

ADAPTABILITY OF FRESHMEN IN DALIAN LUXUN ACADEMY OF FINE ARTS

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ABSTRACT

The research on the adaptability of freshmen of Dalian Lu Xun Academy of Fine Arts is based on the premise of fostering more comprehensive development of college students. The research was mixed methodology research consisting of qualitative research and quantitative research. The population was 150 freshmen from Dalian Lu Xun Academy of Fine Arts, and the sample size was determined to be 145 by simple random sampling method based on more than 95% of the total population. The instrument used for data collection was a five-level rating scale questionnaire, in interpersonal relationships, learning, campus life, and career selection, Self-emotional adaptation questionnaire survey in five aspects. The analysis data uses special software for data analysis, and the percentage, average, standard deviation, and p-value are analyzed. Conducted research and found that:

1) The overall adaptation level of the freshmen of Dalian Lu Xun Academy of Fine Arts is relatively good. Freshmen adapt best to interpersonal relationships, as well as to adapt to learning and campus life. Freshmen also have better emotional adaptability. However, the adaptability to career selection is relatively poor, but the overall adaptability of the freshmen of Dalian Lu Xun Academy of Fine Arts is relatively good and the adaptability is high.

2) Among the gender differences, there is no significant difference in the adaptation of interpersonal relationships, career choice, and self-emotional adaptation regardless of whether they are male or female Dalian Luxun Academy of Fine Arts freshmen. There are differences between boys and girls in learning adaptation and campus life adaptation, and the adaptability of boys in both aspects is higher than that of girls.

3) Regarding the difference between whether they are the only child and the place of birth, whether they are the only child or not, the freshmen of Dalian Lu Xun Academy of Fine Arts have no adaptation in the five aspects of interpersonal relationship adaptation, learning adaptation, campus life adaptation, career adaptation, and self-emotion adaptation, Significant difference.

Keywords: Adaptability of Freshmen, Dalian Luxun Academy of Fine Arts, interpersonal relationships

1. Introduction

According to statistics from the Ministry of Education of my country, the gross enrollment rate of colleges and universities in 2020 is 54.4%, and there are 289 million students, which is It is said that more and more young people in China have the opportunity to enter university life. For adolescent freshmen who have just entered the university campus, they not only need to face the learning environment, living environment, and campus environment different from those of high school life but also learn to get along with different people and face the trivial and subtle things in school life. Faced with an independent life separated from their parents, it is inevitable that there will be some entanglement, melancholy, and disappointment, and it is easy to cause incompatibility in all aspects. College freshmen must make their own adjustments to adapt to college life. In recent years, with the rapid development of the social economy, technology, culture, and other aspects, people's social pressure has also increased. College students are facing varying degrees of mental illness and psychological obstacles caused by pressure, which affect college students. For example, it affects students' daily routines, interpersonal relationships, and learning conditions. In severe cases, they may even cause malicious injury and self-harm, and suicide. Among them, depression particularly affects the development of college students. China is one of the countries with a relatively serious burden of depression in the world. Among domestic depression patients, the proportion of college students is increasing year by year. The World Health Organization has pointed out that a quarter of Chinese college students admitted to having symptoms of depression. Academic, interpersonal, dating, family, and employment pressures are the main predisposing factors for college students' depression. College life is an important choice and transition in students' lives. College students are the main force in the development of the country and the future society. Every year, mental illnesses cause negative incidents for college students, which will not only affect students' families and

individuals. Bringing economic burdens such as hospitalization and drugs. More importantly, these students lose the ability to create value for society and families. If they are not controlled in time, the lost productivity will cause great losses to the Chinese economy and seriously affect family happiness and colleges and universities. Stable education management and the country's training of talents.

Therefore, it is necessary to conduct adaptive research on freshmen to help them understand the characteristics of higher education and university study life, provide correct ideological guidance and education and self-adjustment, and finally achieve a good state of adaptation, avoid mental illness, and psychological obstacles, and be healthy. Fully developed.

2. Research Objectives

1. To compare the interpersonal relationship, study and campus life of freshmen of Dalian Luxun Academy of Fine Arts, career choice, overall adaptability in terms of self-emotion and adaptability to differences.

