

# Analysis on the Influencing Factors of Undergraduates' Willingness to take Postgraduate Entrance Examination in Local Universities

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## ABSTRACT

In order to understand the students' willingness to take the postgraduate entrance examination (PEE) and better provide the corresponding guidance for the students. Taking the undergraduates of Nanchang Normal University as the research object, this paper collects data by means of questionnaire survey. Through the analysis of various factors and the willingness to take the PEE, universities, departments, teachers and students can all understand their roles and know which factors have an impact on the willingness of PEE, so as to improve the PEE rate and provide high-level qualified talents for the society.

**KEYWORDS:** local universities, undergraduates, willingness, postgraduate entrance examination, influencing factors

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## 1. INTRODUCTION

Employment has become extremely severe which affected by the epidemic situation this year. Students graduated from university without work experience, so the employment difficulties of university students have become particularly prominent. University students realize that can have a foothold in this society only by further study. In order to alleviate the employment problem of college students, the government and the university formulate a series of policies and measures to help college students get employed. So many college students begin to plan for the PEE as soon as they enter the university, they want to change their destiny by taking the PEE. Over time, the PEE is popular in the whole university campus. At the same time, many senior students are worried about their future, so they are at a loss whether to choose to graduate for employment or to continue to

study in PEE. In order to understand the students' willingness to take the PEE, better provide corresponding guidance for students, and provide reference for a series of activities held by universities.

## 2. Survey objects and methods

This study takes Nanchang normal university students as the research object, collects data by questionnaire survey, and sends out questionnaires through questionnaire star. A total of 372 questionnaires were filled in, 372 were valid, and the effective rate was 100%. The survey objects are undergraduates in the whole university, 66.1% of which are rural students, 33.9% are urban students, 16.4% are only children, and 24.5% are poor students. The ratio of male to female is approximately 4:6, is as shown in Table 1.

Table 1 basic information of respondents

Question	option	Frequency	Percentage (%)	Question	option	Frequency	Percentage (%)
Sex	Male	143	38.4	Only child	Yes	61	16.4
	Female	229	61.6		No	311	83.6
Hometown	countryside	246	66.1	impoverished undergraduate	Yes	91	24.5
	town	126	33.9		No	281	75.5
Total		372	100.0	Total		372	100.0

### 3. Statistics and analysis

#### A. Willingness to take the PEE

From the results of the survey in Table 2, there are five options in the item of willingness to take the PEE, which are: very want to take an exam, comparatively want to take an exam, general, relatively do not want to take the exam, and very do not want to take the exam. 61% of the respondents chose "very want to take the exam" and "comparatively want to take the exam"; 11.3% of the respondents chose "relatively do not want to take the exam" and "very do not want to take the exam". Therefore, it shows that most students are willing to take the PEE, in the process of teaching, teachers should integrate the examination questions of PEE over the years.

**Table 2 willingness to take the PEE**

option	Frequency	Percentage	Effective percentage	Cumulative percentage
very want to take the exam	97	26.1	26.1	26.1
comparatively want to take the exam	130	34.9	34.9	61.0
general	103	27.7	27.7	88.7
relatively do not want to take the exam	35	9.4	9.4	98.1
very do not want to take the exam	7	1.9	1.9	100.0
Total	372	100.0	100.0	

#### B. The most important factors influencing the willingness to take the PEE

As can be seen from Table 3, 41.7% of the students have the willingness to take the PEE due to the great employment pressure and 29.6% of the students want to continue their further study. Therefore, 71.3% of the students who want to take the PEE are due to employment pressure or want to continue their further study.

**Table 3 the most important factors influencing the willingness of PEE**

option	Frequency	Percentage (%)	Effective percentage (%)	Cumulative percentage (%)
employment pressure	155	41.7	41.7	41.7
Further study	110	29.6	29.6	71.2
Parents' expectations	25	6.7	6.7	78.0
follow the fashion	2	.5	.5	78.5
Lack of interest in major	54	14.5	14.5	93.0
other	26	7.0	7.0	100.0
total	372	100.0	100.0	

#### C. The most important factors in choosing major for PEE

It can be seen from Table 4 that 51.1% of them chose "employment prospect", 25.8% chose "interest" and 20.7% chose "probability of taking an examination" among the most important factors in choosing a major for PEE. It shows that the PEE is mostly based on the future employment prospects after graduation.

**Table 4 the most important factors in choosing major for PEE**

option	Frequency	Percentage (%)	Effective percentage (%)	Cumulative percentage (%)
Employment prospects	190	51.1	51.1	51.1
interest	96	25.8	25.8	76.9
Probability of passing the examination	77	20.7	20.7	97.6
other	9	2.4	2.4	100.0
total	372	100.0	100.0	

#### D. The influence of love on the willingness of PEE

It can be seen from Table 5 that the Pearson correlation coefficient between love and willingness of PEE is  $r = 0.128$ ,  $P = 0.013 < 0.05$ , it shows that there is a correlation between them and it is significant at 0.05 level. Love object is self-motivated, can work together, support each other and make progress together. This kind of love relationship can promote the willingness of PEE.

**Table 5 correlation between love and the willingness of PEE**

	Love	the willingness of PEE
Love	1	.128*
the willingness of PEE	.128*	1

\*. it is significant at 0.05 level.

