

# Study on the Problems and Causes of Campus Adaptation of Demobilized College Students from the Perspective of Acculturation—A Case Study of J University

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**Abstract:** After the revision of the Regulations on Conscription Work in 2001, the campus adaptation of returning college students began to get attention. Based on theory, this paper empirically studies the current situation and causes of campus adaptation of returning college students in Jinan University. The result show that college students' adaptation to campus life after returning from military service presents personal differentiation, their learning adaptation presents universal dilemma, and their interpersonal relationship adaptation coexists with dilemma. The cause of campus adaptation problems of returning college students include: military culture imprinted difficulties in life adaptation, life adaptation difficulties induce learning adaptation problems, and life and learning adaptation difficulties hinder interpersonal adaptation.

## 1. Introduction

The group of retired college students has its own uniqueness. After two years of military life closed with the outside world, leaving the army and returning to the relatively close contact with the outside world school life, need to achieve a social role in a short time, adapt to the campus culture as soon as possible, integrate into the school study and life. After returning to school, there is tension between military culture and campus culture, which leads to a series of adaptability problems of the group, which has a negative impact on the self-development of the group. Therefore, based on the perspective of acculturation theory, this paper studies the current situation of campus adjustment of demobilized college students in J University, aiming to clarify the manifestations and causes of campus adjustment problems of this group.

## 2. Literature review

Theories used in the existing literature include life course theory and acculturation theory, For example, Zhu Yan, Based on the life course Theory, studied the changing trend of the time of enrolling in the Army on the life course of demobilized college students after returning to school.<sup>[1]</sup> It has enriched the application of life course theory and paid more attention to the group of college students returning from military service. Based on the existing literature of acculturation theory, the interpersonal adjustment of demobilized college students has not been studied in other aspects of campus adjustment.

### 2.1. The study object is college students returning from military service

By combing the existing literature, it can be found that the academic research on demobilized college students is carried out from two aspects. Firstly, in the aspect of school management, Du Shiqing pointed out that the university does not pay enough attention to the demobilized college students, does not provide corresponding platform for the group, and does not actively guide the group to integrate into campus life.<sup>[2]</sup> The second is the campus adaptability of demobilized college students. Most of the existing studies focus on the campus adaptability of demobilized college students.

## **2.2. The research content is the campus adaptability of demobilized college students**

It is found that the research content of campus adaptability of demobilized college students is mainly carried out in two aspects. First, from one or more aspects of campus adaptation, the paper describes the problems of campus adaptation of this group and analyzes the causes. The second is to put forward countermeasures on the campus adaptation of demobilized college students. Firstly, several articles define campus adaptation. Secondly, according to the different dimensions of campus adaptation to carry out targeted research. For example, Du Xiangnan studied the learning adaptation of college students returning from military service and pointed out that this group has such problems as lack of learning motivation, decline in learning ability and unfamiliar learning environment, and the combined effects of the three seriously affect the rapid adaptation of this group to college learning. [3] In addition, some scholars carried out research from the dimension of interpersonal adjustment. Zhang Zaiyun, from the perspective of acculturation theory, revealed the performance and mechanism of interpersonal adjustment of demobilized college students from three levels of "class-school-society." [4]

In terms of research content, the study on campus adaptability of demobilized college students has been carried out, but it is still not rich and in-depth. At the same time, from the theoretical perspective, studies on campus adjustment of demobilized college students from the theoretical perspective of acculturation theory only involve interpersonal adjustment. Therefore, based on acculturation theory, this paper studies the life dimension, learning dimension and interpersonal dimension of campus adjustment of demobilized college students.

