

# The Investigation and Analysis of the Graduate Students' Learning Initiative

## Taking C University in Xi'an as an Example

Xianping Yuan

College of Management  
Xi'an University of Science and Technology  
Xi'an, China 710054

Lingxian Kong

College of Management  
Xi'an University of Science and Technology  
Xi'an, China 710054

**Abstract**—The learning initiative of graduate students has a very important impact on their learning effect at school and the number of their research findings. In this paper, a questionnaire survey was conducted to investigate the learning status of graduate students at C University in Xi'an. The results show that a considerable number of students are in a general state of study initiative. Through the statistical analysis, we find that the main factors that affect students' learning initiative are the degree of mentoring, learning places, learning methods, learning goals and so on. In view of the problems existing in the process of graduates' study, some suggestions are put forward to improve the initiative of study and optimize the quality of study.

**Keywords**—graduate students; learning initiative; investigation and analysis

### I. INTRODUCTION

In recent years, as China's economic and cultural prosperity and development, as well as the improvement of education level, the government has increased investment in all aspects of higher education, and the demand for knowledge talents in the market has also increased year by year. Since the policy of enrollment expansion of graduate students was carried out in 2003 in China, the number of graduates enrolled each year has reached about 500 thousand. In today's society, the country's economic development, scientific and technological innovation, social management and many other aspects are closely related to the scientific research results of colleges and universities, while the main force of scientific research in Colleges and universities is the teachers and their students. It is of great significance to investigate and study the learning initiative of graduate students

Through the mentors' guidance and leadership, many graduate students could participate in research projects, do some experiments, apply for patents. Some students have been able to study independently in the research activities, to become good assistants of their tutors. However, there is no lack of such students, after obtaining postgraduate admission, they reduced their demands for learning, do not understand the significance and the key point of graduates' learning, don't even know what is scientific research. Learning

initiative determines students' attitude towards learning and their motivation to study, thus it could affect their learning behavior and learning effect. A student of high learning initiative, will develop a clear learning objective, be strict with himself/herself, spend most of the time on study and research, and will actively resolve the difficulties in learning process. The enthusiasm of graduate students will not only affect the number of scientific research achievements and the successful completion of their study, but also affect the progress and development of their colleges and universities. This paper takes C University in Xi'an as an example to investigate the initiative of graduate students.

In 2017, Graduate School of Management in C University expanded the enrollment, so the number of fresh graduate students has increased to 113, which is three times more than the number of 2016. In order to understand the graduate students' learning initiative, find the causes, and improve the quality of graduate education, a questionnaire survey was conducted among the fresh graduate students of the school of management. Through the materials and data from the in-depth investigation and analysis, we get some useful information, and put forward some suggestions on improving the quality of graduate education.

### II. RESEARCH METHODS

#### A. Questionnaire Investigation

A questionnaire survey was conducted among the 113 fresh graduate students from the Management School of C University by means of a self-designed questionnaire. The questionnaire focused on the research topic of learning initiative, designed 15 test questions, sorted out the corresponding data that we needed, and calculated the proportion to analyze and judge.

#### B. Interview

The 113 students were divided into three classes, and some students were selected randomly from each class to talk face to face, in order to understand the actual learning situation of these students.

### III. STATISTICAL RESULTS AND ANALYSIS OF STRUCTURAL INDICATORS

TABLE I. BASIC STATUS OF LEARNING INITIATIVE (SELF EVALUATION)

Learning initiative	The number of students	Proportion
Lower	16	14%
General	70	62%
High	21	19%
Very high	6	5%

As can be seen from "Table I", the number of people with "general learning initiative" is the biggest, reaching 62%, followed by 19% of "high initiative".

TABLE II. THE AVERAGE TIME FOR STUDY AFTER SCHOOL EVERY DAY

Extracurricular learning time	The number of students	Proportion
1--2 hours	25	25%
3--4 hours	36	35%
5--6 hours	20	20%
More than 6 hours	21	20%

As can be seen from "Table II", the proportion of "3--4 hours" extracurricular learning time is the largest, which reflects the enthusiasm of the students is not high.