2. To study the differences in the adaptability of freshmen of Dalian Luxun Academy of Fine Arts in terms of male and female students, whether they were only children, and the place of origin of the students.

3. To help Dalian Lu Xun Academy of Fine Arts and other colleges and universities education managers, counselors, and teachers in the ideological education and physical health education management of freshmen students, help freshmen through the adaptation period, cultivate adaptability, and help The improvement and innovation of educational management methods will then make it easier for universities to prepare for the comprehensive training of high-quality talents.

3. Research Hypothesis

Gender, whether to be an only child, and birthplace have an impact on the adaptability of new students.

4. Conceptual Framework

This article will conduct a survey of adaptability and psychological questionnaires on the students of Dalian Lu Xun Academy of Fine Arts, in order to promote more comprehensive development of the students. It will study the adaptability of students in different genders and various dimensions, whether they are only-child or non-only-child adaptability in various dimensions, and study the reasons and countermeasures of the adaptability of different student sources in various dimensions.

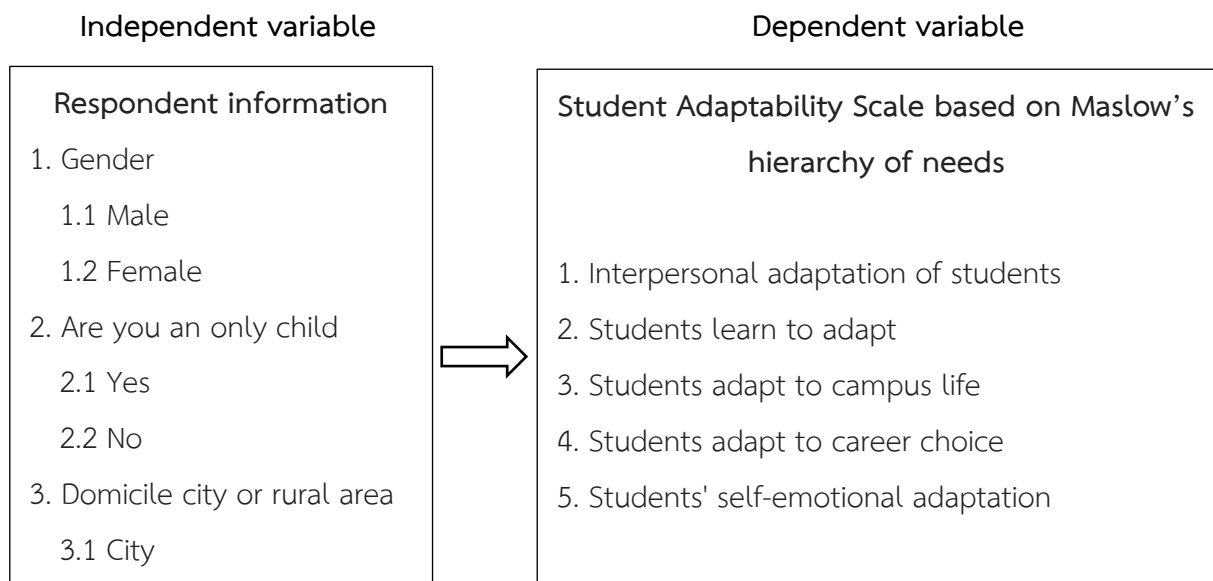


Figure 1 Research conceptual framework

5. Research Methodology

There are 150 students in the Dalian Luxun Academy of Fine Arts. The sample is 145 students, Use the random sampling method. The statistics used are frequency, percentage, average, Standard deviation, and Pearson correlation coefficient. $p > 0.05$ has no difference, otherwise, there is a difference.

6. Research Results

Table 1: Analysis of the Adaptation Situation of Freshmen in Dalian Luxun Academy of Fine Arts

| | n | \bar{x} | Std. Deviation |
|---------------------------------------|-----|-----------|----------------|
| Interpersonal relationship adaptation | 145 | 3.9248 | .75014 |
| Learning adaptation | 145 | 3.6517 | .66605 |
| Campus life adaptation | 145 | 3.4779 | .61118 |
| Career adaptation | 145 | 3.4538 | .59884 |
| Self-emotional adaptation | 145 | 3.6600 | .92739 |

