

Investigation and Study on the Causes of College Students' Poor Academic Performances and Intervention Mechanism

Taking College Students in Xi'an as an Example*

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Abstract—This paper uses questionnaires, interviews and statistical analysis methods to investigate the learning situation and influencing factors of 314 college students with poor academic performance in 10 colleges and universities in Xi'an, trying to find the subjective and objective reasons for the poor academic performance of college students, and to explore and improve the intervention mechanism for the situation the study of college students. The results show that: students with poor academic performance have five significant characteristics: low enthusiasm for learning, lack of motivation for learning, lack of interest in learning, weak willingness to learn, and poor learning mentality. The main reasons for the poor academic performance of college students are: the lack of lofty ambitions and specific goals, the existence of cognitive misunderstandings and loose emotions, the distortion of life values, the defects of personality and ability, etc.; the objective reasons come from many aspects such as the family, school and social environment. Among them, it can be seen that, family factors include: improper parental care, family relationship, family financial difficulties, family accidents; school education factors include: the examination system is not reasonable, the education and teaching content and methods are too old, the education management mechanism is not sound enough, etc. It is suggested to improve the intervention mechanism from strengthening the education of ideals and beliefs, reforming the examination methods, reforming the management system of student status, improving the reward and punishment

mechanism, strengthening the practice links, reforming teaching methods, strengthening education guidance, and improving the independent selection mechanism.

Keywords—college students; poor academic performance; academic record; leaning attitude; investigation and study

I. INTRODUCTION

Since Kirk (1963) first used the concept of Learning disability to describe students with normal intelligence and difficulties in course study [1], the academic research at home and abroad has deepened the study of academic problems. In China, the concept of "poor academic performance" was introduced in the field of pedagogy and educational psychology by Zhong Qiquan and others in 1983. [2] After that, the areas of concern for academic problems gradually expanded from basic education to higher education.

Studies have shown that "failing a text" has become a common phenomenon in university study life (65% failing rate for single subjects and 18% failing rate for three or more subjects) [3]; the failing rate of students with two or more subjects is 26.7%. The situation of Internet addiction students is more serious, with an average of more than two [4]. After entering the university through college entrance examination, college students have normal intelligence levels compared with their peers. However, among them, there are increasingly high "absence rate", high "lowing-head rate", high "retest rate", high "cheating rate" and high "clear-test rate". If this phenomenon cannot be fundamentally changed, it is not only related to whether college students can graduate and work well, but also about their self-evaluation, mental health, personality improvement, ability improvement and future development. It is also related to the peace and happiness of college students' families, the school ethos of colleges and universities, the inheritance of university spirit and the social reputation of higher education. More importantly, it is related to whether higher education can cultivate the talents and qualified builders to realize the "Chinese Dream". Therefore, it is undoubtedly of great theoretical and practical significance to carry out research on the phenomenon of academic failure.

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In the past, the research on the problem of college students' academic problems was mainly based on phenomenon description and theoretical analysis, while the empirical research based on investigation and experiment was less. This study used questionnaires, interviews and other survey methods to study the learning situation, influencing factors and intervention measures of college students with poor academic performance in 10 colleges and universities in Xi'an. The purpose is to further discover the subjective and objective factors leading to the poor academic performance of college students and explore solutions. Effective measures and methods for college students' academic problems are expected to provide an objective basis for colleges and universities to improve the learning situation of college students and improve the quality of personnel training.

The concept of academic malpractice adopted in this paper is mainly based on Zhong Qiquan's point of view, that is, poor academic performance mainly refers to the state in which the intelligence of the students is compared with the standard or above the standard, but the academic performance is significantly inferior.[5] At the same time, it can take Zhang Qiqian's definition as reference: "A heterogeneous group with a normal level of intelligence, due to the direct influence of individual learning strategies, learning motivational issues, and the indirect effects of unfavorable factors among school, family, and social environment, leading to large difference in academic achievement and intellectual potential expectations while learning efficiency being low." [6]In this paper, the author believes that students with poor academic performance refer to normal intelligence college students group who should be qualified for the course, with their scores of the courses having not met the college requirements on the courses.

