Characteristics and Influencing Factors of Poor Academic Performancein University

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Abstract: The characteristics and influencing factors of university students'poor academic performance are applicable to optimize student management. It was found that: there were characteristics differences between each groups in terms of gender, university stage, discipline, and family background; the severity of the poor academic performance group was "convex" on academic will, academic behavior, and academic status; the warning group was the most serious in terms of interpersonal, romantic, and family relationship problems, and the other groups had different problems. Each group is still lasting their differences onpoor academic performance and continues to vary with the stage of change. Specially, gender and parents' occupation have an extremely significant impact on poor academic performance.Interpersonal relationships have non-significant impact on poor academic performance, while family relationships and teacher-student relationships have a significant impact on poor academic performance.

Keywords: differance, poor academic performance

Introduction

In 1963, Samuel Alexander Kirk, a leading American specialist in special education, introduced "Learning Disability". The first studies about learning disabilityintroduced as deficits in cognitive processing in childhood, and later non-cognitive factors were considered to enrich the concept of learning difficultiesi . Learning difficulties are generally considered to be multiple heterogenous disorders that manifest as significant impairments in learning or cognition meanwhile with problems in self-regulation, social cognition, and social interactionii . On the other hand, research about poor academic performanceamonguniversity students, which is based on motivation theory and adult learning theory, are mainly reflected in academic performancesuch as low motivation, unclear learning purpose, poor learning adaptability and learning burnoutiii . There is no standard to measure the causes of poor academic performance of university students. Though there are a lot of studies on university students' academic adaptability, social support, and information technology support, etc, most of the results focus on the external factors or psychological factors.Moreover, there are fewer comprehensive studies based on the influencing factors of poor academic performance. According to their severity, the students with poor academic performance are divided into three groups: Forewarning, warning, Academic Probationin this study.And the factors affecting poor academic performancewill be analyzed from both internal and external aspects around students.

Warning is an educational management method to manage the problem of poor academic performance of university students in Chinese universities, which can also somehow effectively reflect and solve the problem of university students' learning status. In this study, we select an university as case research and take students with poor academic performance as the research object, and then analyze the characteristics and influencing factors of objectsby using the data of academic forewarning and questionnaires.

1. Literature review of research on poor academic performance among university students

The current research onimprovingtalent training quality of higher educationcan be reflected in students situation on study style and poor academic performance. Building high-quality higher education and promoting the transformation of some local universities into application-oriented collegeare important measuresto build a high-quality education system in the 14th Five-Year Planiv . According to China Statistical Yearbook, the number of undergraduate degrees awarded by universities in China in 2020 shows that about 35,289 undergraduate graduates

from ordinary colleges and universities in 2020 did not receive a degree, and this number is 0.8% of the total number of graduates. In addition, the Ministry of Education noted in 2011 that the number of college dropouts was about 160,000, accounting for 0.75% of the total number of university students in campus v . It can be seen that the current poor academic performance is a common and urgent problem in many universities, especial in applied colleges. In recent years, with the transformation of many local universities to application-oriented colleges, their talent cultivation goals and methods have undergone certain changes. However. the poor quality of new students in application-oriented colleges, unfavorableeducational conditions and weakacademic atmosphere, as well as students with learning behavior problems and lack of concentration, make the problem of poor academic performance in application-oriented colleges and universities especially prominent compared with other types of colleges and universities, which not only affects the quality of talent cultivation in colleges and universities, but also hinders the poor academic performance in application-oriented colleges. This not only affects the quality of talent cultivation, but also hinders the improvement of the quality of talent cultivation in applied colleges.vi . Therefore, it is very important to study the poor academic performance of university students under the background of "transformation".

The study of poor academic performance began in Europe,and some research imply thatinfluencingfactors are complex, such as an individual's family socio-economic status, school learning atmosphere and so on. Bourdieu suggests that despite of the expansion of enrolment and the improvement of student finance, to some extent, children from poor familyare still limited to be enrolled in higher education, and the disadvantage is caused by the lack of family economic and cultural capital.vii." Barriers of cultural inclusion on campus canlead to a weak willingness of disadvantaged children to participate in learning communities and academic tutoring programs, and in lack of learning experiences further widens the gap in academic achievement behind themviii . As more theories and models have been proposed, many studies have begun to address the factors that contribute to poor academic performance through a psychological or external contextual explorationrespectively.

