

# Influencing Factors and improving Strategies of Learning Adaptability in Tibetan Universities

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**Abstract:** With the continuous promotion of higher education popularization and the implementation of a series of preferential policies for minority students to enter universities (such as the special plan for minority students, the measures of adding points in university entrance examination for minority students), the admission rate and the number of minority students are increasing in recent years. However, due to the great differences between minority university students and Han students in language, culture, customs and other aspects, Tibetan university students not only have poor learning adaptability, but also have more prominent psychological problems. Therefore, the learning adaptation of Tibetan university students should get more attention. Through the questionnaire survey to explore whether there are ethnic differences in social adaptability between Han university students and Tibetan university students. SPSS is used to analyze the social adaptability of Tibetan and Han university students. According to these conclusions, this paper puts forward some suggestions to improve the social adaptability of university students.

## 1. Introduction

University stage plays a very important role in the development of an individual's life, it is the stage of the individual's transition from youth to adulthood, and it is the period of preparation from learning to work, which is called the pre-social period. There are great differences between university and middle school learning. Compared with middle school learning, university learning has obvious characteristics of autonomy, stage, professionalism and exploration, and needs students to be more conscious and self-reliant. Learning adaptation refers to the psychological and behavioral process in which the subject tries to adjust himself according to the environment and the needs of learning in order to achieve a balance with the learning environment. Learning adaptation is often manifested in learners' learning process to continuously improve their learning ability in order to achieve more sustainable learning effectiveness, it is not only an important factor in the development of students' academic achievement and mental health, but also an important guarantee for the future adaptation to the society. Due to the influence of national sub-cultural differences, the learning adaptability of Tibetan university students is different from that of ordinary university students. This article studies this question, and it will help us to understand the Tibetan university students' learning adaptation characteristics, to improve the teaching methods, to improve the learning level of Tibetan university students, and to provide a basis for ethnic education and teaching management decisions.

## 2. Study Attitude and Motivation of Studying in Tibetan University

"Study attitude and motivation" is an important structural element of study adaptability, and is also an important representation of learners' study adaptability. Learning attitude is an individual's emotional experience of showing positive or negative to learning, which influences the learner's choice of learning activities, and learning motivation is the driving factor of learning and the internal driving force to cause and maintain learning. Whether the learning attitude of university students is correct or not, and whether the motivation is strong or weak, they are all closely related to their growing environment, life field and personal needs. This paper will present the basic

situation and characteristics of college students' learning attitude and motivation from the perspective of the overall situation of learning attitude and motivation, the demographic background of learning attitude and motivation, social and economic background, family cultural background and so on.

According to Likert's five-point scale, 3, 3.75 and 4.25 are used as the critical points to judge the level of the subjects, the average score of learning attitude of university students in Guangxi is 3.1449, which is between 3.00-3.75, and is in the general lower range, indicating that the overall level of learning attitude of university students in Guangxi is in the general lower range. From figure 1 we can know that 14.4% of university students have very strong motivation, 23.6% of university students have high motivation, 37.8% of university students have commonly motivation, and 24.2% of college students lack motivation in learning. More than 60 percent (62%) of university students' learning motivation in Guangxi is at or below the general level.

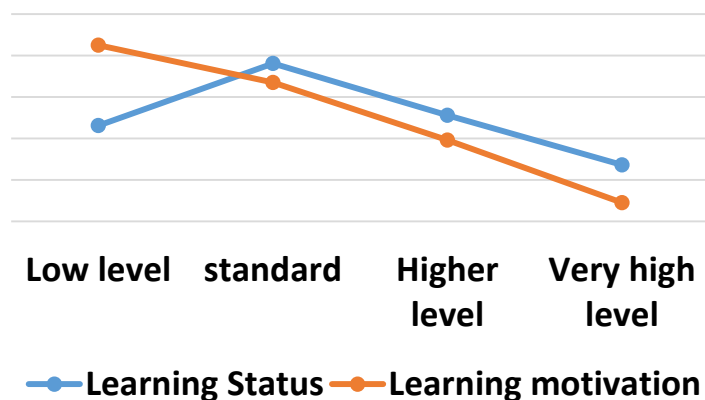


Fig 1. Distribution of learning attitude and motivation level

### 3. Influencing Factors of Learning Adaptability of Tibetan University Students

In essence, the learning adaptability of Tibetan university students means that the students can achieve the educational goal of the school and finish their studies smoothly through positive physical and mental adjustment and interaction with the environment. Therefore, it is mainly influenced by the students themselves and their surroundings, so researchers usually divide the factors that influence the learning adaptability of studying in Tibetan universities into individual factors and environmental factors.