## **3. Theoretical framework**

Acculturation theory, also known as cross-cultural adaptation theory, first started in the early 20th century. It is a theory that spans anthropology, sociology, psychology and cross-cultural communication. It was first defined by Redfield, an anthropologist, who believed that "cross-cultural adaptation" is "the relationship between two groups composed of individuals and with different cultures. Characters of phenomena are continuity and directly cultural contact, which result in changes in one or both of the original cultural patterns." [5]

So far, there are many models of acculturation theory, among which John W. Berry's "cross-cultural adaptation model" and Colleen Ward's "Acculturation process model" cover the core content of the international acculturation problem, including model construction, which has a great influence. [6]

Acculturation is not only a state of dynamic adjustment, but also an adjustment process. "Cross-cultural adaptation model" regards acculturation as an adaptation state, while Colleen Ward's "acculturation process model" regards acculturation as an adaptation process. Ward believes that in the initial stage of cross-cultural adaptation, individuals will feel the pressure and lack of skills, so they need to respond to the pressure and lack of skills in emotion, cognition and behavior, so as to achieve the results of psychological adaptation and sociocultural adaptation. This process is influenced by both social and individual levels. [7]

From the theoretical perspective of acculturation theory, this paper tries to explain the campus acculturation of demobilized college students through the differences between military culture and campus culture, in order to provide new ideas for the study of campus acculturation.

## **4. Campus adaptation status**

Demobilize college students play the role of soldiers after spending two years in the military, and then playing the role of students again after returning to campus. The transformation from soldiers to students makes them become a special group on campus, showing the group characteristics that ordinary college students do not have. The field conversion from the military to the campus means that the living environment, social relations, social norms and cultural cognition that the group is exposed to are completely different. Will the demobilized college students who have adapted to the

military field face difficulties in campus adaptation after they re-enter the campus? What characteristics will the campus adapt to the current situation present?

#### **4.1. Life adaptation presents personal differentiation**

Due to the differences in everyone's adaptability, there are personal differences when everyone plays the role of a student and quickly adapts to campus life. Therefore, the students who fail to quickly adapt to campus culture after returning to school will not adapt to campus life. The loose and personalized rhythm of the campus field becomes the first problem that this group encounters after returning to the campus. When they cannot quickly integrate into the campus life rhythm, the difficulty of adaptation also follows.

There are also some students quickly adapt to campus life, according to the pace of school life to start a new chapter of life. After returning to campus, not all of them feel nervous, strange and unadaptable, because each individual has a different ability to adapt, and this group has successfully adapted to the campus environment after returning to school. Even if some students feel uncomfortable on campus, they will be able to adapt to campus life after a period of time in the initial stage of returning to campus, namely the adjustment period.

#### **4.2. Learning adaptation presents a general dilemma**

The content of military skills and physical training as well as ideological education is learned by demobilized college students in their two-year military career. The fixed learning time every day enables them to form good learning habits. However, the knowledge system in the army is "separated" from that in the school, which leads to the phenomenon of "fault" in the knowledge level of demobilized college students. As a result, they have serious adaptability problems after returning to college and generally face difficulties in learning.

The learning dilemma in this group is not only manifested in the forgetting of professional knowledge, but also manifested in the degradation of learning ability. The surveyed students believe that they are faced with the fact that their learning ability is reduced after returning to school. After getting used to the military learning mode, the group suddenly plunged into the school learning mode, which made them feel at a loss. The forgetting of professional knowledge promotes the deterioration of learning ability, causing them to get stuck in academic difficulties.

#### **4.3. Interpersonal adaptation is both good and difficult**

In addition to taking an active part in school activities and adapting to interpersonal relations, the college students who have returned to school also present difficulties in interpersonal adaptation. After returning to school, the students who have returned to school face difficulties in interpersonal adjustment mainly occur in dormitories. When the school allocates dormitories, the students with the same major will be arranged in the same dormitory. However, due to the different specific arrangements of each college, some former students will be assigned to the dormitory of non-former students. Demobilized students will face a great deal of difficulties in interpersonal adaptation.

In general, the interpersonal communication circle of demobilized college students is like a concentric circle. This concentric circle takes demobilized college students as the interactive subject to form an inner circle, takes the same service experience as the bond to form a middle circle, and finally forms an outer circle with common interests and interests. The closer the inner circle is, the deeper the interpersonal communication will be, and the lighter it will be. Although such concentric circle of communication is conducive to the internal communication of demobilized students, it also hinders the communication between ordinary students and the group, resulting in interpersonal adjustment difficulties of demobilized college students on campus.