TABLE III. INTEREST IN YOUR MAJOR

Learning interest status	The number of students	Proportion
No	1	1%
Lower	18	18%
General	54	54%
High	27	27%

As can be seen from "Table III", college students' interest in major is not optimistic. The proportion of "general interest" is 54%, and the proportion of "high interest" is only 27%.

TABLE IV. THE BASIC STATUS OF LEARNING OBJECTIVES

Status of objectives	The number of students	Proportion
Can't make an objective	7	7%
Have not consider it	9	9%
Not definite	59	60%
Very definite	24	24%

As can be seen from "Table IV", the proportion of college students who have no definite goal is 60%, which is the biggest. However, only a small percentage of students have definite goals, accounting for 20%. Consult literature and information.

TABLE V. THE MAIN PURPOSE OF SURFING THE INTERNET

Purpose	The number of students	Proportion
Consult literature and information	26	26%
Online gaming	11	11%
Online chatting	24	24%
Others	39	39%

As can be seen from "Table V", the purpose of consulting literature and information only accounts for 26%, less than the purpose of onling gaming and chanting, which shows that the students' willingness to do research is not strong enough.

TABLE VI. LEARNING MOTIVATION

Learning motivation	The number of students	Proportion
Repay their parents	19	15%
Interest in the major	12	9%
A good job	80	62%
Socialist construction	12	9%
Scientific research	7	5%

As can be seen from "Table VI", the maximum learning motivation of students is to find a good job, then to repay their parents, while the students who want to concentrate on scientific research are the least, accounting for only 5%. It indicates that most of the students' learning motivation is more realistic, their willingness continues to do research in future is very weak.

TABLE VII. ABSENTEEISM

Absenteeism	The number of students	Proportion
Not once	36	36%
Occasionally	44	44%
Some times	18	18%
Many times	2	2%

As you can see from "Table VII", most students are disciplined in school, and a small number of students who are not able to control themselves are likely to miss classes and delay their studies.

TABLE VIII. COMPLETION OF HOMEWORK

Completion of homework	The number of students	Proportion
Complete homework independently	26	26%
Copy homework occasionally	60	60%
Copy homework often	13	13%
Cannot complete homework ofern	1	1%

As can be seen from "Table VIII", most students are able to do their homework on their own, but occasionally copy homework.

TABLE IX. MAIN LEARNING PLACES (AFTER CLASS)

Learning places	The number of students	Proportion
Teaching and research section	17	16%
Classroom	1	1%
Library	29	28%
Dormitory	42	40%
Have no fixed learning palce	16	15%

As can be seen from "Table IX", the proportion of students learning in dormitories is the largest (40%), while the students study in the "teaching and research sections" is only 16%. After interviews, we know that many students do not have a teaching and research section at present, because the teaching and research sections are not enough.

TABLE X. REQUIREMENTS FOR TEACHING AND RESEARCH SECTION

Requirement	The number of students	Proportion
In great request	81	81%
No need	4	4%
Indifferent	15	15%

As can be seen from "Table X", 81% of the graduate students believe that teaching and research sections are very necessary.

TABLE XI. REASONS FOR STUDYING IN TEACHING AND RESEARCH SECTIONS

Reason	The number of students	Proportion
Perfect scientific research equipments	21	21%
Getting mentor guidance	32	32%
The mentor's rigid demand	5	5%
Having no teaching and research section	41	41%

"Table XI" shows that the teaching and research section is very conducive to graduate students' learning, while 41% of the students do not have a teaching and research section at present. This is mainly due to the large proportion of enrollment in the management college this year, and the existing teaching places and facilities can't fully meet the students' learning needs. After a deep investigation and interview of these students, we know the teaching and research sections of the management college are limited, the library is closed too early every day, and there are too few open study rooms in the teaching building, so some students often study in the dormitory, which leads to low learning efficiency.

