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Abstract

This study adopts questionnaire survey method to collect data of freshmen currently studying in Chongqing Technology and Business University, and adopts quantitative research design. The stage of university freshmen is a critical period for their growth and development. Therefore, it is of great significance to understand the current situation and existing problems of university freshmen's adaptability and master the rules of their adaptability to guide and help university freshmen to adapt to university life smoothly. Through investigation and analysis, it is concluded that the freshmen of CHONGQING Technology and Business University have good adaptability on the whole, which is equivalent to the national norm level. The adaptability of college freshmen has the difference of ability; There are significant gender differences in learning adaptability. There are significant differences in life adaptability in gender, single child, professional category and origin of students. There are significant differences in the adaptability of interpersonal relationship between gender and origin of students. Social support is significantly correlated

with college freshmen's adaptability. These differences reflect some rules of freshmen's adaptation to the university environment, and provide a basis for educators to solve the problems of freshmen's adaptation.

Keywords : Study Adaptation; Life Adaptation; Life Adaptation; Interpersonal Adaptation; Mental Adaptation

Introduction

With the popularization of education, it is imperative to improve the quality of education. For most students, the college stage is the last door to the society and an important turning point in their life. They have just come back from a tense and monotonous high school life. They are curious about and look forward to college, but they feel the challenges of new life, new learning and new relationships. In the face of such a contrast, it often leads to a variety of contradictions, even feel confused, lonely, lost, and so on, so that some college freshmen do not adapt to the new environment (Arkoff A, 1968).

Some studies believe that the success of universities largely depends on the first-year experience of freshmen (Upcraft M, 2005). Therefore, college freshmen's adaptability is very important to their growth and success. Furthermore, the maladaptive phenomenon of college freshmen has existed objectively (Lewin, K.1936), such as some students' lack of learning motivation, truancy, failure, poor interpersonal relationship, addiction to the Internet, etc., especially in recent years, college campus events occur constantly. Foreign researchers have found that the incidence of adaptive problems among college freshmen is significantly higher than that of the general

population (Robbins, 1993).In addition, the adaptability of college freshmen is usually characterized by individual difference, long-term duration and multiple influencing factors, which makes the adaptability of college freshmen complicated (Lu Suzhen, 2004).

Therefore, whether from the perspective of social background analysis or from the perspective of improving the quality of education, the adaptability of college freshmen needs to be paid enough attention to (Bruno F J,1977). Based on the importance and complexity of freshmen's adaptability, colleges and universities need to pay more attention to freshmen's adaptability, effectively improve freshmen's adaptability, and lay a foundation for college students' adaptive health in four years and even the whole life (Cui Taiba, 2008).

A review of the research on freshmen's adaptability

In recent years, more and more attention has been paid to the psychological adaptation of university freshmen in China. Many domestic scholars have carried out a lot of research work on the psychological adaptation education of university freshmen, and put forward some meaningful Suggestions and strategies. Wang Xia and Fan Hongxia investigated the learning adaptability of 450 college students in Shanxi Province, and found that female students' adaptability in teaching mode, learning attitude and environmental factors was significantly better than that of male students, and students from key universities were significantly better than those from ordinary universities. Research also shows that college students psychological adaptability and individual experience and expectations of university education is closely related, the individual experience

and expect more objective reality of university education, university life will promote the improvement of their psychological adaptability, improve the adaptability of the psychological and can improve the students' survival and adaptation; On the contrary, it will inhibit the improvement of psychological adaptability and worsen their survival and adaptation (Hilary Gerdes, 1994).