### **5. Cause analysis of campus adaptation problems**

After returning to school, demobilized college students have different degrees of difficulties in life adaptation, learning adaptation and interpersonal adaptation. Through the analysis of interview data, it is found that the two-year military experience of demobilized college students has a significant

impact on the formation of campus adjustment problems. The strict management mode of the army enables the students to quickly adapt to the military culture after joining the army, and the influence of the military culture on the group continues from the period of service to the return to school, and the military culture forms a strong cultural brand and continues to influence the demobilized college students.

### **5.1. Military cultural imprints lead to difficulties in adapting to life**

The inadaptability of demobilized college students to the pace of life is not only due to the differences in individual adaptability, but more importantly, because of the cultural inertia carried by the military culture, the demobilized college students cannot adapt to the campus culture. According to Berry's cross-cultural adaptation model, demobilized college students maintain their identification with and adherence to the military culture at the beginning of their return to school, while refusing to communicate with other groups. The adaptation strategy at this stage is the separation strategy. With the passage of time, when demobilized college students get away from the military environment, have more contact with the campus environment and carry out interpersonal communication with other groups, the group will gradually adapt to campus life. At this stage, the adaptation strategy adopted by the demobilized college students is the integration strategy.

### **5.2. Difficulties in life adaptation induce learning adaptation problems**

The life adjustment difficulties encountered by demobilized college students at the early stage of their return to school make them unable to keep up with the rhythm of campus life, which is not only the manifestation of life adjustment difficulties, but also the cause of learning adjustment difficulties of this group. According to Ward's "acculturation process model", in the first "cross-cultural transfer" link, when demobilized college students return to campus to contact with campus life, they also step out of the military culture and start to touch the campus culture, contact with the different pace of life from the military. When they return to school and feel that they have been unable to keep up with the pace of life and there is a huge gap between them and their classmates, this group will identify the pressure of learning and the pressure of the pace of life as well as their own lack of learning ability. After returning to school, college students will respond to the identified pressure and defects. If they do not make positive efforts to overcome the pressure and defects, they will fall into the dilemma of learning adaptation, whereas if they make positive efforts, they will adapt well to campus learning.

### **5.3. Difficulties in adapting to life and learning hinder interpersonal adaptation**

The interpersonal communication of demobilized college students presents the characteristics of concentric circle, which takes the demobilized college students who have the same experience as the main body of communication, and excludes the non-demobilized students. Because of the military culture brand carried by the group, they adopt the separation strategy at the early stage of returning to school, which causes difficulties in life adjustment. Meanwhile, difficulties in life adjustment will also become one of the reasons for the difficulties in learning adjustment of the college students after returning to school. The difficulties this group faces in adapting to life are not only reflected in the lagging pace of life, but also reflected in the daily dormitory life cannot adapt to the living habits of roommates, and because of the difference in living habits, it is easy to cause conflicts with ordinary classmates and roommates, resulting in interpersonal tension with roommates, hindering the interpersonal adaptation of this group. In addition to the difficulties of life adjustment, the difficulties of learning adjustment will also affect the interpersonal adjustment of college students. Studies have shown that learning strategies can affect interpersonal adaptation and other non-learning adaptation. [8] Generally, people like those who are capable and intelligent, because associating with them can enable individuals to learn more and feel secure. [9] Because of their learning ability and learning strategies, retired college students have difficulties in learning adjustment, which is one of the reasons for the difficulties in interpersonal adjustment of this group.

## 6. Conclusion

This paper takes J University as an example to study the current situation of campus adaptation of demobilized college students. It is found that demobilized college students have difficulties in life adaptation, learning adaptation and interpersonal adaptation to varying degrees, but with the effect of time, the degree of poor use will be reduced. This paper uses the theory of acculturation to analyze the causes of campus adaptation of demobilized college students. It holds that the military cultural imprint carried by demobilized college students affects their life adaptation, the difficulties in life adaptation affect their learning adaptation, and finally, the difficulties in life adaptation and learning adaptation will have a negative impact on interpersonal adaptation.

In this study, the acculturation theory is used to study the campus adaptation of demobilized college students. Although it has enriched the study of demobilized college students, it has not distinguished the difference between the campus adaptation of demobilized college students and ordinary college students. In the future, the differences in campus adaptation of the two groups will be taken as the direction of efforts to continuously enrich the research content of the demobilized college students.

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