

Research on the Current Situation of College Students' Learning Ecology

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Abstract: To understand the real-world condition of contemporary college students' learning ecology, a questionnaire survey was carried out covering multiple dimensions including learning behaviors, learning environments, academic pressure, daily routine, and demand for learning support. A total of 1000 valid questionnaires were collected. Most respondents were sophomores, and science-engineering students accounted for the largest proportion. The results show that students' daily effective learning time is mostly between 1-3 hours. In-class concentration is generally acceptable, yet fragmented entertainment occupies a large amount of study time. Learning motivation mainly comes from employment-further-education pressure and grade-point assessment. More than 60 % of participants report that irregular daily routines lead to declined learning performance. Some students are confronted with practical difficulties such as barriers in acquiring learning resources and insufficient study space. Universities shall optimize the supply of hardware learning resources and offer guidance on learning strategies and time management, so as to help college students develop sound learning ecology.

Keywords: College Students, Learning Ecology, Learning Behavior, Learning Environment, Academic Pressure.

1. Introduction

College students' learning ecology refers to a comprehensive system formed around learning activities, which consists of learners' individual status, study habits, external learning surroundings, psychological pressure, daily routine and other interrelated factors. It exerts direct influences on undergraduates' academic quality and all-round development[1]. With the advancement of higher education, college students are faced with dual pressures from grade-point competition, further education and future employment. Meanwhile, mobile-phone-based online entertainment and fragmented lifestyles keep challenging traditional learning modes[2]. To objectively describe the real learning status of current undergraduates and identify existing problems, this paper conducts a questionnaire investigation targeting university students. Characteristics of college students' learning ecology are analyzed, which can provide empirical evidence for universities to improve educational management.

2. Objects and Methodology

2.1. Survey Objects

1000 valid samples are obtained in this investigation. Grade distribution: sophomores 56.94 %, freshmen 19.44 %, juniors 11.11 %, seniors 5.09 %, postgraduates 7.41 %. Major category: science-engineering 60.19 %, medicine 12.96 %, liberal arts 9.72 %, economics-management 5.09 %, art 6.48 %, others 5.56 %. Gender: female 53.70 %, male 36.11 %. The sample is dominated by sophomores and science-engineering majors, which can reflect general learning features of ordinary undergraduate university students.

2.2. Survey Instrument

An anonymous online questionnaire is adopted. The questionnaire contains 30 items, among which there are 20 single-choice questions and 10 multiple-choice questions. Six

modules are designed: demographic information, learning behaviors and habits, learning environment, learning motivation and academic pressure, daily routine, and university learning-support demands.

2.3. Data Processing

The questionnaire platform automatically counts valid responses and calculates the number and percentage for each option. Descriptive statistical analysis is performed based on collected data[3].

Table 1. Basic demographic characteristics of survey samples

Category	Classification	Proportion / %
Grade	Freshman	19.44
	Sophomore	56.94
	Junior	11.11
	Senior	5.09
	Postgraduate	7.41
Major type	Science-engineering	60.19
	Medicine	12.96
	Liberal arts	9.72
	Economics-management	5.09
	Art	6.48
	Others	5.56
Gender	Female	53.70
	Male	36.11

3. Analysis of Survey Results

3.1. Learning Behaviors of College Students

In terms of daily effective learning duration, 42.59 % of students study for 1-3 hours every day; 20.83 % spend no more than 1 hour; 17.59 % study 3-5 hours; 18.98 % achieve

over 5 hours. Most undergraduates stay at a relatively low-to-medium level of effective study time.

For in-class concentration, 24.54 % can keep focused throughout classes, and 52.78 % remain focused most of the time. Totally 77.32 % maintain basic classroom attention, while 22.68 % are frequently distracted or hardly listen to lectures. Multiple-choice statistics indicate that 61.11 % take notes earnestly, 43.52 % play with mobile phones in class, and 42.59 % receive knowledge passively. Mobile-phone disturbance inside classrooms is widespread.

