

Study on the Campus Adaptive Obstructs and Educational Adjustment of Korean College Students

-A case study of ***university in Changchun

Hairu Zhuang

School of Humanities

Jilin Agricultural University

Changchun, China

Abstract—In this paper, a questionnaire survey about ‘the circumstance of campus adaptation of university students’ and in-depth interview were conducted among some Korean college students in Changchun in order to help students better adapt to collage life. The result showed that there was a low level of learning adaptation in Korean college students, meanwhile, in the terms of life adaptation, it presented the characteristics of language and cultural obstruct, simple interpersonal communication, narrow communication scope and so on. The main obstructive factors to restrict students’ access to integrate into campus life were Chinese language ability, personal development objectives, the charity of occupational planning, and the character and so on. Therefore, in this paper, some educational adjustment strategies were advanced, including the way of developing group cooperative learning, the guidance of constituting reasonable occupational planning, psychological service, and a means of helping introverted students perfect themselves.

Keywords—Korean college students; campus adaptation; the adaptive obstruct; educational adjustment

I. INTRODUCTION

The capacity of adaptation not only affects their growth and development, but also the quality of training college students. With the development of minority education, more and more minority college students enter the mainland to study in universities. According to data statistics of ministry of education, by the end of 2013, there were 1.8445 million minority college students in national colleges and universities, which accounted for 7.47% of the total number of college students[1], however, owing to the particularity of language, life habits, national culture and national identity of minority college students, they had trouble and obstacle in life, study, interpersonal interaction and so on. Form the research of Yanxu Lu [2]and Meng Fan[3], it reinforced a notion that the whole social adaptation level of minority college students was lower than Han students, meanwhile, in the research of Gensheng Bao[4], minority students would meet some new problems naturally because of influence of discrimination from traditional idea, cultural custom, religious belief and life environment when they got into a new environment of college, which made them present an obvious psychological conflict. As far as Changchun region is concerned, the number of

Korean students is large, for this reason, in this research a university in Changchun was taken an example to be intended to investigate campus adaptive obstructs and influences of Korean college students, and effective education debugging strategies were discussed.

II. THE CONCEPT AND RESEARCH METHOD OF SOCIAL ADAPTATION OF COLLEGE STUDENT

A. The concept of campus application of college students

In biology, adaptation means that organisms adjust their survival form to comply with the change of survival situation. Later this word was introduced into social research, and then the concept of social adaptation was developed. Spencer thought social adaptation is a psychological process to adjust the condition between individuals, between groups or between cultures in order to achieve a state of satisfaction. As time goes by, social adaptation is defined that it is a process of accepting social life style, moral code and code of conduct by later researchers. Therefore, Social adaptability of college students means a process that dynamically students are able to learn cultural knowledge, master and internalize social norms, develop their social property gradually, gain a particular social member qualified, perform social role, adapt and participate in social life gradually[5]. In this paper, learning adaptation, interpersonal interaction and life adaptation were investigated in the research.

B. Research method

In this paper, questionnaire method and interview method were utilized to gather the materials. First of all, with the help of snowball sampling method, 150 Korean students were selected to do the questionnaires. According to the statistics, a total of 150 questionnaires were issued, among these questionnaires, there were 136 effective questionnaires, so the rate of questionnaire recovery was 90.6%. Secondly, 6 Korean students were selected to do in-depth interview in order to gain a deeper understanding of adaptive obstructs, which is beneficial to utilize targeted coping strategies.

III. CAMPUS ADAPTATION CIRCUMSTANCE OF KOREAN COLLEGE STUDENTS

According to the survey results, the social adaptation of Korean college students stayed in a middle and lower level, and these students showed different characteristics on study adaptation, life adaptation and interpersonal adaptation.

A. *The low level of learning adaptation of Korean college students*

The results of survey and interview show that the learning adaptation level of Korean college students is not high. Firstly, it presented a result that the understanding and acceptance of teachers' teaching content is low for Korean college students, only 11% of students thought they could follow and understand what the teachers talk about completely; 55.1% of students said they can keep up with the teachers, almost understand; it was a little difficult for 33.1% of students to follow and understand what the teachers showed about; 0.8% of students explained that they can't follow and understand completely. Secondly, the participation of learning was not sufficient. During the process of survey, it was found that Korean college students in class who were initiative to answer questions were very seldom. 83.1% of students explained they were not willing to be initiative to answer questions, and they also feared that they can't answer the questions when the teachers questioned them. Meanwhile, only 3.7% of students were frequent to communicate with other students about learning. What's worse, the exchange of other students was limited to the exchange of information before the exam. Thirdly, the rate of passing the exam for Korean college students is relatively low. In the survey, for 60.3% of students, they had experienced the fail of exam. Meanwhile, although majority of students had passed the exam, a few students can get a high score. In the interview, it was difficult for some students to study, these one were busy to make-up exam and course in the beginning of term, their learning interests and self-confidence have been hammered. Owing to poor performance and credits, they had to brush credits crazily in order to graduate from university favorably. Therefore, before graduation, it is necessary for these students to take about 10 courses so that they can be successful to graduate.