From Table1, it can be seen that the average score of "Adaptation of Dalian Lu Xun Academy of Fine Arts Freshmen" is 3.634 and the standard deviation is 0.711. It shows that very few students have poor or better adaptability, but the general adaptability of Dalian Lu Xun Academy of Fine Arts freshmen is good. From various perspectives, Dalian Lu Xun Academy of Fine Arts freshmen have the largest average score in "Interpersonal Relationship

Adaptation" at 3.9248, while the average score in "Career Adaptation" is the smallest at 3.4538. Dalian Lu Xun Academy of Fine Arts freshmen's adaptation status is determined by The order of good to bad is interpersonal relationship adaptation (3.8972)> learning adaptation (3.6517)> self-emotional adaptation (3.6600)> campus life adaptation (3.4779)> career adaptation (3.4538), which can explain most of the freshmen of Dalian Lu Xun Academy of Fine Arts Adaptation to interpersonal relationships is the best. Adaptation to learning and self-emotion is relatively good. Adaptation to campus life and career selection is relatively poor. However, the overall adaptability of Dalian Lu Xun Academy of Fine Arts freshmen is relatively good., High adaptability.

Table 2: Analysis of Differences in Adaptation in Various Aspects of Gender

| | Gender | n | \bar{X} | Std. Deviation | t | p |
|---------------------------------------|--------|-----|-----------|----------------|-------|------|
| Interpersonal relationship adaptation | Male | 40 | 3.9825 | .80571 | .570 | .570 |
| | Female | 105 | 3.9029 | .73071 | | |
| Learning adaptation | Male | 40 | 3.8325 | .77605 | 2.039 | .043 |
| | Female | 105 | 3.5829 | .60914 | | |
| Campus life adaptation | Male | 40 | 3.6500 | .75175 | 2.118 | .036 |
| | Female | 105 | 3.4124 | .53810 | | |
| Career adaptation | Male | 40 | 3.6025 | .79727 | 1.521 | .135 |
| | Female | 105 | 3.3971 | .49642 | | |
| Self-emotional adaptation | Male | 40 | 3.8400 | .93584 | 1.448 | .150 |
| | Female | 105 | 3.5914 | .91936 | | |

The results of the independent sample t-test in Table 4.5 show that the p-values of boys and girls in the three aspects of interpersonal relationship adaptation, career adaptation, and self-emotional adaptation are 0.570, 0.135, and 0.150, respectively. $p > 0.05$, so it shows that there is no significant difference in the adaptation of interpersonal relationships, career choice, and self-emotional adaptation regardless of whether it is male or female. The p-values of learning adaptation and campus life adaptation are 0.043 and 0.036, indicating that boys and girls are different in learning adaptation and campus life adaptation, and the adaptability of boys in both aspects is higher than that of girls.

Table 3: Analysis of differences in the adaptation status of the only child in all aspects.

| | Whether the one-child | n | \bar{X} | Std. Deviation | t | p |
|---------------------------------------|-----------------------|----|-----------|----------------|-------|------|
| Interpersonal relationship adaptation | Yes | 94 | 4.0074 | .62789 | 1.626 | .108 |

| | | | | | | |
|---------------------------|-----|----|--------|---------|-------|------|
| | No | 51 | 3.7725 | .92241 | | |
| Learning adaptation | Yes | 94 | 3.7011 | .57819 | 1.213 | .227 |
| | No | 51 | 3.5608 | .80177 | | |
| Campus life adaptation | Yes | 94 | 3.5106 | .49000 | .874 | .384 |
| | No | 51 | 3.4176 | .78961 | | |
| Career adaptation | Yes | 94 | 3.4457 | .54451 | -.219 | .827 |
| | No | 51 | 3.4686 | .69354 | | |
| Self-emotional adaptation | Yes | 94 | 3.6574 | .87036 | -.045 | .964 |
| | No | 51 | 3.6647 | 1.03341 | | |

The independent sample t-test results in Table 4.6 show that the p-values of interpersonal relationship adjustment, learning adjustment, campus life adjustment, career adjustment, and self-emotion adjustment are 0.108, 0.227, 0.384, 0.827, 0.964, respectively. $p > 0.05$, so it shows that there is no significant difference in the five aspects of adaptation in interpersonal relationship adjustment, learning adjustment, campus life adjustment, career adjustment, and self-emotion adjustment regardless of whether they are the only child.