Under the influence of relevant foreign theories and models, many Chinese scholars have begun to focus on the study of students with poor academic performanceand environmental analysis to explore the causes of poor academic performance in this group. In terms of the students' own learning behaviors, scholars believe that the reason whystudents in universites with poor academic performance do not pay attention to their studies and do not grasp professional knowledge in time is that they do not have their own appropriate learning style thus failing to keep up with the pace of the classix . In terms of family environment, scholars believe that among parenting styles, father has greater influence on children's learning performance. Some scholars suggest that students with poor academic performance are mainly motivated to learn, lack of professional interest and the release of academic burnout, and are led by wrong social values (the theory of uselessness of studying)x . In terms of school environment, scholars suggest that the combination of "strict entry and lax exit" academic requirements in universities and students' lax attitude after enrollment affects students' academic performance in university.xi

The above studies have summarized and analyzed the causes of students with poor academic performance, but in general, they lack the support of specific data and models, and most of them come from their own teaching experience or theoretical studies. At the same time, the influencing factors explored in the studies are relatively basic and lack relevance and innovation. For example, what is the overall academic performance of university students in the context of applied technology-based universities? How do university students feel about their professional identity after the transition of higher education? Are students who have changed their academic status accustomed to re-entering the classroom? Relevant survey data are scarce. Based on the local Chinese context, does the generation of learning difficulty students follow in the condition of family socio-economic status? Nowadays, with the progress of society and the development of the Internet, different messages convey different values, and colleges are important places for young people to fall in love, does this affect the students' view of love, which leads to academic problems? After entering university, university students also attach great importance to interpersonal interactions and try to develop their networks; does this process neglect their academics? Therefore, in addition to focusing on students' own background factors and family relationships, this study also focuses on the influence of the relevant patterns, relationship status and interpersonal relationships on academic performance in institutions, so as to understand the current undergraduates' learning situation and problems, and propose corresponding countermeasures to provide a psychological and situational perspective for solving the academic style problems of university students in applied universities.

2. Data sources and study design

2.1. Data sources

The data for this study came from a survey on students with poor academic performance conducted in an applied university in China. The number of academic difficulty students in this school was 623; occupying 8.50 % of the total number of students in the school, and the questionnaire covered every academic difficulty student. The academic difficulty criteria (number of failed courses) of this survey were divided into three levels of forewarning (1-3 courses), warning (3-6 courses) and academic probation (7 and more courses) with reference to the school's student handbook.

2.2. Research design and methodology

This study focuses on analyzing the characteristics of students with poor academic performance and the factors affecting their poor academic performance. The first variable in terms of basic student characteristics is the background survey, based on three levels: individual, school and family, the three levels of factors that have the most direct effect on undergraduate students' academics were selected, and the attributes are all categorical variables as individual background variables for this study. Secondly, this study treats the categorical variables of the three groups of poor academic performance as the dependent variables. In order to comprehensively analyze the factors that affect the poor academic performance of undergraduate students in applied universities, the factors that have an impact on students' academic performance are analyzed from both subjective and objective aspects. The subjective aspects include: self-assessment of learning willpower, learning behavior, learning state, and learning ability; the objective aspects include: interpersonal relationship, view on love, and family relationship. The specific variables were selected and explained as shown in the table, and all the above variables were graded on a five-point Likert scale (very consistent to very not). All the above data were statistically analyzed byspss22.

Table 1. Framework of background variables, subjective and objective factors for students with poor academic performance.