TABLE XII. TEACHING LEVEL OF THE TEACHERS (STUDENTS' EVALUATION)

Teaching level	The number of students	Proportion
Excellen	14	14%
Good	60	59%
General	25	25%
Bad	2	2%

TABLE XIII. EFFECT OF MENTOR SUPERVISORS' GUIDANCE

Effect of guidance	The number of students	Proportion
Very helpful	41	41%
A little helpful	38	38%
No help	4	4%
Get no guidance	17	17%

As you can see from "Table XIII", 21% of the graduate students think that the tutors have not directed them, or the guidance is not helpful to their study.

TABLE XIV. HOW OFTEN DO YOU EXPECT YOUR SUPERVISOR TO GIVE A GUIDANCE

Times of guidance	The number of students	Proportion
Once a week	48	48%
Once two weeks	34	34%
Once a month	14	14%
Once a term	4	4%

As you can see from "Table XIV", most students are very willing to receive guidance from supervisors. The proportion of students who want to get guidance once a week is the highest, 48%. This shows that the supervisor's guidance and supervision role to graduate students can't be ignored.

TABLE XV. THE MAIN PROBLEMS IN LEARNING

Problems	The number of students	Proportion
Lack motivation and sense of crisis	28	17%
Do not master right learning methods	57	36%
Supervisor's guidance is not enough	15	9%
The learning atmosphere is not strong	24	15%
There is no good place to study	30	19%
Have no interest in the major	7	4%

From the student's point of view, the biggest problem in study is many students do not master right learning methods, accounting for 36%. For example, some students are busy with learning every day, but the learning effect is not good. The secondary problem is lack of a good place to study, which accounts for 19% as shown in "Table XV"

#### IV. CONCLUSION

##### A. Present Situation

Through the survey of selected samples, the learning initiative of the fresh graduate students of management college is at a general level now. After school, most students spend only 1--4 hours every day on study. The internet has been an essential part of life, and there is a considerable proportion of students surf the internet for games and chatting, but only a small part for literature learning. The negative impact of Internet on the students can't be ignored. There are still a small number of students haven't put study and research in the first place, who may cut classes and copy homework.

**B. Influencing Factors**

After sorting out the questionnaires, we find that the main factors that affect learning enthusiasm can be divided

into two categories: 4 external factors and 5 internal factors as in "Table XVI".

TABLE XVI. THE CLASSIFICATION OF INFLUENCING FACTORS

Order number	external causes	Proportion	internal causes	Proportion
1	Learning places	27%	Interest in major	9%
2	Learning atmosphere	21%	Learning objectives	25%
3	Supervisor's guidance	43%	Learning motivation	13%
4	Teaching level	9%	Self-control ability	20%
5	/	/	Learning methods	33%
/	Total	100%	Total	100%

