

Under the background of national special plan, the academic adaptability of rural college students

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Abstract:

The implementation of the national special plan is based on lowering the admission standards, so it also brings new problems. After entering these rural college students, due to the differences in high school and previous education resources, there are various factors in the academic adaptation.[1]The analysis of the interview results of six rural college students from poor counties shows that the difference between parents' educational expectation and economic strength has a great influence on the academic performance before and after the school; on the personal aspect, the connotation of cultural mismatch theory; in the social aspect, the economic pressure brought by student loans and scholarships squeezed the learning time, while the huge social capital difference makes the rural college students unable to adapt to the university life like other students.

Keywords: national special plan; rural college students; academic adaptation

1. Introduction

With the expansion of higher education, the equity of education in China has become the focus gradually of people's attention. Despite the increasing number of students with higher education opportunities, the gap between urban and rural enrollment opportunities has not narrowed, and even widened in poor areas.[2]In response to this phenomenon, in order to alleviate the problem of education equity, the state has issued "three special plans".[3]Among them, the national special plan, also known as the Special Plan for Targeted Enrollment in Poor Rural Areas, mainly undertakes universities affiliated to the central government and local "211 Project" universities, covering 832 poor counties and provinces (autonomous regions) with a relatively low enrollment ratio of key universities[4].

But after the successful enrollment of rural college students are really "Fish big splash"? According to Bourdieu's theory of cultural capital[5,6]It can be seen that children from lower working-class families do not have the high cultural capital belonging to the upper middle class needed to achieve high academic achievement, so they are prone to academic failure. Chinese students in poor and backward areas for a long time, due to the objective gap caused by the urban-rural dual structure, will generally adapt to the study, life, psychology and other aspects after entering the university[7]. For the emergence of these problems, domestic and foreign scholars have carried out different degrees of attention and exploration[8,9]. What is the learning experience and challenges

faced by these students who have been admitted to college through a special enrollment policy aimed at bridging the gap between urban and rural educational resources? How do their studies differ and what are the shortcomings and challenges compared to other students who have passed the regular college entrance examination? This paper aims to investigate and discuss these issues.

2.Literature review

2.1. The status quo of school adaptation for the disadvantaged class of college students (problem)

Education scholars at home and abroad are very concerned about the current situation of disadvantaged college students, why poor academic performance and what causes their mental health problems [10,11] Performed an in-depth study. At the same time, foreign scholars are more concerned about the adaptability of schools caused by cultural differences, and believe that different races, beliefs and living habits will make it difficult for the disadvantaged classes to integrate into the large groups [12]. Domestic scholars have made an in-depth analysis on how to improve the competitiveness of personal career choice, and believe that the adaptability of college students has a direct impact on the competitiveness of career choice [13].

2.2. Factors affecting the school adaptation of the disadvantaged class of college students

As for the adaptation of the disadvantaged class college

students, foreign scholars mostly consider whether the college students of the disadvantaged class can adapt to the school based on personal characteristics, parents' income, social support and other factors. James. B. Hertel et al. show that compared with the second generation of college students, the first generation of college students lack self-esteem, friends support and other aspects, which also leads to their inability to integrate into the university life [14]. Elena M. K. Study of Elena M. K. shows that for ethnic minority students, parents' cultural adaptation, practices, attitudes, and background factors affect whether they can achieve good academic performance in an unfamiliar campus environment [15]. Yusoff M Y et al.'s study fully considered the role of self-efficacy in the adaptability of international students in college study, confirming that high self-efficacy may help them to deal with academic problems and make better psychological adjustment [16]. Domestic research on rural college students is also from the aspects of study, life and employment, with personal characteristics and external environmental factors as the main starting point, comprehensively considering the adaptability of rural college students. From the perspective of individual characteristics, Xiong Jing believes that by making full use of learning resources and teaching conditions, rural college students can make up for the structural differences, reduce the gap in academic ability, and achieve the purpose of school adaptation [8]. From the perspective of external environment, Wu Anchun and xu-dong zhang survey results show that rural college students to adapt to the school, the main distress from learning, life, employment and psychological adaptation, than last year to men and women in different aspects of the adaptation state has obvious differences, so from the external guidance, support and psychological counseling to rural college students actively into healthy study life [17]. From the perspective of comprehensive theory, Xiao Yu and Niu Xinchun analyzed and verified the results through interviews and the results. If rural college students have good self-cognition, inclusive and harmonious campus environment and other conditions, they can produce positive behavior, so as to successfully complete their studies under the interaction of people, behavior and environment [18].

In summary, the current research findings offer valuable insights into the academic adjustment challenges and proposed solutions for rural college students within the framework of the national special plan. However, a significant portion of both domestic and foreign research has primarily centered on student adaptability, with a focus on individual, familial, and external environmental factors. Although academic adaptability has been addressed in separate studies, there is a notable lack of research dedi-

cated to rural college students specifically. Existing literature primarily examines the challenges faced by first-generation college students and left-behind college students, leaving a gap in the analysis of rural college students admitted through the national special plan. Consequently, this paper aims to fill this void by separately examining the academic adaptability of rural college students within the context of the national special plan and offering practical suggestions for improvement.