The study also found that the personal values and life goals of college freshmen affect their ability to adapt to college life. The life goals and personal values are in line with the development of society, and college freshmen are able to adapt to the environment well, while the contrary is difficult to adapt. Many domestic studies have found that the psychological adaptability of college freshmen is closely related to the level of mental health. Students with high psychological adaptability have a high level of mental health and good self-development if they have a good adaptability to the society and the university (Birch S. H. and Ladd G. W, 1997). To facilitate the uniform standard, to adapt to the domestic university freshmen adapt to education research, the Ministry of Education of the college students' mental health measurement system developed for Chinese college students of China college student adjustment scale (CCSAS), and the actual survey in domestic colleges and universities, college freshmen adaptive survey norm is established, its high reliability and practical value. Although a large number of scholars have made a lot of research achievements, our school has not carried out a study with the new students of our school as samples. Based on the characteristics of the source of students, gender ratio of students, specialty setting, campus distribution and other characteristics, as well as the increasing mental health problems of new students in

our school year by year, it is necessary to conduct a more detailed and comprehensive investigation and analysis on new students in our school, so as to further put forward solutions (Jiao Jinbo, 2008).

Foreign scholars have made an early study on the psychological adaptation education of university freshmen, developed a relatively complete and reliable survey scale, and adopted an effective intervention method. Psychologist Nettle believes that every stage of life is a process of adaptation (Draper,R.W, 1991). With the change from high school to university, college freshmen are faced with a brand new environment. With the change of life, study and interpersonal environment, they are likely to have psychological discomfort and even adaptive obstacles, which is college students' adaptation. American scholar Jr., Martin e. William further study of the related psychological factors influence on college students psychological adaptability, it is found that college students academic self-confidence, learning attitude, and social support have important influence on college students psychological adaptation, therefore suggested to carry out the corresponding entrance to adapt education to help college students to good adapt to college life and social life (Adams H E,1972). As the human social environment becomes more complex, they gain the ability to adapt through group dynamics, thus improving their survival ability (Gan Wei, 2006).

Research Objectives

1) It is beneficial to solve the practical problems of freshmen's psychological adaptation.

2) It is helpful to promote the overall improvement of university talent training quality.

3) It is helpful to provide reference for the adaptive health education of the same kind of college freshmen.

Research Methods

Research ideas

The research idea of this paper is shown in Figure 3.1: This paper carries out the research from two aspects. On the one hand, it starts with previous research theories, collects and learns theories, constructs research models and hypotheses, and provides theoretical support for research conclusions and Suggestions in the research. On the other hand, this paper investigates and analyzes the collected data by means of questionnaire survey and maturity scale, and then tests and analyzes the research hypothesis to provide data support for the proposal of research conclusions and suggestions.