DIMENSIONALITY	TARGETS	EXPLANATION OF VARIABLES
Background variables	Individual	Gender, grade, physical health, place of birth, political affiliation
	School	Major, major identity, willingness to change majors, willingness to change academic status
	Family	Only child or not, parents' work background, parents' accompanying study status
Subjective factor	Learning willpower	Learning willpower
	Learning behaviours	Staying up late to review, listening attentively to lectures, scheduling study time, getting answers from teachers, asking for help from tutors, studying in the classroom and library by oneself
	Learning state	Satisfaction with study status, physical and mental status for exams
	Learning motivation	Motivation influencing factors
	Learning ability	Personal capacity assessment
Objective factor	Interpersonal relationship	Interpersonal relationships, teacher-student relationships, peer relationships
	Views on love	Willingness, identity, love thoughts
	Family relationship	Looking forward to going home, family member relationships, level of communication, level of understanding

3. "Difference" in the characteristics of groups of university students with poor academic performance

3.1. Differences on gender, university stage, discipline and family backgroundamong groups of university students with poor academic performance

The distribution of the three levels shows that there are 562 early warnings, 19 warnings and 42 academic probation students. In terms of gender, 68.68 percent of early warning students are female, more than twice as many as male students, and twice as many male students are on warning and probation, so that the total number of female students with poor academic performance is higher than that of male students, but male students have greater academic severity than female students. In terms of stage, early warning students are concentrated in the freshman and sophomore years, and the number of poor academic performance gradually decreases as the grade level increases, reflecting the fact that the freshman and sophomore years are the most concentrated stages of poor academic performance. In terms of student origin, students with poor academic performancefrom local province accounted for 54.57%, while students with poor academic performancefrom other provinces accounted for 45.43%, with a ratio of 5.5:4.5. Since the ratio of students from local province to students outside the province is 4:6, students from local province have slightly higher poor academic performance than students from other provinces. In terms of the distribution of majors, the number of students with poor academic performance whose majors are literature and history is 27.26% more than those in science majors, which reflects that the poor academic performance of students in literature and history at this school are more serious than those in science. In terms of major and school identity, 141 students (22.63%) had the idea of changing majors and 28 students had the idea of transferring to another school, so both students' major and school identity were good. In summary, female students have more poor academic performance than male students, and male students have more serious poor academic performance than female students. Poor academic performances are more concentrated in freshman and sophomore years. The situation is more serious in literature and history than in science. Students with poor academic performancefromlocal province are slightly more serious than those of students from other provinces.

In terms of family factors, the numbers of only children with poor academic performance accounted for 231 students, 37.08 percent of the total number, while non-only children accounted for 62.92 per cent of the total number of students with poor academic performance, making the proportion of non-only children higher than that of only children. In addition, the number of parents working as businessmen, service workers and other occupations that are difficult to classify was 361, 57.95 percent of the total number, which shows that the stability of parents' income affects students' academic performance to a certain extent. There are 111 students with poor academic performance whose parents have accompanied them a lot since childhood, and the remaining 512 students have parents who seldom or never accompany them, so the lack of parental support from childhood is to some extent related to poor academic performance.

To sum up, the individual characteristics of the different academic performances are mainly concentrated in the freshman and sophomore years in terms of grade level; female students have more poor academic performance than male students, but male students have more serious poor academic performance than female students; in terms of family background, parents' job stability affects students' academic situation, and the more unstable the job is, the more frequently poor academic performance appear; the situation is more serious in literature and history than in science; the poor academic performance of students in the province are slightly more serious than those of students outside the province.

Table 2. Characteristics of the distribution of students with poor academic performance

| TARGETS | TYPES | NUMBER OF COURSES CURRENTLY FAILING | | | | | |
		FOREWARNING	PERCENTAGES	WARNING	PERCENTAGES	ACADEMIC PROBATION	PERCENTAGES
Gender	Male	176	31.32%	16	84.21%	30	71.43%
	Female	386	68.68%	3	15.79%	12	28.57%
Grade	Freshman	234	41.64%	3	15.79%	14	33.33%
	Sophomore	184	32.74%	3	15.79%	9	21.43%