Table 4: Analysis of Differences in Adaptation in Various Aspects of the Source Area.

| | Birthplace | n | \bar{X} | Std. Deviation | t | p |
|---------------------------------------|------------|-----|-----------|----------------|--------|------|
| Interpersonal relationship adaptation | City | 113 | 3.9257 | .67794 | .025 | .980 |
| | Township | 32 | 3.9219 | .97641 | | |
| Learning adaptation | City | 113 | 3.6336 | .56940 | -.470 | .641 |
| | Township | 32 | 3.7156 | .94018 | | |
| Campus life adaptation | City | 113 | 3.4487 | .50957 | -.810 | .423 |
| | Township | 32 | 3.5813 | .88480 | | |
| Career adaptation | City | 113 | 3.4159 | .49939 | -1.077 | .288 |
| | Township | 32 | 3.5875 | .86089 | | |
| Self-emotional adaptation | City | 113 | 3.6770 | .84695 | .344 | .733 |
| | Township | 32 | 3.6000 | 1.18267 | | |

The results of the independent sample t-test in Table 4.7 show that the p-values of the five aspects of interpersonal relationship adaptation, learning adaptation, campus life adaptation, career adaptation, and self-emotional adaptation are 0.980, 0.641, 0.423, 0.288, 0.733, respectively. $p > 0.05$, so it shows that there is no significant difference in adaptation in all aspects regardless of whether the source of birth is a city or a township.

7. Discussion of Research Results

1. The overall adaptation level of the freshmen of Dalian Lu Xun Academy of Fine Arts is relatively good. Freshmen adapt best to interpersonal relationships, as well as adapt to learning and campus life. Freshmen also have better emotional adaptability. However, the adaptability to career selection is relatively poor, but the overall adaptability of the freshmen of Dalian Lu Xun Academy of Fine Arts is relatively good and the adaptability is high.

2. In terms of adaptation to learning and campus life, male students in Dalian Lu Xun Academy of Fine Arts are higher than female students. Researchers believe that this is related to the personality of male and female students. In the cultivation of male and female students in my country, the family concept is mostly male strong, persevering, Courageous qualities are cultivated, while girls are gentle, gentle, and lovely personality qualities cultivated. The contrast between men's and women's thinking is relatively rough, and women's relative delicateness will inevitably cause discomfort in campus life. Dalian Lu Xun Academy of Fine Arts is located at the seaside far away from the city and with a well-developed tourism industry. The school stairs , There are more ramps, and most girls feel uncomfortable. Dalian Lu Xun Academy of Fine Arts has high requirements in terms of study and professionalism, resulting in strict management, which may also cause fatigue and discomfort for girls.

3. In the investigation of the adaptability of the freshmen of Dalian Lu Xun Academy of Fine Arts, no matter whether they are the only child or the place of origin, the freshmen of Dalian Lu Xun Academy of Fine Arts have no obvious differences in the five aspects of adaptability. The researchers believe that This is also related to the economic development of the country and the network development of modern society. Regardless of whether you are an only child, a city or a town, you can expand your horizons on the Internet, and you can also fully care for your parents, family and friends. Freshmen can get good development in interpersonal relations, study, life, self-emotion, and have a healthy and positive outlook on the world and life.

8. Suggestion

1. Military Education

Military training is the first class for college freshmen in our country. The first education that freshmen receive after enrollment is military training. In the process of military training, the work of instructors mainly involves the formation of military training teams, personnel

management, and logistics management. Military education for new college students is to strengthen physical training, hone the will of new college students, enhance their awareness of obedience, and cultivate a strong will. This is a real challenge for freshmen who cannot live independently, have poor physical fitness, and lack obedience. College freshmen are prone to fear, avoidance, and dependence in the process of military training. New college students who have just entered the school, coupled with strict training, will appear homesick and blue. Therefore, for freshmen entering the university, adaptive education should be accompanied by psychological adaptive education as the main education of students' military training education.