#### E. The effect of college satisfaction on the willingness to take the PEE

It can be seen from table 6 that the Pearson correlation coefficient between college satisfaction and the willingness to take the PEE is  $r = 0.020$ ,  $P = 0.703 > 0.05$ , which indicates that it's not significant between them.

**Table 6 correlation between college satisfaction and willingness to take PEE (N = 372)**

		College satisfaction	willingness to take PEE
College satisfaction	Pearson correlation	1	.020
	Significance (bilateral)		.703
willingness to take PEE	Pearson correlation	.020	1
	Significance (bilateral)	.703	

**F. The correlation between family's attention to study and the willingness to take PEE**

The more attention the family attached to their studies, the stronger their willingness to take the PEE. It can be seen from Table 7 that the Pearson correlation coefficient between family's emphasis on school work and willingness to take PEE is  $r = 0.252$ ,  $P = 0.000 < 0.01$ , and there is a significant correlation between them at the level of 0.01 (bilateral).

**Table 7 the correlation between family's emphasis on their studies and their willingness to take the PEE**

		Family's emphasis on study	willingness to take PEE
Family's emphasis on study	Pearson correlation	1	.252**
	Significance (bilateral)		.000
	N	372	372
willingness to take PEE	Pearson correlation	.252**	1
	Significance (bilateral)	.000	
	N	372	372

\*\* . it is significant at 0.01 level.

**G. The correlation between perseverance and willingness to take the PEE**

The most taboo thing for PEE is "fishing for three days and sunning his net for two days". It can be seen from Table 8 that Pearson correlation coefficient is  $r = 0.312$ ,  $P = 0.000 < 0.01$  between perseverance and willingness to take the PEE, and there is a significant correlation between them at the level of 0.01 (bilateral).

**Table 8 correlation between perseverance and willingness to take the PEE**

		perseverance	willingness to take the PEE
perseverance	Pearson correlation	1	.312**
	Significance (bilateral)		.000
	N	372	372
willingness to take the PEE	Pearson correlation	.312**	1
	Significance (bilateral)	.000	
	N	372	372

\*\* . it is significant at 0.01 level.

**H. The correlation between the understanding degree of PEE and the willingness of PEE**

It can be seen from Table 9 that Pearson correlation coefficient is  $r = 0.330$ ,  $P = 0.000 < 0.01$  between the understanding degree of PEE and the willingness of PEE, and there is a significant correlation between them at the level of 0.01 (bilateral).

**Table 9 the correlation between the understanding degree of PEE and the willingness of PEE**

		understanding degree of PEE	willingness of PEE
understanding degree of PEE	Pearson correlation	1	.330**
	Significance (bilateral)		.000
	N	372	372
willingness of PEE	Pearson correlation	.330**	1
	Significance (bilateral)	.000	
	N	372	372

\*\* . it is significant at 0.01 level.

**4. correlation analysis**

Table 10 shows that the Pearson Correlation Coefficient between family economy, employment situation of Undergraduates and the willingness of PEE is  $r = 0.044$ ,  $p = 0.400$ ;  $r = 0.003$ ,  $p = 0.958$ ;  $r = 0.020$ ,  $p = 0.703$ . Therefore, there is no correlation between family economy, Undergraduate Employment Situation and the willingness of PEE, it's not significant. The Pearson Correlation Coefficient between other factors and the willingness of PEE is more than 0.112, and the significance P is less than 0.05.

**Table 10 correlation and significant relationship between factors and willingness to take PEE (n = 372)**

Question	Pearson correlation	Significance (bilateral)	Question	Pearson correlation	Significance (bilateral)
Family economy	.044	.400	Family support	.408**	.000
Grades ranked in the class	.299**	.000	English score ranking	.195**	.000
Mathematics score ranking	.210**	.000	Class learning atmosphere	.182**	.000
Frequency of communication with parents	.216**	.000	Professional knowledge learning	.262**	.000
learning ability	.362**	.000	Satisfaction with current major	.222**	.000
employment situation of Undergraduates	.003	.958	The influence of educational background on Employment	.230**	.000
employment prospect of graduate students	.155**	.003	Understanding of graduate employment	.263**	.000
Attitude towards the situation of PEE	.166**	.001	Exchange of experience in PEE	.262**	.000
The number of students who willingness to take the PEE	.240**	.000	The influence of your classmates' willingness to take the PEE	.348**	.000
Teacher's encouragement	.409**	.000	The importance of attending college	.112*	.030

\*\* . it is significant at 0.01 level, \* . it is significant at 0.05 level.

### 5. Suggestions on improving the willingness of PEE

At the school level, it is necessary to create a good study atmosphere and academic atmosphere to help students continuously enhance their academic interest. At the level of departments, we should do a good job in publicity and education of PEE, hold mobilization meeting for PEE and do a good job in consulting service for PEE, so that students can understand relevant information. Teachers should help students to establish a correct view of PEE, who should pay attention to the guidance of students in the process of teaching, and help students overcome the fear of difficulties. Students should make a scientific review plan, arrange study and rest time reasonably, and enhance their faith and perseverance.

### 6. Conclusion

Through the analysis of various factors and the willingness to take the PEE, universities, departments, teachers and students can all understand their roles and know which factors have an impact on the willingness of PEE. In future work and study, targeted organization of teaching activities will play a multiplier role with half the effort. So as to improve the PEE rate and provide high-level qualified talents for the society.

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