Category	Subcategory						
	Junior	88	15.66%	9	47.37%	13	30.95%
	Senior	56	9.96%	4	21.05%	6	14.29%
Physical health	Health	478	85.05%	16	84.21%	33	78.57%
	Good	66	11.74%	3	15.79%	5	11.90%
	General	18	3.20%	0	0.00%	4	9.52%
Place of birth	Zhejiang Province	303	53.91%	10	52.63%	27	64.29%
	Other provinces	259	46.09%	9	47.37%	15	35.71%
	The masses	71	12.63%	2	10.53%	5	11.90%
	League member	401	71.35%	14	73.68%	29	69.05%
Political affiliation	Party activist	71	12.63%	2	10.53%	4	9.52%
	Chinese Communist Party member	19	3.38%	1	5.26%	4	9.52%
Major	Liberal arts	369	65.66%	5	26.32%	24	57.14%
	Science category	193	34.34%	14	73.68%	18	42.86%
	Strongly agree	113	20.11%	2	10.53%	7	16.67%
	Agree	356	63.35%	9	47.37%	23	54.76%
Professional identity	Indifferent	69	12.28%	5	26.32%	9	21.43%
	Disagree	23	4.09%	3	15.79%	0	0.00%
	Strongly disagree	1	0.18%	0	0.00%	3	7.14%
Whether to change the major	Yes	122	21.71%	8	42.11%	11	26.19%
	No	440	78.29%	11	57.89%	31	73.81%
Whether to transfer to another school	Yes	22	3.91%	2	10.53%	4	9.52%
	No	540	96.09%	17	89.47%	38	90.48%
Whether is an only child	Yes	198	35.23%	13	68.42%	20	47.62%
	No	364	64.77%	6	31.58%	22	52.38%
Parents' occupation	State organs, party-masses, enterprises and institutions	50	8.90%	4	21.05%	6	14.29%
	Professional and technical staff	18	3.20%	1	5.26%	1	2.38%
	Clerical and related staff	17	3.02%	0	0.00%	0	0.00%
	Commercial, service industry	137	24.38%	5	26.32%	7	16.67%

personnel

	Agriculture, forestry, animal husbandry, fishery and water industry personnel	71	12.63%	0	0.00%	5	11.90%
	Operators of production and transport equipment and related personnel	45	8.01%	2	10.53%	5	11.90%
	Other practitioners who are not easily classified	224	39.86%	7	36.84%	18	42.86%
	Frequent	102	18.15%	1	5.26%	8	19.05%
Whether parents accompany or guide homework in elementary and middle school	Sometimes	205	36.48%	8	42.11%	12	28.57%
	Seldom	156	27.76%	6	31.58%	9	21.43%
	Never	99	17.62%	4	21.05%	13	30.95%

3.2. University students with poor academic performance show "convex" differences in the severity of learning willpower, learning behavior and learning state

The cognitive and behavioral performance of undergraduate students has a direct impact on academic situation, and this study used means to compare the differences in academic performance between groups. According to the results of the means, the learning difficulty students persisted for a few days when they encountered difficulties; in terms of attitude, they were indifferent to their academic state; in terms of behavior, they occasionally stayed up late to do homework and review, and only went to classrooms and libraries to study on the eve of exams, and although they were able to listen to lectures regularly in class, they only sought answers from teachers during midterms and finals, and even sought help from their peers only on the specific need for approaching the front line.

A comparison of the three groups shows that the early warning group has slightly better attitudes and behaviour than the other two groups, but is less likely to seek external help and less able to learn independently. The early warning group tended to be less independent when they had difficulties and needed external help, and they were less satisfied with their learning performance and also felt indifferent to learning and unable to concentrate in

class. The academic probation group with the most difficulty in learning had the worst performance in learning behavior, and compared with the other two groups, they were in the middle in terms of learning willpower, learning attitude and learning motivation.

In conclusion, in terms of the performance of poor academic performance, especially in terms of learning willpower, learning behaviour and learning state, the early warning students are in a better position compared to the other groups; the warning group has the most serious problems and is the weakest in terms of learning willpower, learning behaviour and learning statue; the academic probation students are the weakest in terms of asking teachers for help and do not work hard enough in terms of their approach to homework.