B. *The language and cultural obstruct in the aspect of life adaptation*

The findings showed that the unaccommodated adaptation of Korean college students was mainly embodied in language and cultural habits. During investigation, 80% of students explained that they couldn't adapt the language and culture. In the interview, some students were from the Yanbian region of our province. They studied in Korean school and also participated in college entrance examination in Korean. Accordingly, there is a discrepancy between Korean students and Han students at the competence and level of Chinese. What's more, students in this university are from different places, for students it is of great difficulty to understand dialects from different places, even making a lot of jokes. In addition, cultural differences among ethnic groups made Korean students feel uncomfortable in life. For this reason, they preferred to communicate with Korean students who own

similar cultural background in order to keep current life habits. Meanwhile, the level of adaptation in life was increasingly developing alongside entrance time coming according to the findings showed. Through the comparison and analysis among four grades students, it can be found that adaptability of senior students was lower than junior students.

C. *The objects of interpersonal communication are relatively single and the scope of communication is relatively narrow*

The adaptability about interpersonal communication of Korean college students was better than learning adaptability and life adaptability, but it still exhibited a certain lack of accommodation. For example, they mainly made friends with Korean students, so their circle of communication was relatively small and closed. Korean students and Han students are mixed and arranged to different dormitories in order benefit the management and communication between students after freshman enter into university. However, in fact, Korean students often did not closely associate with their sleeping classmates in the early days of enrollment. Normally, they closely associated with Korean students of the same grade or school, which can form small circles, in these kinds of circles, students can depend on and believe each other. Therefore, over time, there was less and less contact with other students, and they can't integrate into a big life circle. Owing to some of them was short in the objects who they can communicate with, in four years, they were alone, which not only caused the difficulty of improving academic records, but also led to psychological distress. Moreover, the social adaptation level of the students who speak Chinese and communicate with Han students frequently was higher than other Korean college students; the adaptation level of students participating in group activities was higher than those being positive to join; social adaptability of normal students was lower than those serving in a student union or serving as a class cadre.

IV. THE OBSTRUCTIVE REASONING ANALYSIS OF RESTRICTING THE INTEGRATION OF KOREAN COLLEGE STUDENTS

A. *The restriction of Chinese language capacity*

Overall, both the results of questionnaire and the results of interview showed that Chinese language capacity was an important factor to limit Korean students integrating campus life. It not only decided if student can understand, learn in class and pass the exam, but also influenced interpersonal communication and interaction as well as the reception and approving of non-natural culture. In the survey, because of the limitation of Chinese language level, some students expressed that they can't fully understand and normally took measure of learning by rote in exam, even some of students translated review materials into Korean for facilitating remembering, and then translated it into Chinese. Consequently, they would fall into dilemma and be unaware of how to express if the questions designed by teacher were relatively flexible. At the same time, owing to the limitation of language, Korean students didn't communication with students who are not Korean students and the communication circle was relatively small. The reason why occurs this kind of condition was that they feared that they will be laughed by other students or

arousing unnecessary misunderstand because of language, especially in class, they always preferred to be silent. In the interview, some students mentioned that they were excellent in high school, some of them acted class cadres and communicated with teachers and classmates a lot. However, after college, the ways of teaching changed a lot, there was a big difference among students and the level of Chinese was average because of studying Korean schools all the time. Therefore, afraid of being questioned in class, they had been afraid to look up to the teachers, it became a habit to bow to class after a long time. They would try to say something when seeing some students communicate with teachers during break time, but they gave up due to fear what they said were not enough interesting.

B. Individual development goals and career planning

At university, it is of great importance to establish individual development goals and do a reasonable career planning, which is an important preparation for college students entering society. According to the interview, whether Korean students owned clear individual development goals and career planning restricted their campus adaptability. The students possessing clear individual development goals were voluntary to solve problems when they experienced learning, living or interpersonal interaction obstacles. Conversely, those who accommodated themselves to circumstances tended to be passive and less adaptive. Although there were some difficulties on learning professional knowledge, owing to get on postgraduate courses, some of students in the interview said they must study hard and asked teachers for questions, or asked students and roommates for questions before the final exam. On the other, some students confused about what they can do after they came to college and also did not consider a lot, they thought everything can wait till graduation. Meanwhile, they preferred to pass the time watching cell phone and listening to music due to the fact that they did not approve of their major and could not understand the contents in class.

C. Characteristic

The social adaptation capacity of Korean students was showed on individual difference. Korean college students who are outgoing were relatively confident, owning strong learning ability, willing to accept new things, participating in community activities and contact with others actively. However, those who are introvert type always feared of self-respect being hurt, so they were seldom to communicate with others, and not willing to ask for help when meeting problems. Therefore, time was needed for them to adapt in the aspect of life and interpersonal communication owing to be conservative and refuse new things. For example, in the interview, outgoing students were quick to express themselves, able to communicate with interview teacher, brave to opinion and familiar with a lot of persons in campus. But, conversely, introversive students were slow to express themselves with the inspiration or ask of teacher, not straightforward to answer questions and just familiar with fellow-townsmen or roommates.