Regarding homework completion, 26.39 % can finish assignments entirely independently, and 46.76 % complete most tasks by themselves, adding up to 73.15 %. Other respondents rely on others to varying degrees. Concerning study-plan habits, merely 31.02 % frequently formulate and carry out learning plans; 55.56 % make plans occasionally; 13.43 % never arrange study schedules. It demonstrates that most students lack steady learning-planning habits.

For learning approaches, 58.33 % do exercise training, 57.41 % follow the complete procedure of preview-lecture-review, and 52.31 % supplement knowledge through online courses. Group discussion, literature reading and practical operation occupy lower proportions. Electronic devices are widely used in study: 67.13 % search materials and documents, 66.67 % finish online homework, whereas 42.59 % also use electronic equipment for entertainment. Fragment-time utilization is unsatisfying: 66.20 % spend fragmented time watching short-video entertainment content, 60.19 % engage in social chatting, and only 46.76 % use such time for revision and recitation.

When facing academic difficulties, 41.20 % solve problems independently, 27.78 % discuss with classmates, 19.91 % consult teachers, and 11.11 % give up directly. Students prefer self-solution and peer assistance; the proportion of turning to instructors for help is comparatively low.

3.2. Learning Motivation and Academic Pressure

Single-choice results of learning motivation show that 37.04 % are driven by grade-point assessment, 32.87 % by employment and further-education pressure, 25 % by major interest, and only 5.09 % by supervision from other people. Multiple-choice outcomes further verify that 65.74 % are motivated by career-planning pressure, 61.57 % by grade-point evaluation, and 48.15 % by intrinsic major interest. External assessment and realistic employment pressure constitute primary driving forces, while internal interest-oriented motivation needs improvement.

On academic pressure, 41.20 % report moderate pressure and 33.80 % slight pressure; more than 70 % are under controllable stress. Nevertheless, 25 % suffer relatively high or extremely heavy pressure. Top-three pressure sources are anxiety about further education and employment (64.35 %), grade-point competition (54.17 %), and difficult curriculum content (48.15 %). Poor time management and insufficient major interest also bring pressure to certain undergraduates.

3.3. Learning Environment Conditions

Students study in scattered locations: classroom 31.48 %, dormitory 30.09 %, library 26.39 %, special self-study room 6.94 %. Dormitory acts as a frequent study place. 29.63 % of dormitories are quiet, 44.44 % basically quiet, and 25.93 % are noisy or extremely noisy. Dormitory surroundings cannot

guarantee stable learning conditions.

For overall satisfaction toward campus learning environment, 39.81 % feel satisfied, 43.52 % hold neutral attitudes, and 16.66 % are dissatisfied. Only 11.57 % never meet obstacles in accessing learning resources; 88.43 % encounter resource-acquisition troubles more or less. Library collections and databases are the most-used campus resources, followed by laboratories and teacher consultation.

As for improvement demands from students, multiple-choice data present that 56.94 % hope for more library seats, 56.48 % expect richer electronic resources, 49.54 % require better self-study surroundings, and 46.76 % want enhanced teacher-consulting services. Single-choice result reveals that study-place improvement ranks first (32.87 %), followed by learning-resource optimization (29.17 %). Shortage of study space and insufficient resource supply are prominent student appeals.

3.4. Daily Routine and its Correlation with Learning Performance

For getting-up time: 19.91 % get up before 6:30, 43.06 % get up between 6:30-7:30, 24.07 % between 7:30-8:30, 12.96 % after 8:30. 28.70 % have no noon-break habit; most students take a noon rest lasting 15-60 minutes. Within one hour before sleep, 62.96 % mainly scroll mobile phones, and merely 13.89 % conduct learning activities. Pre-sleep mobile-phone entertainment becomes prevailing behavior.

There exists notable correlation between daily rhythm and study status. When daily routine gets disordered, 63.43 % report slightly decreased learning efficiency, and 27.31 % suffer severe performance decline. Totally 90.74 % are negatively influenced, and only 16.20 % remain unaffected. 33.33 % believe daily states exert great impacts on study, and 34.72 % think impacts are relatively large. Most undergraduates recognize the significant function of daily routine on academic output.

Regarding self-satisfaction of learning effect, 29.17 % are satisfied with their own learning outcomes, and 56.94 % evaluate outcomes as ordinary. Over 80 % do not hold high self-assessment on individual learning effectiveness.