Table 3. Academic performance of students with poor academic performance

ACADEMIC PERFORMANCE	TOTAL AVERAGE VALUE	DEVIATION	FOREWARNING	WARNING	ACADEMIC PROBATION
Willpower in the face ofdifficulties	2.00	0.842	2.00	2.58	2.19
Staying up late for homework and review	2.14	0.795	2.11	2.16	2.50
Satisfied with learning status	2.87	1.137	2.83	3.42	3.05
Attending carefully to the lecture	1.94	0.703	1.91	2.37	2.14
Asking the teacher for questions	1.76	0.803	1.77	1.68	1.69
Seeking help from peers	2.12	0.845	2.15	1.79	1.88
Frequency of visits to classrooms and libraries	2.48	1.171	2.54	1.68	2.12

3.3. The warning group is most severely affected by interpersonal, romantic and family relationship problems.

As can be seen in the table, interpersonal relationships, views on love, and family relationships differed across academic performance. Specifically, in terms of interpersonal and family relationships, warning students have significantly higher means in interpersonal relationships, teacher affirmation, role model relationships, homecoming behavior, family communication, and family relationships than early warning and academic probation students, which indicates that they have the most serious problems and the underlying situation is significant. Nevertheless, the academic probation students had the most serious problems with love identification and love thoughts, but this was not significant.

In summary, the warning group performed weakest in interpersonal, romantic and family relationships. The academic probation students had the most serious problems in the areas of love identity and love thoughts, but the impact was not significant; warning students showed weaker performance in student relationships and teacher-student relationships, and were significantly associated with poor academic performance.

Table 4. Differences in interpersonal relationships, views on love and family relationships among students with different poor academic performance

TARGETS	TYPE OF STUDENT	MEAN	STANDARD DEVIATION	F-VALUE
Interpersonal relationship	Early warning	2.26	0.891	3.883 ∗
	Warning	2.74	1.098	
	Academic probation	2.52	1.311	
Teacher affirmation	Early warning	1.98	0.825	3.296 ∗
	Warning	2.47	0.841	
	Academic probation	2.07	1.113	
Role model relationship	Early warning	2.10	0.832	9.583 ∗ ∗ ∗
	Warning	2.68	0.946	
	Academic probation	2.57	1.129	
Love identity	Early warning	2.42	0.858	1.409
	Warning	2.58	0.838	
	Academic probation	2.64	1.284	
Love thoughts	Early warning	2.75	1.170	1.271
	Warning	2.95	1.177	
	Academic probation	3.02	1.316	
Looking forward to going home	Early warning	2.19	1.085	7.879 ∗ ∗ ∗
	Warning	2.95	1.353	
	Academic probation	2.69	1.297	
Family communication	Early warning	1.92	0.891	7.827 ∗ ∗ ∗
	Warning	2.74	0.872	
	Academic probation	2.07	1.177	
Family relationship	Early warning	1.66	0.821	6.827 ∗ ∗ ∗

Warning	2.16	0.958
Academic probation	2.00	1.059

4. "Differance" in the factors influencing poor academic performance among university students

In this study, the three groups of poor academic performance as the dependent variable, each variable of the three groups was assigned and treated with 0 (no) and 1 (yes), and the individual characteristics of students, learning ability, interpersonal relationships, role model relationships, and family relationships were used as independent variables for binary logistic regression, and the fit of the model data were all significant. Based on the analysis, the differance was characterized mainly by the persistence of variability brought about by the factors influencing poor academic performance and also because of the differences in student characteristics that perpetuate differences with stage changes.

4.1. Gender and parental occupation on the continuity of poor academic performance

In terms of contextual factor variables, gender, physical health status, professional identity, parental occupation, interpersonal relationships, course teachers'affirmation, role model relationships and family relationships had significant effects on the performance of poor academic performance performance in the three groups. In terms of gender, gender had a significant positive predictive effect on early warning or not and a significant negative predictive effect on warning and academic probation or not. In terms of professional identity, professional identity showed a negative predictive effect with warning students or not, and as professional identity decreased, the lower the negative prediction of warning, i.e., the more disagreement with the major, the higher the likelihood of warning. Students' political affiliation and warning or not show a positive incidence ratio relationship, where the incidence ratio of the masses for the performance of significant incidence coefficient is2.061, followed by the Communist Youth League members 0.486, and finally the party activists 0.332, with the increase of party nature the possibility of academic warning decreases. From the parents' occupation, the parents' occupation is agriculture is a negative predictive effect on the early warning or not, that is, the more agricultural tends to be the lower the possibility of early warning is, its predictive coefficient far exceeds the coefficient of other occupations, that is, agricultural children early warning tends to be more difficult to early warn.