#### 3.1 Individual Factors.

(1) Academic self-efficacy. University students with a strong sense of academic self-efficacy are confident in their learning ability, and tend to set high learning goals, and are highly motivated and will pay more efforts and take more methods to overcome difficulties, and will finally obtain good learning efficacy, therefore good learning efficacy also enhance students' sense of self-efficacy.

(2) Self-control. Compared with the Middle School, the management of the university is more relaxed, so the students have a great deal of room to dominate, and the study of the university is professional, autonomous, conscious and explorative, which objectively requires university students to carry out more self-management and self-control to successfully complete the tasks of the university stage.

(3) Coping style. Mature coping style can often get more positive feedback, can help individuals correctly understand the pressure and difficulties, can accumulate more valuable experience and lessons, can help students to better adapt to the university's learning tasks and learning environment, and then improve the individuals' courage and ability to overcome the difficulties, to enhance their ability to adapt to learning, to form a virtuous circle.

### **3.2 Environmental Factors.**

(1) Family environment. First of all, in the mode of education, the democratic mode of education leads to better learning adaptation of university students, and the authoritative and laissez-faire mode of education leads to more adaptive problems and lower academic achievement. Second of all, the adaptation problems of students from broken families tend to extend from middle school to university and even later to work and family. Again, there is a clear correlation between family upbringing and the socio-economic status of the family and the educational level of the parents. Families with low socioeconomic status are more likely to have authoritarian parenting styles, and students with more educated parents are more likely to have goals, plans, and academic success in university.

(2) School environment. After enter the university, some university students are faced with unfamiliar environment and lack the ability to live independently. Facing these problems, they are at a loss for a while, and they often feel distressed and lonely, so they will have a series of psychological problems.

(3) Social support. Social support is considered as the most important environmental resource among the factors that affect individual's adaptation in transition period, and plays an important role in individual's adaptation. The more social support university students have, the better their learning adaptability will be, which shows that social support can promote university students' learning adaptability.

### **3.3 The Mainstream Cultural Identity of Tibetan University.**

The Tibetan university is an individual's identity to the mainstream culture, while separation is an individual's desire to break away from a certain group. The identity of the individual to the mainstream culture itself reflects an individual's cultural value and belonging tendency, so it is reasonable that there is a negative correlation between the identity of the mainstream culture and the cultural adaptation strategy of separation.

## **4. Measures to Improve the Learning Adaptability of Tibetan University Students**

### **4.1 Tibetan University Students should have a Clear Learning goal.**

The learning goal is the internal motivation to ensure the students to make continuous efforts, and the learning goal that is suitable for you will make you willing to work for it and will achieve the desired results. Minority university students should have a clear plan for their study in the university before they determine their learning goal, after determining their learning goal, they should maintain a positive study attitude and set down a correct and suitable study method, and should check their learning methods and degree of completion at any time, then adjust their learning methods according to the actual situation and pay persistent efforts

### **4.2 Universities should Strengthen the Psychological Guidance to Tibetan University Students.**

The guidance of learning, psychology and life to minority university students helps them to master their professional knowledge better by offering English and mathematics remedial classes. First of all, we should strengthen the guidance of study, psychology and life of Tibetan university students. The school should attach importance to all kinds of important activities and festivals for Tibetan University Students, and the relevant departments of schools responsible for Tibetan university students should give some attention and support to major festivals of minorities, so that the Tibetan university students far away from home can carry out their own national activities and festivals in addition to their studies.

### **4.3 Tibetan University Students should Get Rid of the National Ecological Circle.**

Tibetan students, especially those who hold the same language, belief and region, have natural attraction in interpersonal communication in ordinary time, so they formed their own study and life

ecological circle. Due to the poor learning condition of Tibetan university students, their psychological problems are more prominent, so if they stay in such an environment for long time they will have little communication possibility with the outside world.

## 5. Conclusion

The improvement of university students' adaptability can help them to engagement in study, life and work better and faster during the period of study. The purpose of the comparative research between the Tibetan and Han students is to find out the relevant problems especially to provide the difference suggestions on the education and management to the students study in the Tibetan university, which can offer the decision-making reference to the education manager who run the Tibetan classes. Therefore, based on the above findings, several strategies to improve social adaptability are put forward. First of all, establish academic tutors to help guide the learning. There is a very big difference between the university study and the high school or junior high school study, which has the very high request to the future vocational ability training, therefore if we can provide the student with the academic tutors, it will have a very good guidance effect to the confused university student. Especially to the student study in Tibetan university, they can objectively and comprehensively understand the domestic situation, and have a guiding role in the careering plan.

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