II. RESEARCH OBJECTS AND METHODS

A. Research Objects

There are at least 10 universities in Xi'an (Shaanxi Normal University, Chang'an University, Shaanxi University of Science & Technology, Xidian University, Xi'an University of Architecture and Technology, Xi'an University of Technology, Xi'an University of Posts & Telecommunications, Xi'an Shiyou University, Xi'an University of Finance and Economics, Xi'an Physical Education University). There are 314 college students who need to do the make-up examinations, including 113 of first-class colleges and universities, 201 of second-class colleges and universities; 261 male students and 53 female students; 163 of science and engineering, 98 of humanity, and 53 of management students; 176 rural students, 138 students from the city; 8 in the first grade, 79 in the second grade, 149 in the third grade, and 78 in the fourth grade.

B. Research Methods

This study uses a self-developed "College Student Learning Status Questionnaire", a total of 30 projects, of which 29 closed questions and 1 open question. Among the closed questions, there are 25 single choice questions and 4 multiple choice questions.

The survey used a cluster sampling method, and the questionnaire was distributed on the spot and recovered on the spot. The recovery rate was 100%. After screening, 314 valid questionnaires were determined. The survey data was statistically analyzed using statistical software SPSS20.0.

III. RESEARCH RESULTS

A. Learning Status of Undergraduate Students with Learning Disabilities

The statistical results of the mean, standard deviation and frequency of 25 single-selection items in the "College Students' Study Status Questionnaire" are shown in "Table I".

TABLE I. STATISTICAL RESULTS OF SINGLE-CHOICE ITEMS IN THE QUESTIONNAIRE FOR UNDERGRADUATE STUDY STATUS (N=314)

Items	Mean	Standard deviation	1		2		3		4		5	
			N	%	N	%	N	%	N	%	N	%
1. Learning motivation after entering college	3.42	.801	3	0.96	26	8.28	147	46.82	111	35.35	27	8.60
2. Overall learning stress since enrollment	2.96	.871	7	2.23	96	30.57	124	39.49	78	24.84	9	2.87
3. Effort in learning	3.61	.960	5	1.59	42	13.38	72	22.93	145	46.18	50	15.92
4. Difficulty level in learning	3.20	.887	4	1.27	69	21.97	118	37.58	106	33.76	17	5.41
5. Parents care level about their learning situation	2.07	.829	68	21.66	183	58.28	36	11.46	26	8.28	1	0.32

Items	Mean	Standard deviation	1		2		3		4		5	
			N	%	N	%	N	%	N	%	N	%
6. Asking for help from teachers when getting in trouble in learning	3.75	.830	2	0.64	29	9.24	59	18.79	181	57.64	43	13.69
7. Learning autonomy	3.26	.958	7	2.23	73	23.25	83	26.43	132	42.04	19	6.05
8. The influence of personality traits on academic performance	2.49	1.021	39	12.42	157	50.00	53	16.88	55	17.52	10	3.18
9. The effect of emotion on academic performance	2.59	1.011	30	9.55	151	48.09	63	20.06	59	18.79	11	3.50
10. The impact of interest on academic performance	2.01	.861	85	27.07	169	53.82	36	11.46	21	6.69	3	0.96
11. Relationship between academic achievement and teacher	2.94	.966	22	7.01	77	24.52	126	40.13	76	24.20	13	4.14
12. Adaptation to self-study priority in universities	2.67	1.051	35	11.15	124	39.49	78	24.84	64	20.38	13	4.14
13. The degree of likeness of the majors studied at present	2.89	1.008	17	5.41	111	35.35	94	29.94	75	23.89	17	5.41
14. The degree to which being suitable for studying this major	2.84	.965	9	2.87	129	41.08	96	30.57	62	19.75	18	5.73
15. The impact of academic performance on employment	2.74	1.046	27	8.60	129	41.08	70	22.29	75	23.89	13	4.14
16. Stress from the final exam	2.51	.943	26	8.28	169	53.82	57	18.15	56	17.83	6	1.91
17. Interference with frustrations such as dating and making friends	2.72	.988	17	5.41	145	46.18	74	23.57	65	20.70	13	4.14
18. The impact of campus cultural activities on learning	2.78	.729	11	3.50	90	28.66	174	55.41	36	11.46	3	0.96
19. Understanding of the training objectives of this professional	2.95	.811	4	1.27	91	28.98	146	46.50	64	20.38	9	2.87
20. The need for guidance in academic and life for freshmen	1.99	.942	98	31.21	156	49.68	35	11.15	16	5.10	9	2.87