4.2. The effect of interpersonal relationships is not significant, but the effect of "differance" in family and teacher-student relationships is significant

In terms of interpersonal relationships, the ratio of interpersonal relationships to the occurrence of early warning or not is positive and has a significant positive predictive effect on early warning or not. Specifically, the worse the interpersonal relationship, the lower the likelihood of occurrence of early warning, and the positive ratio of warning or not decreases gradually, so that even if the interpersonal relationship is bad, the lower the impactfulness on poor academic performance instead in applied colleges, so the impact of interpersonal relationship is not significant. The occurrence ratio of teacher affirmation on warning or not is positively proportional, because the value assignment is higher with less affirmation, so the less the teacher affirmation the more likely the occurrence of warning, where the highest occurrence ratio is very not, the coefficient is 3.120. That is, teacher affirmation is a significant influence on students' academic performance difficulties. The incidence ratio of role models on warning or not is extremely significant positive and does not differ significantly across the three academic difficulty groups, so the less the influence of role models, the more likely academic warning. In family relationships, the predictive coefficients and incidence ratios are positively predictive of the incidence ratio of warning or not, in addition to the negative correlation between warning or not performance, i.e., the worse the family relationship, the more likely it is that warning will occur. This reflects that family relationship has a significant impact on students' poor academic performance. Family relationships and teacher-student relationships act in continuity as influences on after-school learning to affect the performance of academic behaviors of the academic difficulty group, and therefore these factors bring about the effect of continuity differences.

Table 5 factors affecting academic performance of students with poor academic performance analyzed under binary logistic

		EARLY WARNING		WARNING		ACADEMIC PROBATION	
		B	EXP(B)	B	EXP(B)	B	EXP(B)
Intercept reference group: female		2.317		81.464		-2.688	
Gender reference group: female	Male	2.323***	10.207	-2.954*	0.052***	-2.323***	0.098*
Year reference group: senior	Freshman	-0.371	0.690	2.189	8.926	0.042	1.043
	Sophomore	-0.617	0.540	2.518	12.398	0.256	1.292
	Junior	0.440	1.553	1.120	3.064	-0.617	0.540
Physical health reference group: general	Health	-0.629	0.533	-17.034***	0.000***	0.677	1.968
	Good	-0.721	0.486	-15.634	0.000***	0.658	1.931
Origin reference group: other provinces	Within the province	0.606	1.833	0.423	1.527	-0.822	0.440
Political affiliation reference group: Chinese Communist Party members	The masses	-0.959	0.383	0.723	2.061*	1.151	3.162
	League members	-0.123	0.884	-0.723	0.486*	0.222	1.249
	Party activist	-0.439	0.645	-1.102	0.332**	0.359	1.431
Major reference group: science	Liberal arts	-0.079	0.924	1.491	4.440	-0.449	0.638
Professional identity reference group: strongly disagree	Strongly agree	-1.682	0.186***	-25.299	0.000***	2.554	12.858
	Agree	-0.932	0.394**	-25.758***	0.000***	1.928	6.876
	Indifferent	-0.478	0.620**	-26.864***	0.000***	1.774	5.897
	Disagree	-0.950	0.387**	-28.150***	0.000***	20.949	1252781277.654

Change of major idea reference group: no	Yes	0.099	1.104	0.280	1.323	-0.186	0.830
The idea of transferring school reference group: no	Yes	0.612	1.844	0.135	1.145	-0.228	0.796
Only child or not reference group: no	Yes	0.296	1.345	-1.293	0.274*	0.145	1.156
Parental occupation	State organs, party-masses, enterprises and institutions	0.245	1.277	-1.695	0.184**	-0.077	0.926
	Professional and technical staff	0.152	1.164	-2.001	0.135**	0.670	1.954
	Agriculture, forestry, animal husbandry, fishery and water industry personnel	-18.976	0.000***	14.593	2176493.995***	19.201	218217271.032
	Operators of production and transport equipment and related personnel	-0.109	0.897	-0.266	0.767	0.332	1.394
	Military personnel	-1.161	0.313	18.073	70630472.864***	0.647	1.910
	Other practitioners who are not easily classified	0.373	1.452	0.830	2.293	-0.129	0.879
Parental accompaniment in learning as a child reference group: never	Frequent	-0.085	0.919	1.030	2.802	-0.280	0.756
	Sometimes	0.422	1.525	-1.932	0.145**	0.009	1.009
	Seldom	0.044	1.045	-1.261	0.283*	0.205	1.228
Interpersonal relationship	Very	-1.293	0.274*	5.035*	153.678	-0.631	0.532

