

Investigation and Research on the Regularity of College Students' Winter Vacation Life

Liujun Guan¹

¹ Lingnan Normal University, Zhanjiang, China

Correspondence: Liujun Guan, Lingnan Normal University, Zhanjiang, China.

doi:10.56397/JARE.2024.11.05

Abstract

This study investigated and analyzed the winter vacation life patterns of college students, represented by 1577 college students. The survey found that college students have an insufficient attitude towards vacation learning, an irregular life, and are affected by family address, gender, major, and grade. This article will analyze it and put forward corresponding suggestions and countermeasures.

Keywords: college students, winter vacation, life patterns

1. Introduction

1.1 Research Objects

This study adopts a sampling survey method to conduct a random sampling survey of college students across the country. A total of 1577 people were effectively surveyed. As shown in Table 1, among them, due to different family addresses, there are 1094 college students from rural areas, accounting for 69.37%; 483 college students from cities, accounting for 30.63%. Regarding different genders, there are 304 male college students, accounting for 19.28%; 1273 female college students, accounting for 80.72%. In terms of different majors, there are 464 science and engineering college students, accounting for 29.42%; 1003 liberal arts college students, accounting for 63.6%; 95 art college students, accounting for 6.02%; and 15 physical education college students, accounting for 0.95%. Regarding different grades, there are 351 first-year college students, accounting for 22.26%; 549 second-year college students,

accounting for 34.81%; 431 third-year college students, accounting for 27.33%; and 246 fourth-year college students, accounting for 15.6%.

Table 1. Basic information of sample college students

		Number of people surveyed	Proportion
Family address	Rural	1094	69.37%
	City	483	30.63%
Gender	Male	304	19.28%
	Female	1273	80.72%
Major	Science and engineering	464	29.42%
	Liberal arts	1003	63.6%
	Art	95	6.02%
	Physical	15	0.95%

	education		
Grade	Freshman year	351	22.26%
	Sophomore year	549	34.81%
	Junior year	431	27.33%
	Senior year	246	15.6%

1.2 Research Tools

The survey tool is mainly a self-compiled questionnaire. This questionnaire is mainly divided into three parts. The first part is the basic situation of college students (family address, gender, major, grade); the second part is the basic situation of winter vacation learning activities; the third part is the analysis of the differences in college students' attitudes towards vacation learning. The options are "completely inconsistent", "relatively inconsistent", "uncertain", "relatively consistent" and "completely consistent". When counting, a five-point rating method is used, and values of 1, 2, 3, 4, and 5 are assigned respectively. SPSS22.0 statistical software is used for data entry and statistical analysis. After being tested and revised, the questionnaire is used for formal surveys and has high quality. The questionnaire is made into an online questionnaire form with the help of the "Questionnaire Star" platform, distributed through channels such as the WeChat platform, and data is collected and downloaded on the "Questionnaire Star" platform.

2. Survey Results and Analysis

2.1 Basic Situation of Winter Vacation Learning Activities

2.1.1 Basic Situation of Vacation Time Allocation

Table 2. Basic situation of vacation time allocation

Options	Subtotal	Proportion
A. Learning is the main focus and entertainment is secondary	344	21.81%
B. Entertainment is the main focus and learning is secondary	831	52.69%
C. Devote oneself entirely to learning	10	0.63%
D. Devote oneself entirely to relaxation and entertainment	251	15.92%
E. Others	141	8.94%
Valid responses	1577	

Description: It can be found from Table 2 that among the 1577 college students in the survey sample, the basic situation of college students' vacation time allocation during winter vacation is as follows: The number of people who take "learning as the main focus and entertainment as secondary" is 344, accounting for 21.81%; the number of people who take "entertainment as the main focus and learning as secondary" is 831, accounting for as high as 52.69%; the number of people who "devote themselves entirely to learning" is 10, accounting for only 0.63%; the number of people who "devote themselves entirely to relaxation and entertainment" is 251, accounting for 15.92%; the number of people who choose "others" is 141, accounting for 8.94%.

2.1.2 Differential Analysis of Learning Activities

Table 3. Differences in learning activities among college students of different grades

Entertainment activities		Grade				Total
		Freshman year	Sophomore year	Junior year	Senior year	
A. Reading books	Number	227	308	205	110	850
	Percentage in grade	64.7%	56.1%	47.6%	44.7%	
B. Online course learning	Number	140	179	141	90	550
	Percentage in grade	39.9%	32.6%	32.7%	36.6%	
C. Preparing for certificate exams	Number	58	191	227	86	562

	Percentage in grade	16.5%	34.8%	52.7%	35.0%	
D. Writing	Number	30	27	23	59	139
	Percentage in grade	8.5%	4.9%	5.3%	24.0%	
E. Others	Number	33	87	38	22	180
	Percentage in grade	9.4%	15.8%	8.8%	8.9%	
F. Basically no learning activities	Number	65	91	73	37	266
	Percentage in grade	18.5%	16.6%	16.9%	15.0%	
Total	Number	351	549	431	246	1577

Description: It can be found from Table 3 that there are differences in learning activities among college students of different grades. In “reading books”, the proportion of freshmen (64.7%) is the largest. As the grade increases, the proportion of “reading books” becomes smaller, showing a negative correlation. In “preparing for certificate exams”, the proportion of juniors (52.7%) is the largest. Subsequently, the

proportions in descending order are seniors (35.0%), sophomores (34.8%), and freshmen (16.5%). In “writing”, the proportion of seniors is 24.0%, and the proportions of the other three grades are all less than 10%. In “basically no learning activities”, the proportions of each grade are all between 15% and 19%.