Items	Mean	Standard deviation	1		2		3		4		5	
			N	%	N	%	N	%	N	%	N	%
21. The need for parents to establish connect with the school	2.63	1.080	38	12.10	135	42.99	59	18.79	69	21.97	13	4.14
22. Relationship between academic performance and teaching conditions	2.44	.998	45	14.33	153	48.73	52	16.56	60	19.11	4	1.27
23. Approval of the current university examination system	3.38	1.014	7	2.23	69	21.97	71	22.61	133	42.36	34	10.83
24. Confidence in the employment prospects	2.92	.987	22	7.01	88	28.03	109	34.71	83	26.43	12	3.82
25. Class teacher teaching level, teaching attitude	2.71	.780	15	4.78	102	32.48	163	51.91	27	8.60	7	2.23

The results show:

1) *Learning behavior of undergraduate students:* The statistical results show that the learning behaviors of undergraduate students show the following five distinct characteristics: lack of learning motivation (3.42 ± 0.801), insufficient subjective efforts (3.61 ± 0.960), lack of initiative (3.75 ± 0.830), lack of autonomy (3.26 ± 0.958), and susceptible to frustration (2.72 ± 0.988). Tip: College students' academic performance is closely related to subjective efforts, learning initiative, autonomy and self-regulation.

2) *Learning mentality of undergraduate students:* The survey found that the learning mentality of undergraduate students showed the following nine distinct characteristics: high test pressure (2.51 ± 0.943), insufficient attention to academic performance (2.74 ± 1.046), certain pressure on study (2.96 ± 0.871), some learning difficulties (3.20 ± 0.887), not strong learning adaptability (2.67 ± 1.051), not enough favor for this major (2.89 ± 1.008), not completely suitable for studying this major (2.84 ± 0.965), and not enough awareness for this professional goal (2.95 ± 0.811), lack of employment confidence (2.92 ± 0.987). Tip: There is a certain degree of relationship between college students' academic performance and test pressure, learning adaptability, professional preference, learning importance cognition, learning goals, and self-confidence.

3) *Undergraduate students' knowledge of academic related factors:* The survey found that there are three individual factors related to academics: subjective individual factors related to academics are: interest (2.01 ± 0.861); mood (2.59 ± 1.011); personality (2.49 ± 1.021). Tip: Individual factors such as college students' interest,

personality and emotion may be closely related to their academic performance. The poor academic performance of college students may be due to lack of interest in learning, some personality defects and interference from bad emotions. There are 7 objective environmental factors related to academics: teaching conditions (2.44 ± 0.998); teachers (2.94 ± 0.966); campus cultural activities (2.72 ± 0.988); freshmen guidance (1.99 ± 0.942); examination system (3.38 ± 1.014); parents care (2.07 ± 0.829); home-school contact (2.63 ± 1.080). Tip: Campus cultural activities, teaching conditions, teacher quality, freshman guidance, examination system, parents and home-school links and other factors may have different degrees of complex relationship with college students.

B. *College Students' Poor Self-attribution and Major Obstacles in Learning*

In the multiple-choice questions of the "College Students' Study Status Questionnaire", the statistics on the reasons for the unsatisfactory academic performance and the main obstacles to the learning are shown in "Table II".