reference group: very not	Relatively	-1.911	0.148*	4.533*	93.083	0.024	1.024
	General	-2.229*	0.108*	4.761*	116.887	0.313	1.368
	Relatively not	0.131	1.141	6.019	410.997	-1.839	0.159
Course teachers' affirmation reference group: very not	Very	0.879	2.408*	-21.516	0.000***	1.226	3.408
	Relatively	-0.097	0.908**	-20.687	0.000***	2.211	9.129
	General	0.701	2.016*	-22.904	0.000***	1.949	7.024
	Relatively not	1.138	3.120*	-21.397	0.000***	1.205	3.335
Role model relationship reference group: very not	Very	-7.115	0.001***	6.665	784.275	4.516*	91.480
	Relatively	-6.644	0.001***	7.260	1422.611	4.067*	58.386
	General	-6.115	0.002***	6.270	528.664	3.675*	39.431
	Relatively not	-4.385	0.012*	3.036	20.822***	2.144	8.536
Family relationship reference group: very not	Very	1.618	5.042***	-23.379***	0.000***	-0.236	0.790
	Relatively	2.978	19.658	-24.289***	0.000***	-0.196	0.822
	General	2.443	11.511*	-22.103***	0.000***	-0.341	0.711
	Relatively not	1.905	6.719*	-20.770	0.000	-0.041	0.960
Family communication reference group: very not	Very	1.576	4.838	4.976	144.829	-0.800	0.449***
	Relatively	0.310	1.364*	1.853	6.378	-1.145	0.318***
	General	1.094	2.986*	0.023	1.023	-1.467	0.231***
	Relatively not	-0.280	0.756**	0.830	2.293	17.464	38435615.620

5. Strategies for helping university students with poor academic performance

Based on the survey data of university students with poor academic performance, this study analyzes the overall characteristics of the tend and difference, from "difference" to "differance". There are also differences among three groups, and with different degrees of poor academic performance, factors affecting performance also continue to vary in short terms. In the light of the above analysis, the following recommendations are made in this study.

5.1. Improve individual student perceptions of the environment.

University students'perceptionsof their environments are one-sided, and there is a singularity in their perceptions of their families, and of the causes of their own poor academic performance. Some students attribute poor academic performance to their own family environment and school environment, which has some validity, but ignores individual differences, so students need to be guided to focus on the interactivity of the individual and the environment.

5.2. Implement a process learning supervision model.

Since poor academic performance are stage-specific and vary from one stage of university to another, for example, it is necessary to promote students' adaptation to university in their freshman year, to inform them of the importance of academics, and to intervene and support them as early as possible at the beginning of their poor academic performance, and to intervene in their sophomore year if they have accumulated poor academic performance, so as to prevent them from becoming more serious.

5.3. Focus on groups of students with poor academic performance.

The groups often triggers other student behavioral problems such as absenteeism, truancy, irregularity in routine, and once a student has an early warning and it worsens it can trigger problems with learning behaviour, willpower, and attitude, so it is important to focus on this group from the outset to avoid deterioration.

5.4. Strengthen the family-school connection for student management.

Since family factors are extremely significant in contributing to students' poor academic performance, and parental accompaniment has had an extremely significant impact on university students' poor academic performance in the past, poor academic performance are no longer a one-sided student management effort, but rather an information-sharing psychological guidance effort that requires family intervention.

5.5. Enhance the role of teachers in "transmitting wisdom, imparting knowledge and resolving doubts"

Academic difficulty students tend to value their teachers' affirmation of them, and the teacher-student relationship influences the students' academic performance. On the one hand, teachers play an important role not only in imparting knowledge, but also in guiding students to establish a correct view of learning, family and values, and so on, which implicitly influence their behaviour. Therefore, the requirement of "fostering virtue through education" in teaching is well reflected in the role of transmitting wisdom and resolving doubts.

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