3. Research technique

This study mainly adopts the commonly used type A requirements and semi-structural interviews, with the interview questions with A certain structure, and requires the interviewees to answer with free answers and discussion. The interviewees selected rural college students who had successfully entered universities through the national special plan and did not have long-term urban life experience before this. The content of the interview is mainly focused on the family, individual, society and other aspects, encouraging them to actively express their true ideas and ensure the correctness of the materials.

4. Study results and analysis

Through a comprehensive analysis of the interview results, we found that these college students generally have academic adaptability problems such as failure to change their learning methods, not active participation in activities, busy living and no time to study. We have discussed these issues and concluded with the following three reasons.

4.1. Family aspects: educational expectations and financial strength

National special plan for the implementation of the object is the national counties of students, the students 'parents generally low cultural level and even some didn't read a book, low expectations for education, led to the rural college students after entering the university, no clear goal and positive motivation, no clear planning for life, make their academic homework low quality, classroom performance is not active, reluctant to go to actively contact the new platform. At the same time, due to the gap in family economic strength, they will not have enough trial and error capital and opportunities to broaden their horizons after entering the university. They can only live in their own comfort circle and live a single life of "classroom — canteen — dormitory" every day. Therefore, the content of learning is limited to books and teachers, which makes it difficult for them to achieve good results in university courses, which are more difficult to study.

4.2. Personal aspects: Cognitive impairment

and self-efficacy

The word “small town title maker” was once popular on the Internet, which is also the portrayal of these college students. More than ten years of “two ears do not hear things outside the window, reading only sages” life, created a group of students who lack innovation ability. By the cultural mismatch theory [19], it can be seen that the cultural environment of the middle class culture in the university, which leads to the cognitive impairment of learning concept — It is not necessary to learn; it is necessary to participate in various academic activities, thus there is resistance. In their original study and life, as long as they study hard, they can have a high probability of success in their studies, so they have a certain confidence in their study. However, the unsatisfactory college grades make them repeatedly lose confidence in themselves, and even give up and lack self-efficacy, which finally leads to worse grades.

5. Social aspects: student loans and social capital

Most of the students from poor counties go to college in the first and second tier cities. The rapidly increasing cost of living and study makes many poor families finally choose to give up. In response to this phenomenon, the state and society have proposed to give them certain student loans to help them solve their economic problems, but it has also brought some economic pressure to them. Due to cultural differences and values, they often choose to seek part-time jobs to pay off the loan as soon as possible during their undergraduate years. So, they spend a lot of time doing part-time jobs and neglecting to study, which puts the cart before the horse. Most poor families generations only live in a narrow county, in a second-tier cities basic social capital, namely in the possession of persistent social network and grasp the social resources or wealth, unable to give them effective help, makes it difficult to them in the unfamiliar social environment, find a suitable breakthrough point to integrate into the university life.

6. Conclusion

The study interviewed rural college students from impoverished counties, employing the interview method to gather data. Through analysis and summation of the interview content, various reasons were identified that explain the difficulties faced by these students in adapting to academic life at university, reasons that stem from their family background, individual characteristics, and societal factors.

First of all, the mode of “sea test tactics” has led to students accustomed to passively accept knowledge, and

limited to the study of book knowledge and the improvement of paper scores. Obviously, this mode is not suitable for the study of university. However, due to their parents’ low educational expectations and personal cognitive barriers, they tend to choose to watch the decline of their grades helplessly, which leads to the repeated reduction of self-efficacy, leading to poor academic performance. Colleges and universities should provide special psychological counseling and “help one” learning measures for these students, reduce their resistance to the new environment and the new model, help them build a sense of self-efficacy, and better adapt to the university academic life.

Secondly, the content of university study is no longer limited to books and classrooms, so a certain economic strength and social capital is particularly important. But rural college students who still need student loans are simply unable to afford these costs, and their parents do not have enough social capital to help them serve as “bridgeheads” in new fields. This series of reasons, they have to ignore all kinds of research activities, scientific research competitions and other projects, which greatly hit their enthusiasm for learning. Most of these rural college students will choose to “chew” books, and few supporting teaching materials, learning often with twice the effort or even no achievement. The state and society should attach great importance to the popularization of higher education knowledge, and cooperate with famous teachers from many universities to vigorously support learning websites such as B stations and MOOCs, so as to reduce the cost of students to acquire knowledge and make it easier for more people to acquire knowledge.

Finally, most of the rural college students who come out from the poor counties are the first generation of their families or even the first one to look at the outside world. They bear the hope and economic burden of the whole family. Therefore, when they are in the big cities with more opportunities, they often choose to spend a lot of time on making money to subsidize the family, earn their tuition fees, and pay off the loans as soon as possible, which will undoubtedly greatly squeeze their study time. Originally, due to the learning conditions and resources of middle and high school, their foundation is weaker than other college students, and there is no lot of time to make up for it, so the results are not ideal is inevitable. In view of this situation, the state and schools should not only pay attention to the students themselves, but also pay attention to the families behind them and their ideas and ideas. When they find similar situations, they should timely understand the situation and try to help them solve difficulties. If necessary, they can be allocated by the state for certain subsidies.

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