3.5. Key Factors Influencing Learning Outcomes

Multiple-choice statistics show the top-three influencing elements are personal effort (61.57 %), learning methods (60.19 %), and learning environment (55.56 %). Time management, teacher competence and psychological state also play certain roles.

Table 2. Key influencing factors of college students' learning effect

Influencing factor	Proportion / %
Personal effort	61.57
Learning method	60.19
Learning environment	55.56
Time management ability	47.69
Teacher's teaching level	38.43
Individual psychological state	37.50

4. Existing Main Problems

First of all, undergraduates show insufficient time-planning capacity. Most students make study plans only occasionally and cannot sustain implementation. Plenty of fragment time is consumed on short-video entertainment, and pre-sleep mobile-phone use is common. Once daily routine falls into disorder, learning efficiency drops sharply.

Secondly, classroom study is disturbed by mobile phones. Though most students can maintain basic concentration, in-class phone-using phenomenon is pervasive. When confronted with academic obstacles, undergraduates are unwilling to consult teachers actively, and consultation channels are under-utilized.

Thirdly, learning motivation mainly comes from external incentives. Study behaviors are largely driven by grade-point assessment, employment and further-education pressure, while internal interest-driven motivation remains inadequate, which may lead to insufficient learning initiative. Anxiety about further-education-employment and grade-point competition constitute major stress sources.

Fourthly, hardware learning-resource supply has obvious gaps. Study-place shortage including insufficient library seats becomes primary student demand. Barriers exist in acquiring learning resources, and noisy dormitories are not suitable for formal study.

Fifthly, students' self-recognition of learning performance is low. More than half of respondents regard their own learning effect as mediocre, indicating gaps between real academic output and personal expectation.

5. Countermeasures and Suggestions

5.1. Strengthen Time-management Guidance and Advocate Healthy Daily Routine

Universities shall organize special training focusing on time management and scientific learning strategies, guiding students to rationally utilize fragment time and reduce meaningless short-video entertainment. Students should be instructed to form sound pre-sleep habits and cut down long-time mobile-phone scrolling before bedtime, realizing the importance of regular rhythm for academic performance[2]. Practical and executable learning plans are encouraged to improve plan-execution ability.

5.2. Optimize Classroom Atmosphere and Smooth Teacher-student Communication Channels

Moderate in-class mobile-phone management shall be promoted. Instructors are supposed to increase classroom interaction and inspire students' active thinking and questioning. Both online and offline consulting channels should be expanded to lower psychological barriers for students to seek teachers' help, changing the over-reliance on self-exploration and peer discussion when academic difficulties emerge.

5.3. Promote Major Cognition Education and Carry Out Stress Relief Work

Major-cognition education activities should be held to stimulate students' intrinsic interest in their disciplines, transferring external assessment pressure into internal learning motivation[1]. Targeting widespread anxiety caused by further-education and grade-point competition, universities shall provide academic-psychological counseling and help undergraduates set reasonable academic expectations.

5.4. Improve Campus Hardware Learning-Resource Construction

More seats in libraries and self-study rooms should be provided, and self-study conditions shall be upgraded. Electronic books and database resources need enrichment to decrease resource-obtaining obstacles. Universities ought to guide students to distinguish dormitory from specialized study space, and encourage studying in classrooms or libraries.

5.5. Build Diversified Learning-Support Systems

Learning-method training and academic assistance shall be implemented for students with learning difficulties. Make full use of libraries, laboratories and senior-student mentoring mechanisms to diversify learning-support approaches and comprehensively enhance college students' overall learning ecology[3].

6. Conclusion

College students' learning ecology is jointly restricted by individual habits, psychological pressure, daily routine and campus surroundings. Undergraduates are facing multiple realistic challenges including insufficient time-management skills, study-space shortage, external-pressure-dominated motivation, and entertainment-oriented mobile-phone usage occupying study time. Higher-education institutions should not merely attach importance to in-class teaching. Comprehensive measures covering hardware-resource construction, academic guidance, psychological intervention and habit cultivation are required. Joint efforts can foster sustainable and healthy learning ecology and support college students' academic growth.

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