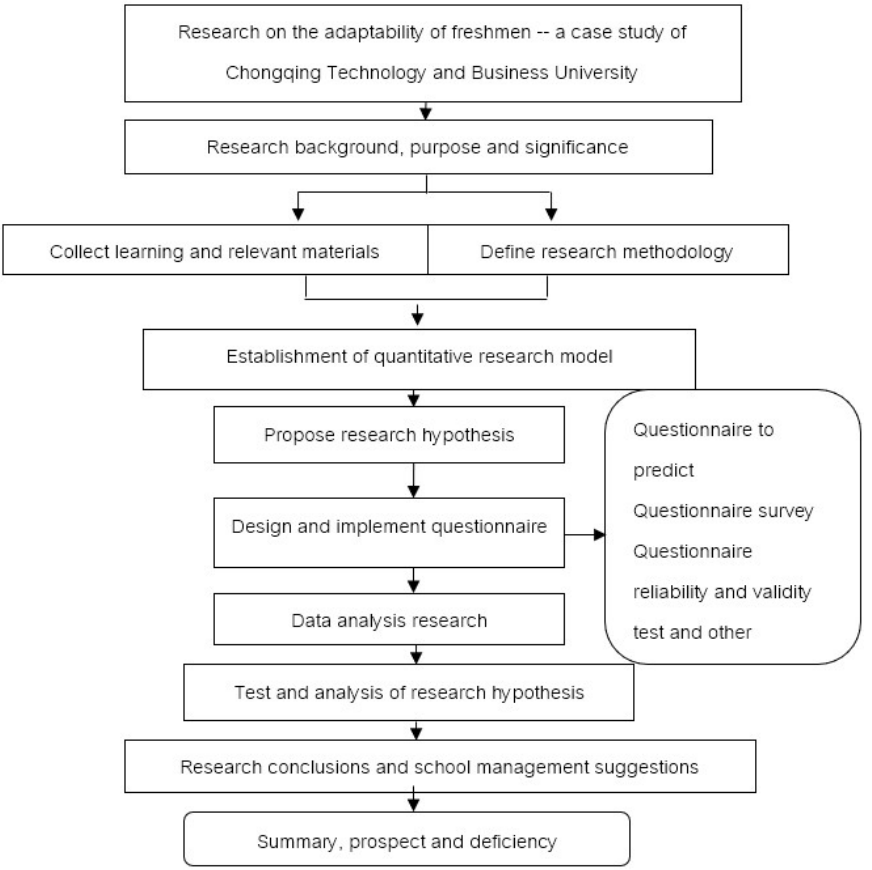


Figure 1 Research ideas of this paper

Research Tools

Questionnaire design

The survey questionnaire and reference for the development of Beijing normal university institute of psychology, compiled "China College student adjustment Scale" (China College Students Adjustment Scale, CCSAS), including the Scale adapt, learn, adapt, adapt to campus life, choosing a career adjustment, emotional adjustment, self adaptation, such as dimension, a total of 60 questions (moment

photos, 2006),In this study, 14 questions 11, 15, 18, 23, 24, 29, 33, 35, 37, 44, 53, 54, 55 and 58 in this scale were mainly referred. Then, according to the 30 questionnaires before the formal investigation, the unreasonable options in the questionnaire were adjusted, and the questionnaire for college freshmen's adaptability was finally formed.

Reliability and validity test

According to the reliability test range analysis, the Cranach coefficient is between 0 and 1, and the closer to 1, the higher the internal reliability of the project will be. Empirically, the Cranach coefficient should not be lower than 0.7; in practical research, the Cranach coefficient should be only 0.6.After excluding the invalid items, the kronbaha coefficient of this questionnaire was 0.624& GT;0.6. It indicates that the internal consistency of the questionnaire is up to standard and has certain reliability.

Through factor model analysis of the data, the validity test results of this study are as follows see Table1.

Table 1 Reliability and validity test of the questionnaire

KMO and Bartlett tests			
KMO –Meyer-OI Kin value		0.717	
Bartlett sphericity test	Approximate chi-square	1608.232	
		df	406
	sig	0.000	

The criterion of validity is KMO value & GT;0.5, and P value & LT tested by Bartlett;0.001, the general KMO value above 0.7 is acceptable. According to the data in the above table, the KMO value of this questionnaire is 0.719& GT;0.7, and the Sig value in the table passed the significance level Bartlett spherical test, indicating that the questionnaire is ideal in interpreting the information of the original variable, that is, the validity is good.

Questionnaire survey

Questionnaire distribution

This study investigates the adaptability of 6,914 freshmen of Chongqing Technology and Business University in 2018.Stratified random sampling method was used to investigate 14 departments of CHONGQING Technology and Business University. The samples were distributed in proportion to the number of 2018 students in each department, followed by simple random sampling. Out 485 questionnaires, respectively is: school of economics, 44, 30 financial institute, institute of environment and resource 32, tourism and land and resources, 34, 50, general college sports institute in 21, 48 college of computer science and information engineering, institute of Marxism 29, school of management (23, wen xin, 75, school of journalism, and social and public management college 23, 37 of mechanical and engineering college, modern international design art institute of foreign languages college, 19, 20.

Questionnaire recovery

The questionnaire will be distributed in the middle of June, 2018, and collected at the end of June. A total of 485 questionnaires were issued and 419 were recovered, with a recovery rate of 86.6%. Among them, 396 were valid and the effective rate was 94.5%.