TABLE II. REASONS FOR UNSATISFACTORY ACADEMIC PERFORMANCE AND FREQUENCY STATISTICS OF MAJOR OBSTACLES IN LEARNING (N=314)

Question 26. Reasons for unsatisfactory results			Question 27. The main obstacles to learning		
Items	Number of students	Proportion (%)	Items	Number of students	Proportion (%)
(1) Abstract and difficult to understand	86	27.39	(1) Can't manage himself	153	48.73
(2) No interest	197	62.74	(2) Can't see the value of learning	94	29.94
(3) Lack of guidance	30	9.55	(3) Obsessed with the network	44	14.01
(4) Bad mood	204	64.97	(4) Great mood swings	71	22.61
(5) Not enough efforts	39	12.42	(5) Weak foundation	66	21.02
(6) Limited ability	96	30.57	(6) Can't be interested	184	58.60
(7) Defective method	100	31.85	(7) Difficult to concentrate their attention	126	40.13
(8) Excessive entertainment	165	52.55	(8) Insufficient learning motivation	183	58.28
(9) Insufficient power	45	14.33	(9) Large external interference	49	15.61
(10) Being interfered	34	10.83	(10) Physical discomfort	17	5.41
(11) Test anxiety	18	5.73	(11) Too big pressure to adjust	31	9.87
(12) Other	0	0.00	(12) Lack of confidence in themselves	48	15.29
			(13) Other	36	11.46

The results show:

- The top five reasons for college students to think that they are causing academic failure are: bad mood (64.97%); no interest (62.74%); excessive entertainment (52.55%); defective method (31.85%); limited ability (30.57%). Tip: The main subjective reasons for college students' poor academic performance involve emotions, interests, self-management, learning methods, and learning ability.
- College students believe that the main obstacles in learning are ranked in the top 5: can't be interested (58.6%); lack of learning motivation (58.28%); unable to control themselves (48.73%); difficulty to concentrate (40.13%); can't see the value of learning (29.94%). Tip: The main psychological obstacles encountered by undergraduate students in learning are related to interest, learning motivation, self-management ability, and cognition.

IV. ANALYSIS AND DISCUSSION

A. Learning Status of Undergraduate Students

The survey found that the learning status of undergraduate students has the remarkable characteristics of low enthusiasm for learning, lack of motivation for learning, lack of interest in learning, weak willingness to learn, and poor learning mentality.

1) *Learning enthusiasm is not high:* Learning enthusiasm is manifested in the aspects of not working hard, not serious, not active, unconscious, not diligent, and not

persistent and not seeking solutions. The lack of learning attitude will inevitably affect academic performance. According to the study, 62.1% of the students reported that their efforts in learning were relatively small and very small, indicating that only 14.97% of the students worked hard and worked very hard; the self-reported difficulties did not actively seek teacher help, reaching 71.33%. Only 9.88% of the students will actively seek for teachers' help; Cui Hongcheng and others also found that 80.5% of students with poor academic performance often absent from work, of which 16.9% of absenteeism is particularly serious [7], which is enough to show that students with poor academic performance are not enthusiastic with learning.

2) *Insufficient learning motivation:* "Learning motivation is the learning force that promotes continuous learning, encourages learning behavior to last and achieves the stated goals" [8], "It has the effects of driving, directing, guiding, regulating, strengthening and so on, to the learning behavior of the learning subject" [9]. Therefore, the lack of learning motivation will inevitably show that the attitude of learning is not positive and the action is not hard enough, and the result will inevitably lead to unsatisfactory academic performance.

The study found that the self-reported since the enrollment of university, 43.95% of the students' learning motivation was weak, and of another 46.82%, their learning motivation was sometimes strong and sometimes weak, only 9.24% of the students expressed their strong motivation; 58.28% of the students expressed their motivation Insufficient is the main obstacle to learning. Dong Haijun

and others also found that 71.1% of students think that their motivation is general or not enough, 3% of students think that there is no motivation at all; 69.8% of students are tired of learning [10]. It shows that the lack of learning motivation of college students is a common phenomenon among college students with poor academic performance.

3) *Learning interest is not strong*: Learning interest is a psychological feature that a person tends to recognize, research, and acquire certain knowledge. It is an internal force that promotes people to acquire knowledge. Both direct interest and indirect interest are motivating. If a person is interested in what they have learned, they will be willing to work hard and continue to study and explore in a focused manner to improve their learning.