V. STRATEGIES OF EDUCATIONAL ADJUSTMENT

A. Carry out group learning activities to improve social adaptability of Korean students

Group cooperation study means that students in group and team carry out a mutual learning with a clear division of responsibilities in order to accomplish the common goals or assignments[6]. Its general practice is that the students are composed of heterogeneous groups of 4-6 people on the basis of assignment styles or the difference of student academic achievement, characteristics and so on, and then they should accomplish prescribed learning tasks through the division of labor among team members. Finally, the aims of cooperative study are that group members can not only achieve personal goals, but also come true the whole goals of group through vision fusion and difference sharing. Moreover, it breaks a teaching mode of cramming education which is centered on teachers, textbooks and teaching plans of teacher. Through a process of group cooperation study, it is able to improve student's initiative and participation of learning activities, to this end, the author was active to discuss the change of educational and teaching methods. By means of experimental course links of 'sociological research method' and carrying out group study activities, combining Korean students with Han students, especially active students being constituted into a group, the author asked them to be the division of labor in collaboration and accomplish some experimental links, such as social research topics, research design, data collection and analysis as well as writing research reports. In this paper, it tried to utilize group cooperation activities to enhance learning initiative of Korean students and promote learning adaptability. Meanwhile, in the process of communication and cooperation among team members, life and interpersonal interaction adaptability could be enhanced.

B. Indication of being explicit about individual development goals of Korean students and reasonable planning of individual career

School should do well in the ideological education and guidance of Korean students in the new period of enrollment, pay attention on culturing pluralistic consciousness of Korean college students and inspire them to be active in touching and studying Han culture, Han language culture and making friends with Han students, which were all beneficial for freshmen to be better integrating and adapting college life and study. Furthermore, according to specific circumstances, group activities about national culture should be constituted, which facilitate arousing the participation enthusiasm of Korean college students and promoting their social adaptation capacity. Meanwhile, while teaching professional knowledge, the teachers should be inspired to guide students to establish professional identity, making use of break time to communicate with Korean students at break time and permeate the importance of professional study for individual development in the future. The students who have obstruct in aspects of study, life and interpersonal interaction should communicate with the class sponsor and counselor actively. Moreover, everybody should coordinate each other to indicate student to accept current environment forwardly and solve

actual problems in the concrete student life in order to establish individual development direction.

C. Carrying out psychological counseling, guiding self-improvement of Korean college students

According to variety of maladjustment of Korean students being showed in the survey, at school, psychological investigation and consulting activities should be widely undertaken. Through psychological investigation and consultation, psychological dynamic of ethnic minority should be mastered in time, and students who had psychological problems should be found in time, then make pointed references, psychological counseling and counseling activities could be carried out to eliminate inferiority, shyness, jealousy and other bad psychology. Secondly, the resistance ability of Korean students should be cultivated actively. In the teaching activities and second class activities, frustration being encountered in learning and interpersonal interaction activities should be correctly understood. Afterwards, students could promote capacity of resisting compression through the ways of quality development training and lecture study, and then they were able to adjust a tensely negative emotion as well as individual personality could be gradually perfect. In addition, it is conducive for Korean students to establish multicultural values by means of exploring the characteristic mental health education mode based on Korean nationality culture. Meanwhile, while recognizing the national, culture, they will be active to understand and learn other culture, eliminate cultural separation and exclusion from other students, and build a harmonious cultural and psychological environment.

VI. CONCLUSION

Korean college students are not only a critical part of college students, but also the elite and backbone of Korean national groups. Besides, the campus adaptability is not only related to whether they are able to better integrate into university student groups, but also related to whether qualified constructive talents of minority areas can be cultivated as well as being related to maintain the overall situation of national unity. To this end, it will take a heavy burden and embark on a long road to actively carry out educational adjustment of campus adaptation disorder of Korean college students

REFERENCES

- [1] Rulian Wu, Changshan Xu. Integration and remodeling: cultural adaptation research of minority college students at inland college. *Journal of Sichuan University for nationalities* 2015, 24(6)
- [2] Yanxu Lu. A study on school adaptation of Korean college students. Master thesis of Yanbian University, 2013.
- [3] Fan Meng. A study of the relationship among cultural intelligence of college students, traits of personality and school adaptation. Master thesis of Qinghai Normal University, 2014.
- [4] Gensheng Bao. Cultural Diversity and Psychological Adaptation of Minority College Students. *Guizhou ethical research*, 2016(5).
- [5] Zhenhua Zhao, Wucheng Yang, Baoxi Li. A educational study on social adaptability of college students. *Education and Career*[J], 2015(1).
- [6] Zongmei Zhang. On group cooperation study from the perspective of educational equity[J]. *Journal of Yangzhou University*, 2013(S1)