Survey results of college freshmen's adaptability

This chapter from the Chongqing Technology and Business University freshmen adaptability status, adaptability difference test and the correlation test of social support and university freshmen adaptability. Through the analysis of the survey results, this study understands the current situation of the adaptability of freshmen in the class of 2018 in Chongqing Technology and Business University and the problems in the adaptation process. the freshman life fitness scores highest ± 19.13 (2.02), the psychological adaptability scored lowest ± 7.72 (1.26).This result indicates that freshmen of CHONGQING Technology and Business University can adapt to campus life relatively easily on the whole, especially to the physical environment such as climate and diet, but there are challenges in terms of psychological adaptation.

Through comprehensive analysis, this paper concludes that social support is significantly correlated with the adaptability to learning, life, interpersonal relationship and psychology of college freshmen, indicating that social support will affect the adaptability of college freshmen. Previous scholars have also drawn similar conclusions (Barrera M, 1981;Li Wendao, 2003;Chen Jun, 2004).This study focuses on the relationship between humanistic care in social support and college freshmen's adaptability. The study shows that spiritual support, especially spiritual care from school, peers and family, has a positive impact on college freshmen's adaptation to the new environment, which is a new breakthrough in this study.

Current situation of learning adaptability

It can be seen from table 2 that the scores of adaptability of university freshmen in all dimensions from high to low are: life

adaptability, learning adaptability, interpersonal adaptability, and psychological adaptability.

Table 2 General condition of the Adaptation of University Freshman

Study	adaptation	Life adaptation	Interpersonal adaptation	Mental adaptation	Gross
M	12.19	19.14	10.83	7.82	50.06
SD	2.38	2.01	1.40	1.36	4.61

It can be seen from table 3 that the scores of each sub-dimension of learning ada ptability of university freshmen are successively from high to low: academic performance, teaching method, learning attitude, learning goal and learning initiative. University freshmen's learning adaptability was measured by 3 grades, and the scores of each sub-dimension were all 1.5 points higher than the medium critical value. In general, the scores of university freshmen's learning adaptability were at the upper middle level.

Table 3 General condition of the Study Adaptation of University Freshman

	Learn attitudea	Learn goals	Learning initiative	Teaching way	Study result
M	2.48	2.43	1.89	2.44	3.16
SD	0.66	0.67	0.56	0.66	1.55

Living adaptability

It can be seen from table 4 that the scores of each sub-dimension of life adaptability of university freshmen from high to low are: collective life, safety consciousness, diet, climate, health, coordination ability, financial management and health status. University freshmen's life adaptability was measured by 3 grades, and the scores of each sub-dimension were all 1.5 points higher than the medium critical value. In general, the score of university freshmen's life adaptability was at the upper and middle level.

Table 4 General condition of the Campus Life Adaptation of University Freshman

	Climate	Diet	Financial	Sanitation	Health	Safety awareness	Collec-tive life	Coordinate ability	
M	2.58	2.39	2.24	2.42	1.75	2.74	2.78	2.37	
SD	0.73	0.59	0.68	0.70	0.26	0.74	0.31	0.65	

Adaptability of interpersonal relationship

It can be seen from table 5 that the scores of each sub-dimension of interpersonal adaptability of university freshmen are from high to low: teacher-student relationship, classmate relationship, roommate relationship and heterosexual relationship. The interpersonal adaptability of university freshmen was measured by 3 grades, and the scores of each sub-dimension were all 1.5 points higher than the average critical value. In general, the score of interpersonal adaptability of university freshmen was at the upper and middle level.

Table 5 General condition of the Interpersonal Relationship Adaptation of University Freshman

Teachers and students relations		Your roommate	Classmates	Heterosexual relationships
M	2.83	2.65	2.67	2.60
SD	0.55	0.39	0.38	0.82

Current situation of psychological adaptability

It can be seen from table 6 that the scores of each sub-dimension of psychological adaptability of university freshmen are successively from high to low: future planning, sense of belonging, role positioning and puzzle solving. The psychological adaptability of university freshmen was measured by 3 grades, and the scores of each sub-dimension were all 1.5 points higher than the average critical value. In general, the score of psychological adaptability of university freshmen was at the upper and middle level.