The study found that 62.74% of college students attributed their academic disability to no interest, 58.6% of them self-reported as can't be interested in learning, and 80.89% thought that interest had a great impact on academics, and 41.76% expressed interest in their profession, but more than half of the students said it doesn't matter or even dislike it. This explains that the lack of interest in learning is a common problem among college students with poor academic performance.

4) *Learning will is not strong*: The study of knowledge requires learners to have the qualities of perseverance, diligence, self-confidence, self-control, courage and other excellent will. They can overcome difficulties and eliminate interference for the realization of the established learning objectives, only by then can they learn so that they can get some achievements. This study found that the proportion of students with self-reported not strong learning autonomy has reached 48.09%, which indicated that learning was frustrated by 51.59%, and 64.97% attributed poor academic performance to bad mood, which accounted for 52.55% of excessive entertainment. 48.73% of them cannot control themselves, 40.13% of which are difficult to concentrate, etc., indicating that the university students' learning willpower is weak, the goal persistence, self-regulation, frustration tolerance, independence, autonomy and other wills. There are obvious defects. This feature is similar to domestic related research: in a university with more than two homework exams per semester as the standard, it is found that most students have problems on different degrees of anxiety (93%) and weak willpower (95%). 76% of people have problems with sleep disorders, lack of self-confidence, and lack of security [11].

5) *Poor learning mentality*: The survey found that 62.1% of the final exam pressure, while the overall stress of learning accounted for 32.80%, excessive learning pressure and too small are not conducive to achieving good results; 49.68% of the important academic performance, half of the students do not pay attention to learning results; self-study accounted for 50.64%, nearly half of students were maladaptive; self-reported 43.95% suitable for studying this major, most did not think that they are suitable for studying

this major; 30.25% of the understanding of this professional goal, most of them do not know enough; Confidence accounted for 35.04%, most of them lacked confidence in the future; it reflected 29.94% of the value of learning, which means that nearly one-third of people think that learning is useless. These characteristics will inevitably affect the enthusiasm and efficiency of learning.

B. The Main Reason for the Poor Academic Performance of College Students

The facts show that the reasons for the poor academic performance of college students are many, including the individual, family, school and society of the university students. Fundamentally speaking, it reflects the family education, school education, social atmosphere and the personality characteristics of the university students themselves.

1) *Reasons for the individuals*: The survey shows that the main psychological reason for the poor academic performance of college students is the lack of sustained learning motivation. "Learning motivation is the sum of the psychological drive of the learning subject based on the judgment of the value of learning behavior. It is the recognition system of learning motivation, learning interest and learning attitude "[12], that is to say, there is a problem with the cognitive system of college students. Why do college students' learning motivations show a significant decline? There are three main reasons for summarizing them:

First, there is a lack of ambitious goals and specific goals. The survey found that for the purpose of learning, the number of people who choose more than half is "finding a good job (56.69%)" and meeting the expectations of parents and family members (54.14%); and serving the motherland and paying-back society tanking the tenth (15.61%), the objectives of learning in turn is self-the parents-country, which shows that the learning objectives of undergraduate students are self-centered and family-oriented, characterized by self-centered features and utilitarianism, lack of higher life pursuits and ideal, not enterprising, and lack of professionalism and social responsibility. In this way, it is difficult to stimulate strong and lasting learning motivation. Although the purpose of going to college is to "find a good job," but what is "a good job", what can the students do for a job, what are the requirements for a specific position, and what is the relationship between the training objectives of the major? Because these questions have no answer, inevitably there is a lack or weakening of learning motivation, which affects academic performance.

Second, there are cognitive misunderstandings and loose emotions. In the survey, college students generally reflected that they lacked a correct understanding of the university before entering the school, thought about the true meaning and value of university study, did not understand the true meaning and training objectives of university education, and even believed that the university's curriculum was easy to learn, and the examination was easy to cope with. It's easier than high school, so that there is no need to study hard. However, in fact, some courses are quite difficult. If only

with luck, it is impossible to pass. Some students also believe that the university's academic performance is not important, and the relationship with employment is not close. Some people do not have good grades but work well. Therefore, it is not necessary to take too much academic performance, and they will be qualified and not very demanding on themselves. In addition, after the goal of the college entrance examination sprint was reached, they would produce a feeling of relaxation, loose the requirements of themselves, and be keen to participate in various entertainment activities, so that it is difficult to calm down and learn. Due to the lack of correct understanding of university life, college students generally follow the secondary school learning methods to adapt to college life, which causing them not adapting to the university lifestyle of autonomy, freedom and self-reliance, leading to poor academic performance.

