



A Study on Learning Difficulties in Computer and Management

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Abstract

This study examines the learning difficulties experienced by students in the fields of Computer and Management education. With the rapid development of technology and increasing demand for professional skills, students are expected to acquire both technical knowledge and managerial competencies. However, many learners face challenges in understanding complex concepts, applying theoretical knowledge, developing practical skills, and adapting to continuously changing technologies. The study focuses on major factors affecting learning, including lack of basic knowledge, limited practical exposure, inadequate learning resources, difficulties in understanding technical subjects, poor time management, lack of motivation, communication barriers, and examination-related stress. In Computer education, students may experience difficulties in programming, database management, software applications, and problem-solving, while Management students may face challenges in subjects such as finance, marketing, human resource management, business communication, and decision-making. The study also considers the role of teaching methods, faculty support, digital learning resources, peer interaction, and students' individual learning styles in overcoming these difficulties. Identifying these barriers is important for improving academic performance and developing employability skills. The study suggests that practical-oriented teaching, interactive learning methods, regular feedback, personalized academic support, and effective use of digital tools can help reduce learning difficulties. The findings may be useful for educational institutions, teachers, and policymakers in developing learner-centered strategies that improve the quality and effectiveness of Computer and Management education.

Keywords: Learning Difficulties, Computer Education, Management Education, Students, Learning Barriers, Teaching Methods, Digital Learning, Academic Performance, Practical Skills, Student Development.

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