Table 6 General condition of the Psychological Adaptation of University Freshman

Sense of belonging	Role	onfused comfort	Future planning	
M	2.12	1.77	1.61	2.23
SD	0.87	0.35	0.36	0.68

Conclusions and Suggestions

Through investigation and analysis, it is concluded that the freshmen of CHONGQING Technology and Business University have good adaptability on the whole, which is equivalent to the national norm level. The adaptability of college freshmen has the difference of ability; There are significant gender differences in learning adaptability. There are significant differences in life adaptability in gender, single child, professional category and origin of students. There are significant differences in the adaptability of interpersonal relationship between gender and origin of students. Social support is significantly correlated with college freshmen's adaptability. These differences reflect some rules of freshmen's adaptation to the university environment, and provide a basis for educators to solve the problems of freshmen's adaptation. It is a systematic project to carry out freshmen's adaptive education in colleges and universities. To carry out this work well, countermeasures should be taken from schools, teachers, students themselves and other aspects.

Research Conclusions

The adaptability of college freshmen is characterized by the difference of adaptability, permeability of adaptation content and duality of adaptation attitude. The most challenging aspects in the process of freshmen's adaptation are: learning initiative, life coordination ability, financial management ability, heterosexual relationship, and confusion solving ability.

Significant gender differences exist in the learning adaptability of college freshmen, and female students' adaptability to learning style is better than male students'. At the same time, there are

significant differences in majors. Freshmen of humanities and social sciences have better adaptability to teaching methods than freshmen of natural sciences.

There are significant differences in the adaptability of freshmen to life in terms of gender, whether they are the only child, professional category and student origin. The adaptability of boys to "collective life" is better than girls; The adaptation of non-only children to school "diet" is better than that of only children; The coordination ability of freshmen of humanities and social sciences is better than that of freshmen of natural sciences. College freshmen from big cities are better adapted to "financial management" than those from towns and rural areas (Kang Lifang, 2012).

There are significant differences in the adaptability of interpersonal relationship between freshmen in terms of gender and origin of students. Male students are better than female students in adapting to the "teacher-student relationship". College freshmen from big and middle cities are better adapted to "heterosexual relationship" than those from u

There are significant gender differences in freshmen's psychological adaptability, and male students' adaptability to "future planning" is better than female students'.

Relevant Suggestions

Strengthen the cooperation between universities and high schools to promote integrated education

Some of the problems in the process of college freshmen's adaptation can be traced back to the education effect of junior high school, senior high school and even primary school. Some of the

bad study habits and living habits of college freshmen are usually formed in middle school. Therefore, the cultivation of adaptability should be started from primary and middle schools, and the educational cohesion of all kinds of schools at all levels should not be ignored. The key point is to strengthen the linkage between college education and senior high school education. In the process of making teaching plan, determining teaching content and curriculum setting, we should combine the characteristics of students at different education stages and school tasks to make reasonable training objectives. The effective connection between college and high school is conducive to reducing the strangeness of high school students to college life from the source.

Attach importance to individual differences and carry out adaptive education in various forms

There are significant differences in the adaptability of freshmen in terms of demographic variables such as gender, major category, place of origin and accommodation type of senior high school. Therefore, colleges and universities should not only carry out collective adaptive education for all freshmen, but also carry out classified education or individual counseling according to different types of freshmen. Grasp the characteristics and practical needs of different types of university freshmen, and carry out the work of adaptation of university freshmen. On the one hand, we should carry out various forms of collective education. On the other hand, adaptation guidance should be carried out according to the adaptability differences of freshmen.

Advocate parent-school cooperation to form joint educational forces

Family education plays an irreplaceable role in cultivating and improving children's social adaptability. According to the survey results, family support was significantly positively correlated with freshmen's "hygiene habits", "group living", "coordination ability", "heterosexual relationship" and "future planning". Therefore, parents must change inappropriate family education ideas and practice, attach importance to cultivate their various aspects ability to adapt, in the process of meeting people to cultivate children's inclusive heart, cultivate their independent thinking, independent processing in life diet daily life ability, cultivate their ability of compressive, learn the necessary self psychological adjustment.

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