The third is the distortion of the values of life. Some students are deeply influenced by the social self-interest, money worship, hedonism, and pessimistic values of life. They are not eager to make progress, pursue pleasure in material life, and pursue low-level interest and taste in spiritual life, which make them not willing to invest energy in learning, and just want to get away with it, and even want to get a diploma through tricks. These students are abandoning their classes, skipping classes, not having self-study, and playing mobile phones in class, cheating on exams, having troubles to ask for relationships or looking for troubles with school. Some individual students will be suicidal or attack teachers, and even students will ruin their studies because they are on the criminal path.

The fourth is personality and ability defects. College students report that learning is more susceptible to interference from many internal and external factors. Due to personality defects such as inferiority, sensitivity, vulnerability, dependence, impulsivity, laziness, passiveness, and lack of self-control ability and coping strategies, it is impossible to correctly handle the relationship between academic and other related matters, which leads to poor academic performance. For example, when you are not interested in the course you are studying, do not like your major or a teacher, it is difficult to study hard; when you like other courses, activities and entertainment, it is difficult to control yourself not to participate in; When encountering difficulties and failures, it is difficult to establish self-confidence and determination; when family, personal life, school life, etc. are getting frustrated, it is difficult to get out of bad emotions in time. Obviously, the character and ability of college students with poor academic performance still have some defects and self-regulation often is out of control, forming bad study habits, thus affecting academic performance.

2) *Reasons from the family:* The influence of family and college students' academic relationship is more complicated. The relationship between parents and children, parents' educational philosophy and educational methods, parents' personality and marital status, family health and economic situation have an important impact on college students'

psychology, and thus indirectly affect college students' studies. In summary, there are three main reasons:

First, parents are not caring. The survey found that 79.94% of parents are concerned about the academics of college students, but in fact they do not bring learning motivation to college students, but instead cause greater psychological pressure, and even lead to tension between college students and parents, and individual cases are caused by intensification of contradictions. Other parents, despite all the difficulties, did their best to support their children's studies, but college students still did not study hard, and some even had to drop out of school.

Second, family relations are tense. Some students' family relationships have divergence, such as alienation, tension or conflicts, including between parents and children and between parents, which brings great psychological pressure to college students and leads to bad mood. Some parents are cold, repulsive, contemptuous and even indifferent to their children, leading to alienation; some parents blindly satisfy their children's material needs, leading students to enjoy themselves; some parents do not know how to respect their children's choices, and their control is too strict, causing children's resentment, resistance, and even hatred; all of these have had a tremendous negative impact on the academics of college students.

The third is family economic difficulties. Some students have poor family economics, which puts pressure on the life and psychology of college students, thus affecting their studies. Some have a feeling of inferiority, and are unhappy; some like to be over-contrast leading to psychological imbalances; some have to work to earn money, and have no time to take care of their studies; some suffer economic and spiritual blows due to economic disputes or fraud or debt.

3) *Reasons for the school:* College students' academic education is closely related to school education, including hardware and software conditions. Among them, the most closely related are the student status management system, examination system, teachers' quality, teaching content and methods, educational mechanism, and campus cultural activities. They can be summarized as three main aspects:

First, the examination system is not reasonable. According to the survey, 53.19% of college students do not agree with the examination system, and 45.54% agree with reforming examination method. This reflects the problem that the examination system is not objective, as well as unfair and unscientific. There are indeed many shortcomings in the current examination system. For example, the assessment focuses more on results than progress; the examination focuses more on the understanding and mastery of the knowledge than the improvement and development of ability; the examination focuses more on the theoretical knowledge than the practical ability; the assessment focuses more on the memorization than the stimulation of the innovation; the assessment focuses more on quantitative than qualitative; as well as single assessment method, chaotic assessment standards, lax management, difficult to ensure the accuracy of the examination, etc., leading to college students are very dissatisfied with the examination system and methods.

