

A Brief Analysis of the Status Quo of the Autonomous Management of College Students

Fangfang Zhao*, Yan Sun, Jiaqing Li

Beijing City University, Beijing 100083, China

*Corresponding author: Fangfang Zhao, xiongyingzhaofang@126.com

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Abstract: With the increasingly fierce social competition, society's requirements for the comprehensive quality of college students have gradually become higher, so only the knowledge obtained from school education is not enough to meet the needs to improve their skills. It is becoming increasingly important to cultivate students' self-management as one of the teaching objectives of universities. However, students show strong passivity and dependence in the learning process. This paper analyzes the current situation of college students' self-management. then puts forward corresponding suggestions to help students improve their self-management ability and help them do a good job in the transition from high school to university.

Keywords: Universities; Self-management; Management status

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1. Data investigation and analysis

This survey is based on the principle of voluntary, random sampling method, a total of 2000 questionnaires were issued, and 1875 valid questionnaires were collected.

1.1. The difference between the use of their own time in study and life

1.1.1. Different departments show significant differences in controlling their schedules in study and life

Different departments showed significant differences in controlling their schedule in study and life ($P = 0.013 < 0.05$), that is, the difference in mobility. The main proportion of the six divisions focuses on everything under control and plans not keeping up with changes^[1]. The proportion of the Department of Culture and Communication who could not keep up with changes was 51.2%, which was higher than other departments, and the proportion of the department that was on top of everything was 35.8%, which was lower than other departments. Generally speaking, the Department of Information cannot manage its own time well in study and life. The six divisions mainly focus on plans to keep up with changes.

1.1.2. Different grades show differences in controlling their time in study and life

Different grades showed a significant influence on their schedules in study and life ($P = 0.045 < 0.05$), that is, the difference was not significant. The main proportion is that plans cannot keep up with changes ^[2]. The proportion of fourth-year undergraduate plans lagging behind changes is 48.4%, which is higher than that of first-year, second-year, and third-year undergraduates. The proportion of students who have mastered everything in the first year is 39.6%, which is higher than that in the second, third, and fourth years. In general, first-year undergraduate students can better control their own time in study and life.

1.1.3. There is no significant difference between genders in how they spend their time in study and life

Different genders do not show significant influence on their own time in learning and life ($P = 0.080 > 0.05$), that is, they all show consistency, no difference, and no correlation ^[3].

1.1.4. Whether student leaders show differences in controlling their schedules in study and life

Whether a student who is a student leader will have a significant influence on their schedule in study and life ($P < 0.05$), that is, there is a difference. The proportion of students who are student cadres in control of everything is 42.5%, which is higher than that of students who are not student cadres. The percentage of students who were student leaders who could not keep up with the change was 45.2%, which was higher than that of students who were not student leaders. Generally speaking, students who are student leaders have better control over their time in study and life than those who are not ^[4].

1.1.5. There are significant differences in the willingness of students to control their schedule in study and life when filling out the college entrance examination

The willingness of college entrance examination majors to dominate their schedules in study and life showed a significance ($P < 0.05$), that is, there is a difference. The proportion of students who preferred their wishes to be in control was 40.2%, which was significantly higher than that of students who preferred the wishes of their parents, relatives, and others. The proportion of students who preferred parents and relatives and other wishes to change their study plans was 53.4% and 51.5% respectively, which was significantly higher than the proportion of students who preferred their wishes when filling in the college entrance examination major. Therefore, students who are more inclined to themselves when filling out the college entrance examination can better control their own time in study and life ^[5].

1.2. The difference between whether the students have seriously considered their future career choice

1.2.1. Different departments have different relationships on whether they have seriously considered their future career choices

Different departments showed a significance ($P = 0.002 < 0.05$) on whether they had seriously considered their future career choice, that is, they showed a difference. The proportion of students in the Department of Economics and Management who have a clear design and progress is 60.1%, which is significantly higher than that in other departments. The proportion of biomedical students who have not considered their future career choices is 54%, higher than that of other departments ^[6].

1.2.2. Different grades show differences in whether they have seriously considered their future career choices

Different grades showed significant ($P < 0.05$) in whether they seriously considered their future career choice, that is, there is a difference. The proportion of undergraduate fourth-year students who have a clear design and progressive progress is 61.1%, which is significantly higher than other grades. The percentage of second-year undergraduate students who have not considered their future career choices is 56.4%, higher than other grades. Overall, the undergraduate fourth year faces graduation, so there is a clear design and progressive progress for most students. In the second year of undergraduate study, they just came into contact with professional knowledge and did not know much about the demands of future careers, so they only considered their future career choice but not fully ^[7].

1.2.3. The genders differ in whether they have seriously considered their future career choices

Different genders showed a significance ($P = 0.002 < 0.05$) on whether they had seriously considered their future career choice, that is, there was a difference. Boys are more likely to have a clear plan and follow it gradually, while girls are more likely to only consider it and have no follow-up planning ^[8].

1.2.4. The difference between being a student leader and whether they have seriously considered their future career choice

Whether or not the student cadre has seriously considered the future career choice showed a significance ($P < 0.05$), that is, there is a difference. The students who are the student leaders have a clear plan for their future career choices and gradually follow it. Students who are not student leaders are more likely to only consider their future career choices without follow-up planning ^[9].

1.2.5. The difference between who is more inclined to fill out the college entrance examination major and who denies that they have considered their future career choice

The majors willing to fill out college entrance examinations showed a significance ($P < 0.05$) on whether they have seriously considered their future career choice, that is, there is a difference. Students who are more inclined to their wishes when filling out the college entrance examination major are more likely to have a clear plan for their future career choice and gradually follow it. However, when filling out the college entrance examination, students who are more inclined to parents, relatives, and other students, only consider their future career choice without follow-up planning.