2. Belief education and mental health education

Facing the belief education of freshmen, because the values and outlook on life of freshmen who have just entered the university are going through an important transition period. Values, outlook on life, and world outlook are unstable, not yet formed and mature, and are easily influenced by the outside world, teachers, and classmates. Most college freshmen are adults and must get rid of the bad habits of being young and immature, relying on their parents, and avoiding difficulties when they encounter difficulties. Therefore, schools should strengthen the guidance of students' outlook on life, values, and world outlook in the adaptive education of freshmen, so that they can fully realize that university is a new starting point for life, and learn to establish lofty ideals and firmness in the new environment. beliefs, looking for new goals. Specifically, it is necessary to help college students establish correct values, outlook on life, and world outlook in the process of entering education, so that they have a correct self-positioning. It is necessary to do a good job in collectivist education, moral education, and integrity education, and encourage them to be positive, study hard, and become high-quality talents with all-around development. Let freshmen correctly understand the meaning of entering university. Many students enter college with lazy and rambunctious habits. They think that college is the goal of life and that they can relax after the college entrance examination, but this is not the case. Let them know that a college education is a new starting point in life, not the end of a goal.

3. Improve and strengthen university hardware facilities

In adaptive education, the role of hardware equipment is very important. The research on the adaptability of the freshmen found that it is hoped that the hardware facilities in Dalian Lu Xun Academy of Fine Arts will be improved. For example, the on-campus facilities are too small, the classroom environment is poor, the campus buildings are too physically exhausting, the library is far away, and there are steep steps and slopes. Freshmen who have just enrolled

have varying degrees of psychological discomfort or incompatibility in their study and life. If the campus hardware facilities are uncomfortable, it will affect the freshmen's study and life to a certain extent, and directly affect the adjustment of the freshmen's emotions. Before entering school, freshmen have colorful fantasies about college. In the eyes of freshmen, hardware facilities are the most direct manifestation of the school's comprehensive strength. Poor hardware facilities will make freshmen develop a comparative mentality, resulting in a gap in emotion and identity. Therefore, the school must improve the hardware facilities, and it must be designed according to the needs of the new students, taking into account the overall planning, and carrying out targeted transformation. According to interviews and surveys, what male students need most is the construction of outdoor venues, while female students need to improve the classroom environment, so it is recommended that schools start from this aspect and improve planning.

4. Improve and strengthen adaptive education guidance

The current adaptive education of freshmen in our country is mainly guided by college counselors. In Dalian Luxun Academy of Fine Arts, to highlight the educational purpose of "quality education" for freshmen, the school will carry out military training and ideological and political education activities according to the teaching plan. Ideological and political education mainly includes patriotism, collectivism and socialism. The school will also carry out national defense education, school history education, school discipline and school rules education, safety education, etc. for freshmen, to cultivate students' awareness of social responsibility and social responsibility, as well as common sense of life. For the all-round development of students. However, the management of freshmen also requires psychological and career planning work. Among the various contents of adaptive education, students' psychological changes not only affect students' interpersonal adaptability, but also affect students' development. Career planning education should also be an important goal of adaptive education. Therefore, the adaptive education of college students should pay more attention to psychological educational observation and career planning. Professional education should be carried out again, and different education methods should be adopted according to different departments and different majors. Invite experts, educators, alumni, etc. to give lectures, so that freshmen can fully understand the development status, development prospects, learning content, learning methods, and options after graduation of the major promptly. Strive for your goals and increase your motivation to learn. At the same time, given the unstable characteristics of the new students during this period, problems such as

psychological discomfort are prone to occur. Schools should first conduct popular science on mental health, and encourage students to actively seek help when they encounter difficulties, instead of feeling embarrassed and afraid. For example, regularly hold lectures on mental health knowledge, exchange new students in groups, set up new mental health consultations, and open up various communication channels through telephone consultation, online consultation, and mental health broadcasting stations. And timely feedback tracking. Bring mental health into the classroom, too, and hire experts to teach it. In addition, school teachers and counselors should always observe the activities of new students and changes in their mental health, carry out individual education for individual students, and communicate with them regularly to understand their recent learning situation, interpersonal relationships, emotional problems, confusion, and difficult problems. Let them improve their learning efficiency, establish harmonious interpersonal relationships, learn to control and regulate their emotions, not be the slaves of emotions, but be the masters of emotions. And guide them to self-adjust, self-reform, and self-protection, care about the students with poor adaptability and easy discomfort to overcome psychological problems, so that freshmen can adapt to college life more quickly psychologically.

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