Second, the content and methods of education and teaching are too old. According to the survey, 37.26% of college students are satisfied with teachers, 36.94% of them are recommended to improve their teaching and research, 57.64% hope to strengthen the practice, 62.42% of students agree to increase the freedom of course selection, teachers, and majors. It shows that the quality of teachers needs to be improved, the teaching content and methods need to be improved, the teaching management system is old and rigid, which cannot keep up with the new requirements put forward by the Internet era, does not meet the characteristics of contemporary young people, and has greatly affected the students' learning enthusiasm and creativity, reducing the motivation of students.

Third, the education management mechanism is not sound enough. In addition, the survey also showed that 80.89% of the students think it is needed to strengthen the guidance of new students, 55.09% of them think it is needed to strengthen the contact between home and school, and 36.31% of the students hope to strengthen the career planning guidance and academic guidance, indicating the current education and management platform is not yet sound enough, and the guidance and education that students receive is far from enough to meet the needs of each student's growth. For example, the lack of long-lasting education mechanisms for students' professional guidance, psychological counseling, career planning, and daily behavior management, does not penetrate into the whole process and all aspects of the university for four years, adapting to different grades and different professions, especially for the help and guidance of college students with academics difficulties being relatively lacking.

C. Intervention Mechanism of Undergraduate Students with Academic Disabilities

According to the analysis of the results of this survey, the intervention mechanism for undergraduate students can start from the following five aspects.

1) *It will be necessary to strengthen the education of ideals and beliefs and guide college students to learn motivation:* It will be great significance to strengthen the ideological and political education of college students, especially strengthening the education of ideals and beliefs, guiding college students to learn motivations, establishing lofty aspirations, improving social responsibility, pursuing meaningful life, and closely linking personal ideals with the strength of the motherland and social progress so that it can stimulate strong and lasting motivation within learning.

2) *It is also important to reform the examination method and establish a scientific talent assessment system:* Reforming the examination method and focusing on creating a diversified evaluation indicator system will be necessary. It need to change from the results evaluation with the academic achievement as the core to the process evaluation with the students' comprehensive quality as the core, from the evaluation of the emphasis on knowledge to the assessment of the ability, from the unified evaluation

criteria to the diversified personalized evaluation criteria, combining target management and process management. In particular, it is necessary to strengthen the supervision, evaluation and feedback of the students' learning process, timely and targetedly solve the problems existing in the students' learning process, and push the college students to grasp the usual time learning, instead of relying solely on the final exam to determine the fate; classroom activities and creative labor achievements can be included in the assessment system, and each student is not evaluated only on the basis of an examination of basic knowledge.

3) *It will also need to reform the student status management system and implement a flexible academic system:* At present, the university student management system and incentive mechanism are not enough to strengthen the learning motivation of college students. Therefore, it is necessary to speed up and intensify reforms, including raising the graduation threshold, optimizing the early warning mechanism, implementing the flexible credit system, implementing the credit warning system, and establishing a scientific system about elimination, re-study, re-examination mechanism, etc., so that it can urge students to adhere to learning.

4) *It will bring a great enhancement to improve the reward and punishment mechanism, rewards and punishments:* First, the evaluation system must be improved. The current scholarship system has problems such as too little bonus, narrow scope of awards, and lack of impartiality in the assessment mechanism, which cannot motivate most college students. The punishment system is relatively slack, the method is single, the implementation is not strict, and the intensity is not enough. As a result, many college students have the luck and speculation, which is not enough to curb the bad habits and behaviors. Therefore, schools must improve the reward and punishment mechanism, increase incentives, and at the same time improve the punishment measures, refine the punishment regulations, and reverse the learning atmosphere.

5) *It will also be necessary to strengthen the practice links and improve the hands-on ability of college students:* College students hope to improve the current status of focusing on theoretical teaching and ignoring practical teaching, and hope to improve their practical ability. Schools should vigorously strengthen practical teaching, enhance school-enterprise cooperation, provide students with more practical opportunities and opportunities for learning, expand knowledge and improve their ability through practice, enhance their interest in theoretical learning, and deepen their understanding of theory. In particular, schools must deepen the cooperation between schools and enterprises, the integration of production and education, and provide more opportunities for cooperation with employment units to help college students improve their employment competitiveness.