1.3. The difference between the management methods of the class

1.3.1. The difference between the management methods of different departments for the classes

Different departments showed a significance ($P < 0.05$) in the management style of their classes, that is, there is a difference. The classes in the departments of Economics and Management, Education, Biomedicine, Information, and Art are more student-led, while the classes in the departments of Literature and Communication are more teacher-led, led by class teachers or counselors.

1.3.2. Different grades have different management styles for their classes

Different grades do not show significant differences in class management ($P = 0.057 > 0.05$), that is, they show consistency without difference.

1.3.3. The difference between management styles of different genders

Different genders showed a significance ($P < 0.05$) for the management style of the class they were in, that is, there were differences. More female students think that the management mode of their class is student self-

management led by class league cadres, while male students think that the management mode of their class is student self-management led by class league cadres and student self-management co-management led by class teachers or counselors.

1.3.4. Whether it is the difference between the management methods of the student leaders for the classes they work in

Whether or not the student leaders have a significant effect on the management style of the class ($P < 0.05$), that is, there is a difference. The students who are student leaders think that the management of their class mainly consists of student self-management led by the class league cadres and student self-management co-management led by the class teacher or counselor. Students who are not student leaders think that the management of their class is student self-management led by class league cadres ^[10].

1.3.5. The difference between who is more inclined to apply for college entrance examination majors and the management style of their classes

The willingness of the students who fill in the college entrance examination major has a significant effect on the management mode of the class ($P < 0.05$), that is, there is a difference. Students who are more inclined to their own will believe that the management of their class is the student self-management led by the class league cadres and the student self-management and co-management led by the class teacher or counselor. Students who are more inclined to their parents, relatives, and other wishes believe that the management of their class is student self-management led by class league cadres.

1.4. The relationship between differences in preparation for the future

1.4.1. Differences in preparation for the future between different departments

Different departments showed significant ($P < 0.05$) for the preparation for the future, that is, differences. Compared with the six departments, the students in the departments of Economics and Management, Education, Biomedicine, and Cultural Communication focus on the study of knowledge and the preparation for the accumulation and improvement of leadership (student cadres) and practical ability (on-campus activities/off-campus practices). Students in the Department of Information and Arts focus on preparing for the acquisition and accumulation of knowledge.

1.4.2. The difference between different grades in preparation for the future

Different grades did not show significant differences in preparation for the future ($P = 0.192 > 0.05$), that is, they showed consistency without difference.

1.4.3. Gender differences in preparation for the future

Different genders showed a significance ($P < 0.05$) in preparation for the future, that is, there was a difference. Compared with male and female students, male students pay more attention to learning and accumulating knowledge. Girls focus on the study and accumulation of knowledge and the preparation of leadership (student leaders) and practical abilities (in-school activities/out-of-school practices) ^[11].

1.4.4. The difference between preparing for the future and not preparing for the future

There is a significant difference in whether the student leaders are preparing for the future ($P < 0.05$). In summary, it can be seen that the students of student leaders pay attention to the study and accumulation of knowledge and the preparation for improving leadership (student leaders) and practical ability (on-campus

activities/off-campus practices). Other students focus on learning and accumulating knowledge. It can be shown that students who are student leaders have made multiple preparations for the future.

1.4.5. The difference between who is more inclined to prepare for the future when filling out the college entrance examination major

The willingness of college entrance examination majors to prepare for the future showed a significance ($P < 0.05$), that is, there is a difference. Students who are more inclined to their wishes when filling out the college entrance examination pay more attention to knowledge learning and accumulation and improve their preparation for the future.

2. Suggestions for enhancing students' self-management ability

2.1. Give full play to students' autonomy in the major selection and strive to do a good job in the professional introduction

The school can promote various majors through fact analysis, career simulation, and other ways, and can also lead students to experience the working methods and environment in the enterprise, to increase students' professional awareness^[12]. Through fact analysis and career simulation, schools can help students have a deeper understanding of the characteristics and requirements of each major, and guide them to choose their future development direction. By leading students to field visits and experiences in enterprises, the school can let students personally feel the working methods and environments of different majors, thereby increasing their awareness and understanding of majors. Such activities can not only help students establish a correct career concept, but also stimulate their enthusiasm for future career development and exploration desire, and provide strong support for their future employment and career planning. Schools should focus on cultivating students' vocational awareness and comprehensive quality in education and teaching, and help students develop comprehensively through various forms of practical activities to lay a solid foundation for their future success^[13].

2.2. Inviting well-known people from enterprises to give speeches at the university

College students generally do not understand the form of employment and cannot make specific preparations for the future. Speeches by well-known enterprises can provide students with instant valuable employment information, help students adjust the direction of employment, and clarify the learning content and preparation^[14]. By inviting well-known figures from enterprises to speak on campus, schools can provide students with immediate and valuable career information and career planning advice. These successful people can share their career experiences, industry trends, and employment situations, helping students to have a more comprehensive understanding of the development prospects and employment situations in different industries. Through face-to-face communication with successful people, students can get practical career advice, and understand the characteristics and requirements of various industries, to better adjust the direction of employment and clarify their study content and career preparation.

2.3. Practice management by objectives

Colleges should ask students to set a general goal for what they want to achieve in college. For example, through four years of university study, students can master professional knowledge and skills, have relevant abilities such as communication, coordination, and organization, and further improve their ideological cultivation^[15]. Setting an overall goal can help students to be clearer about their learning and development direction in college, and improve their learning motivation and sense of purpose. By setting up such a goal,

students can clarify their achievements and improve their abilities during the four years of college study, to plan their learning and development path more purposefully.

Disclosure statement

The authors declare no conflict of interest.

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