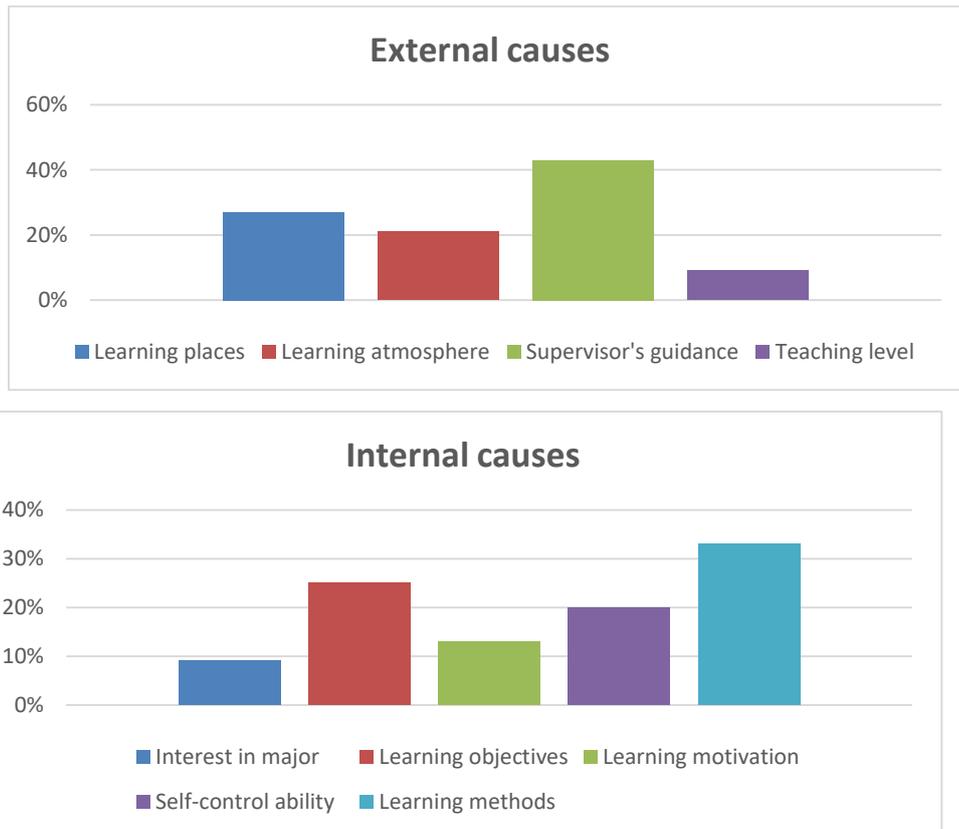


Fig. 1. Histogram of influence degree.

**C. Suggestions**

In view of the above 9 factors affecting learning enthusiasm, this paper puts forward these improvement strategies:

- Complete teaching facilities and strengthen the tutor's responsibility system.
- Train the students to set learning objectives, strictly implement the discipline supervision, and create a good learning atmosphere.

- Stimulate students' interest and motivation of study, meanwhile, improve the teaching level.

REFERENCES

[1] Zhang Chanxiang. Investigation and analysis of the status of College Students' learning initiative [J]. Journal of Xingyi Normal University for Nationalities, 2017 college students, (01): 70-74. [2017-10-11].

[2] Zhang Xiaoliang. Thinking on improving the learning initiative of Higher Vocational Students—Talking from accounting major [J]. Knowledge Economy, 2016, (03): 118-119., [2017-10-11]. DOI:10.15880/j.cnki.zsjj.2016.03.079.

- [3] Li Hongguan. Research on the regulation strategy of College Students' learning enthusiasm based on excitation [J]. Heilongjiang Researches on Higher Education, 2015, (12): 142-144., [2017-10-11].
- [4] Hou Lin, Hu Chaohua. Some thoughts on improving the learning initiative of graduate students [J]. Science & Technology Information, 2015,13 (10): 152. [2017-10-11].DOI:10.16661/j.cnki.1672-3791.2015.10.124.
- [5] Ma Qiang, Cai Maohua, Liu Yunchun. Investigation and analysis of current postgraduates' study -- Investigation report on the study of graduate students of 13 universities in Guangdong province [J]. Higher Education Exploration, 2013, (02): 95-98. [2017-10-11].
- [6] Wei Juan. Comprehensive evaluation of College Students' learning enthusiasm and the analysis of its influencing factors [J]. Computer Education, 2012, (23): 43-48. [2017-10-11].DOI:10.16512/j.cnki.jsjy.2012.23.009.
- [7] Shi Meiling. Analysis of the reasons for university students' low learning enthusiasm[J]. Reform & Openning, 2012, (02): 168-169. [2017-10-11]. DOI: 10.16653/j.cnki.32-1034/f.2012.02.121.
- [8] Liu Rongjun. Investigation and countermeasure research on the college students' learning initiative [J]. Education and Vocation, 2008, (33): 191-192., [2017-10-11]. DOI:10.13615/j.cnki.1004-3985.2008.33.054.
- [9] Wang Yunhai, Wu Dandan, Li Feng. Study on the factors affecting college students' learning initiative and analysis of the countermeasures [J]. Journal of Henan University (Social Sciences Edition), 2006, (05): 163-168. [2017-10-11]. DOI:10.15991/j.cnki.411028.2006.05.037.
- [10] Yan Liying. Investigation analysis the countermeasures of the factors affecting college students' learning initiative [J]. Journal of Jinzhong University, 2006 (02): 74-77. [2017-10-11].