6) *It will be very important to reform the teaching method and hand over the class to the students:* First of all, schools must reform the traditional teaching mode of the whole hall, full house irrigation, establish a flip classroom, truly realize the student-centered, teacher-led classroom teacher-student relationship; vigorously promote the learning mode of the MOOC, so that students enjoy better resources and more freedom time, more direct interaction and more interesting learning process, as well as establishing a network resource sharing platform and using modern means to carry out teaching activities. They also need to strengthen the training and management of teachers, vigorously improve teachers' morality and teaching level, reform teachers' incentive mechanism, and promote teachers to focus on teaching and teaching, and thus change teaching attitudes and improve teaching standards to stimulate students' curiosity and creativity.

7) *It will be needed to strengthen education guidance and provide students with comprehensive, full-process and consulting services:* At present, professional guidance and mental health education in colleges and universities are generally carried out in the freshman year. Employment guidance and career planning are generally carried out in the upper grades. Such arrangements are not in line with the needs of college students for learning and growth. Therefore, comprehensive and full-process education and counseling services should be provided for undergraduates. Colleges and universities should carry out corresponding career education and guidance for different majors in different grades, so that college students can arrange their own study and life according to the tasks and goals of different periods, establish a four-year coherent psychological health education course for college students, carry out special psychological counseling and psychological training to help college students solve their psychological problems in a timely manner and improve their psychological quality according to each Psychological characteristics of grade students, construct and improve psychological crisis intervention mechanism, improve the contact platform between parents and schools, and form an operating mechanism of common concern for student growth.

8) *It will be a great change to improve the self-selection mechanism and provide more learning opportunities:* College students hope to increase the freedom of choosing courses, selecting teachers and selecting majors, hoping to have more autonomy and choice, and hope to have more opportunities to choose their favorite schools, favorite courses, favorite majors and favorite teachers. This can make some students have the opportunity to re-select to stimulate motivation because of their dislike of a major, a course, or a teacher.

V. CONCLUSION AND SUGGESTION

A. Conclusion

There are five salient features of the learning status of undergraduate students: low enthusiasm for learning, lack of motivation for learning, lack of interest in learning, weak willingness to learn, and poor learning mentality. There are many reasons for the poor academic performance of college students. Subjectively, they are closely related to the lack of great ambition and specific goals, lack of cognitive misunderstanding and loose emotions, distortion of life values, and personality and ability defects. Objectively, family and schools are closely related to the social environment. Among them, family factors include improper parental care, family relationship, family financial difficulties, family accidents, etc. School factors include unreasonable examination system, too much education and teaching methods and methods, and the not sound enough education management mechanism, etc. In order to fundamentally improve the current situation of college students' poor learning, it is necessary to improve the internal motivation of college students and strengthen the external motivation of college students. In the spirit of reform and innovation, it will be of great significance to actively promote the improvement of the quality of personnel training.

B. Suggestion

To improve the learning situation of college students, colleges and universities must deepen reform, improve mechanisms, strengthen education, and improve measures, including reform of education mechanisms, management mechanisms, reward and punishment mechanisms, selection mechanisms, incentive mechanisms, assessment mechanisms, and intervention mechanisms.

According to the results of this survey, it is recommended to start from the following eight aspects: strengthen the education of ideals and beliefs, reform the examination methods, reform the management system of student status, improve the reward and punishment mechanism, strengthen the practice links, reform teaching methods, strengthen education guidance, and improve the independent selection mechanism. It is important to further correct the attitude of college students, encourage college students to actively participate in innovation and entrepreneurship activities, meet the diverse and personalized learning interests of college students, strengthen the management of the learning process, strictly eliminate the system, and eliminate the lucky feelings of college students. Only in this way can the enthusiasm of college students be mobilized, their enthusiasm for learning is stimulated, and the formation of good study habits for college students be promoted, thus the quality of academics being improved.

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