2.2 Analysis of Differences in College Students' Attitudes Towards Vacation Learning

Table 4. Comparison of differences in college students' attitudes towards vacation learning

Test variable		Attitude towards vacation learning			
		N	Mean	Standard deviation	T value
Family address	Rural	1094	3.02	0.77	-2.749**
	City	483	3.13	0.78	
Gender	Male	304	2.91	0.96	-3.063**
	Female	1273	3.08	0.72	

Note: * $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$.

Description: It can be found from Table 4 that the t statistics of college students' attitude variables towards vacation learning in family address and gender have reached a significant level. The significance probability value p is less than 0.05, indicating that college students with different family addresses and genders have significantly different attitudes towards vacation

learning. The attitude of college students from rural areas towards vacation learning ($M = 3.02$) is significantly weaker than that of college students from cities ($M = 3.13$). The attitude of male college students towards vacation learning ($M = 2.91$) is significantly weaker than that of female college students ($M = 3.08$).

Table 5. Descriptive statistics of college students majoring in different majors on their attitudes towards vacation learning

Test variable	Major	N	Mean	Standard deviation	F test	Post hoc test LSD method
Attitude towards vacation learning	Science and engineering (A)	464	2.98	0.81	4.018**	B>A
	Liberal arts (B)	1003	3.10	0.76		B>D

Art (C)	95	3.01	0.82
Physical education (D)	15	2.65	0.74

Note: * $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$.

Description: It can be found from Table 5 that in the survey sample, college students majoring in different majors have different attitudes towards vacation learning. There are 464 students majoring in science and engineering, with an average score of 2.98 and a standard deviation of 0.81. There are 1003 students majoring in liberal arts, with an average score of 3.01 and a standard deviation of 0.76. There are 95 students majoring in art, with an average score of 3.01 and a standard deviation of 0.82. There are 15 students majoring in physical education, with an average score of 2.65 and a standard deviation of 0.74.

Regarding the discussion of “attitude towards vacation learning”, the overall test F value is

4.018 ($p = 0.007 < 0.05$), reaching a significant level. Combined with the post hoc test LSD method, there are significant differences in the attitudes of college students majoring in liberal arts, science and engineering, and physical education towards vacation learning. That is to say, the attitude of college students majoring in liberal arts towards vacation learning ($M = 3.10$) is stronger than that of students majoring in science and engineering ($M = 2.98$); the attitude of college students majoring in liberal arts towards vacation learning ($M = 3.10$) is stronger than that of students majoring in physical education ($M = 2.65$), but the average level of attitude towards vacation learning is still close to 3 (uncertain).

Table 6. Descriptive statistics of college students of different grades on their attitudes towards vacation learning

Test variable	Grade	N	Mean	Standard deviation	F test	Post hoc test LSD method
Attitude towards vacation learning	Freshman year (A)	351	2.99	0.77	1.445*	C>A
	Sophomore year (B)	549	3.04	0.77		
	Junior year (C)	431	3.10	0.76		
	Senior year (D)	246	3.07	0.84		

Note: * $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$.

Description: It can be found from Table 6 that in the survey sample, college students of different grades have different attitudes towards vacation learning. There are 351 freshmen, with an average score of 2.99 and a standard deviation of 0.77. There are 549 sophomores, with an average score of 3.04 and a standard deviation of 0.77. There are 431 juniors, with an average score of 3.10 and a standard deviation of 0.76. There are 246 seniors, with an average score of 3.07 and a standard deviation of 0.84.

Regarding the discussion of “attitude towards vacation learning”, the overall test F value is 1.445 ($p = 0.043 < 0.05$), reaching a significant level. Combined with the post hoc test LSD method, there are significant differences in the attitudes of freshmen and juniors towards

vacation learning. That is to say, the attitude of freshmen towards vacation learning ($M = 2.99$) is weaker than that of juniors ($M = 3.10$), but the average level of attitude towards vacation learning is still close to 3 (uncertain).

