likert assignment method, by value 5,4,3,2,1. The statistical description of the variables and the possible directions for the effects of the explanatory variables are shown in Table 1.

Table 1. Explain the statistical description of the variable samples

variables	average value	Standard deviation	The maximum value	Minimum value
SCO	477.87	19.22	442	299
PER			5	1
TEA			5	1
ADM			5	1
CLA			5	1
MED			13	5
CSU	545.67	254.60	993	79
CER			1	0
GOV			1	0

In this paper, Logistic model is used to analyze. In order to examine the possible influence of the variables on the size and direction of the probability of skipping and the possible interaction between the explanatory variables, the author obtained five measures to control the variables by gradually adding personal factors such as personal factors, teacher factors, school factors, family factors and social factors The regression results are shown in Table 2 shows five models are compared.

Table 2. The Logistic model of skipping

variables	Modle1	Modle2	Modle3	Modle4	Modle5
C	-2.5019	-1.0888	-0.1596	-2.3045	-4.0993
SCO	0.0349**	0.0534	0.0194***	0.0196**	0.0192 ***
PER	-0.3413 ***	-0.4713 ***	-0.5378 ***	-0.5212 ***	-0.4500***
TEA	-0.4211	-0.0917***	-0.2513	-0.3012**	-0.4541***
ADM			-0.1381	-0.1028	-0.1870
CLA			-0.2305 ***	-0.8567 ***	-0.1471
MED				-0.1011	-0.0942***
CSU				0.0075 ***	0.0308 ***
CER				-3.5406**	-3.6206**
GOV					0.6913***

Among the individual factors, the college entrance examination scores (SCO), which represent the learning ability, have a positive effect on skipping and have maintained a 6% significance level in the five models. That is to say, students of higher college entrance examination scores , in other conditions remain unchanged, they are more inclined to skip class. The student 's willingness to study (PER) has a negative impact on student skipping. After joining the social factors, the learning intention is still the third most important factor affecting students' skipping. The influence coefficient is only slightly lower than that of curriculum (CLA).

In the teacher factor, the teacher's teaching method (TEA) has a negative impact on the student skipping, the more teacher's teaching method can be accepted by the students, the less the probability of skipping. In school factors, teaching management variables (ADM) in the three models are not significant, seemingly unreasonable, in fact, this is the inevitable result of the constraints of college management system softening. First, the name system constraints soften. Most teachers do not want to implement their own strict naming system and affect their own evaluation at the end of the school results, even if teachers are willing to do so and those who prepare to jump students into the classroom, but "hidden skipping" to the teacher. To the psychological cost is not necessarily higher than the dominant psychological costs of skipping, and listen to the class must be students themselves.

Course setting (CLA) has a negative impact on skipping, the more rational the curriculum, the lower the escape rate. The contribution of the setting to the truancy is ranked second in all explanatory variables, and the coefficient in model 3 is -0.2305. The absolute values of the coefficients are reduced by about 2% and 2.7%, respectively, after adding family factors and social factors. That is to say whether the student's judgment on whether the curriculum is reasonable or not is affected to a certain extent by family and social factors.

In the family factor, taking into account the family income on the impact of student skipping is non-linear, we in addition to the model 4 in addition to the mother's education (MED) and income (CSU) two variables, but also increased the CSU square, Three variables were significant. Among them, the mother's education level has a negative contribution to the skipping, family income has a positive contribution to skipping, that is, the higher the degree of education of the mother the higher the probability of skipping, the higher the family income the greater the probability of skipping. The marginal effect of a variable on skipping is small.

In social factors, research (CER) has a positive contribution to skipping, which is one of the most significant contributors to the taxonomy in all explanatory variables, reflecting the current social. The impact of employment pressure on normal teaching. When students feel the strong employment pressure, they will go to research or Kaoyan to increase their employment weight or try to delay the employment time. Textual research and Kaoyan on the one hand will directly erode the class time, on the other hand will also affect the students on the curriculum, teachers teach the correct way to teach. When the normal lectures and research or PubMed time on the conflict, they will be "whether the lectures or research expedition for the benefit of" criteria for judging the curriculum and teachers for utilitarian choice. Social relations (GOV) variables are not significant in the model. Probable reasons: First, people with higher education may be more likely to use weak relationships rather than strong relationships to find work; second, even if their "family members or relatives. In the township government or state-owned enterprises above the office or open the company, "these people in the future work of the students may not be able to help.

From the R^2 , with the increase of the control variables in the model, the goodness of the model is improved, indicating that the above factors do explain the reason of the students skipping to varying degrees, but the maximum value of R^2 is only 0.1794, which shows that More unobservable variables in influencing students to skip classes.

3. Discussion

In this paper, Logistic model and phased regression method are used to analyze the contributions of students, teachers, schools, families and social factors to skipping, and at least the following conclusions can be drawn:

Firstly, the social employment pressure, the rationality of the curriculum, the willingness of the students to learn and the way the teacher teaches is the four variables that have the greatest contribution to the truancy in all explanatory variables. Nevertheless, they are only 17% of the variables that enter the model, To explain the extent of the students to skip class reasons, there are more unobservable variables in the impact of student skipping.

Secondly, the social employment pressure on the impact of colleges and universities is obvious, research or Kaoyan not only directly eroded the class time, but also affect the students on the curriculum and the correct way to teach teachers to indirectly make a contribution to skipping The Since there is no reason (of course, there is no reason to prevent students from this utilitarian choice, then at least a considerable part of higher education institutions should abandon the years of intentional or unintentionally adhere to the "personality of the pedal" educational tradition, to take more professional education Reform.

Thirdly, under the existing higher education system, the softening of the teaching management system has certain certainty. A viable option, either under the premise of optimizing the curriculum, to implement a thorough free elective system and supplemented by a rigorous examination system. The free elective system means that students' choice of teachers and courses is conducive to the improvement of teaching quality and the further optimization of curriculum. Strict examination system means that the current university teaching management model will be changed from process management to target management. There is no name system, how to skip the lesson that the key to the problem is that our higher education management department can firmly take this step.

4. Conclusion

On the basis of comparative analysis of the existing research results, this paper summarizes and summarizes the research methods of on-the-spot sampling, classroom lectures, investigation and teaching materials, and makes a comprehensive and systematic study of the university's class rate. The paper analyzes the students, teachers, schools and social factors that affect the college attendance rate, and makes a feasibility analysis to improve the university class rate. From the four aspects of students, teachers, schools and society, Put forward the specific measures to improve the college rate, draw the following conclusions:

(1) Different grades and gender has differences on skipping rate.

(2) factors that affect the rate of students, teachers, schools, social factors, mainly students learning purposes are not very clear, do not like the professional, improve the overall quality, adjust the learning attitude, teachers, teaching level is not High, the teaching content is not very rich, the teaching method is not very reasonable, the teaching sense of responsibility is not strong, the school does not attach much importance to the teaching, the curriculum is not very reasonable, the teaching management is not very strict, the teaching environment is not very good, bad social network The negative impact of the employment situation.

(3) national education policy, total quality management, university resource utilization to improve the university to provide a feasibility. To improve the university class rate can be from the students, teachers, schools and the four aspects of the community to take countermeasures.

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