3. Conclusions and Discussions

3.1 Basic Situation of College Students' Winter Vacation Life

3.1.1 Irregular Schedules of College Students in Winter Vacation Life

In the investigated winter vacation life, college students have irregular schedules. The sleeping time of college students is concentrated after 11:00 pm every day, accounting for as high as 73.53%, and the number of people after 0:00 am also accounts for as high as 39.89%. College

students get up every day mainly after 9:00 am, accounting for as high as 62.78%. The daily schedule duration of college students is concentrated on more than 8 hours, accounting for as high as 71.46%. A bad living habit of "going to bed late and getting up late" is formed. Generally, there are phenomena of staying up late and staying in bed, and the daily schedule is too long.

The author believes that college students stay up late mainly because they invest time in online activities and entertainment activities. There are often situations of surfing the Internet and playing e-sports late at night.

3.1.2 Insufficient Learning Consciousness of College Students

The questionnaire survey shows that the learning consciousness of college students is insufficient. The duration of online activities is concentrated on more than 3 hours, accounting for as high as 80.21%, and the duration of learning activities is concentrated within 3 hours, accounting for as high as 78.51%. The duration of online activities and learning activities shows a negative correlation. The time of online activities is generally too long, but the learning time is generally less.

The author believes that college students' consciousness of learning during vacations is seriously insufficient, and their attitude towards learning is indifferent, or they want to learn but fail to take action. Of course, learning is not only learning certain specific knowledge. It does not necessarily mean learning textbook knowledge or preparing for certificates. Family is a book, and society is a big book. There is knowledge everywhere. The author believes that college students generally spend a long time online but have relatively little learning time because students have not truly understood the definition of learning thoroughly. Therefore, the author considers this phenomenon as a serious lack of consciousness of college students' learning during vacations.

3.2 There Are Differences in College Students' Winter Vacation Life Activities

There are grade differences in learning activities such as "reading books", "preparing for certificate exams", and "writing". In general, college students of all grades are relatively concentrated in a certain learning activity. It can be regarded that in a certain grade, the proportion of a certain learning behavior during

the vacation is greater than that of other grades. The learning activities of freshmen are mainly "reading books". The learning activities of juniors are mainly "preparing for certificate exams". The learning activities of sophomores are mainly "reading books" and "preparing for certificate exams", which are between freshmen and juniors, and learning activities are also included. The learning activities of seniors are outstandingly manifested as "writing". Different grades have different learning activities. Freshmen pursue learning more knowledge and want to expand their horizons and improve themselves by reading books. Junior students will face internships in their senior year. In order to reduce the pressure of senior year and at the same time reach the qualifications for taking certificate exams in college, they are concentrated in preparing for certificate exams. Sophomores are relatively evenly distributed. On the one hand, they want to read more books, and on the other hand, they want to prepare for certificate exams in advance. Seniors are different from other grades. The writing task is relatively heavy, mainly preparing for graduation theses.

3.3 There Are Differences in College Students' Attitudes Towards Vacation Learning

College students' attitudes towards vacation learning show significant differences in family address, gender, major, and grade. In terms of "family address", students from cities have a stronger attitude towards vacation learning ($M = 3.13$) than students from rural areas ($M = 3.02$). The reasons for this influence are relatively complex. Students from cities may pay relatively more attention to learning issues, while students from rural areas may be affected by various reasons and have a relatively weaker learning attitude, such as helping with housework and other activities. In terms of "gender", male college students' attitude towards vacation learning ($M = 2.91$) is slightly weaker than that of female college students ($M = 3.08$). In terms of "major", liberal arts students have a stronger attitude towards vacation learning ($M = 3.10$) than science and engineering students and art students. In terms of "grade", juniors have a stronger attitude towards vacation learning ($M = 3.10$) than freshmen ($M = 2.99$). Junior students are in a relatively heavy stage of learning tasks, so their learning attitudes will be slightly stronger than those of other majors.

In general, the average level of college students'

attitudes towards vacation learning of all types is close to 3 (uncertain), indicating that college students' attitudes towards vacation learning are relatively unclear, and it can also be regarded as a low consciousness of vacation learning.

4. Suggestions and Countermeasures

4.1 Colleges and Universities Should Improve College Students' Learning Enthusiasm

Colleges and universities should improve college students' learning enthusiasm, and focus on cultivating college students' learning autonomy. During vacations, appropriate learning tasks should be assigned as an evaluation criterion for earning credits. Appropriate expansion of discipline and professional courses should be carried out to increase space for college students' professional cultivation and strengthen basic theoretical knowledge of student education. Strengthen the assessment of vacation practical activities to prevent students from falsifying social practice activities. Vacation social practice activities should be rich in professional colors and make social practice activities truly become a course during vacations.

4.2 College Students Should Mobilize Their Internal Driving Force for Self-Development

College students should mobilize their internal driving force for self-development and prevent the emergence of inert thinking. Even during vacations, they should always maintain a state of preparation for learning. Vacation life should have a relatively comprehensive plan. It should combine work and rest. A longer vacation should have a better plan. If the original start time of school is postponed, the extended vacation should be planned well to enrich oneself.