

Strategic Analysis of College Student Characteristics and Management Practices

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Abstract: College students come from diverse backgrounds, with complex compositions and varied characteristics in terms of their qualities, academic aspirations, organizational discipline, and more. A comprehensive understanding of the characteristics of college students contributes to the orderly development of student management work. This paper explores and analyzes these characteristics, aiming to enhance the targeted effectiveness of college student management.

Keywords: College students; Student characteristics; Student management

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1. Introduction

In recent years, there has been increased emphasis on the development of the education sector by various levels of government and at the national level. China's education sector is experiencing robust growth, with a focus on college student management as a key aspect of university construction and development. However, the diverse characteristics of college students present a challenge, as there is a lack of effective management methods. This paper analyzes and explores specific strategies for college student management.

2. Analysis of College Student Characteristics

(1) Positive and pragmatic life values

College students exhibit unique thoughts on life development and pursuits. The majority possess positive and healthy mindsets, with aspirations and ambitions for their own lives. Some believe that achieving personal success, expressing individuality, and contributing to society are crucial life values. Students recognize the importance of possessing skills and wisdom, enabling them to make meaningful contributions to societal development. While many students exhibit a strong awareness of crises and urgency in the competitive societal environment, there are still some whose life views and worldviews are underdeveloped, lacking profound aspirations and goals. Some students exhibit utilitarian tendencies, coupled with a lack of interest in collective or altruistic activities, demonstrating a utilitarian orientation in their development. Additionally, due to a lack of social experience and exposure, immature psychological development, and limited life experiences, some students may have a shallow understanding of societal dynamics and a somewhat one-sided perspective on life levels. It is crucial not to overlook the need for correcting students' perspectives and guiding their values positively in the process of college student education.

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(2) Varied desires for knowledge and learning

College students have diverse purposes for their studies. Some students have a clear understanding of their situation, striving and working tirelessly toward their learning goals. Particularly, students with a keen interest in science and cultural knowledge actively engage in practical courses and skills competitions, demonstrating a strong interest in expanding their horizons and enriching their experiences and knowledge. However, some students lack clear goals, entering university life without a clear direction or purpose. They may view university life as an opportunity for experience, lacking good study habits and independent learning skills. This lack of focus and dedication is evident in their inattentiveness during class and lack of effort during self-study. Without strengthened management and education, such students may develop a sense of difficulty in learning, severely impacting the quality of teaching and hindering their healthy growth.

(3) Imbalanced development of college students

Some students in certain colleges exhibit unique advantages in interpersonal communication and socializing. They possess strong social skills, a wide circle of acquaintances, and a relatively active mindset, making them receptive to new ideas. These students have various talents, such as dancing, singing, playing musical instruments, calligraphy, etc. Some have received formal and systematic professional education, willingly showcasing their talents and strengths in various activities. However, there are also students with relatively weak cultural foundations, displaying an overall imbalance in development. They show less interest in rational and abstract knowledge, preferring more sensory and concrete information. Some students come from well-off families, experiencing too many privileges in life but lacking experience in independent living. Their ability to adapt to the environment is weaker. There are also students who are overconfident, wanting to do more with less effort, and some exhibit unhealthy habits such as smoking and being addicted to the internet. These issues are characteristic of college students and pose challenges in college student management.

(4) High moral standards of college students

Most college students possess excellent moral qualities, aspiring to an ideal society and admiring exemplary personalities. They strongly condemn unethical behavior. Some students demonstrate a strong spirit of dedication, actively participating in various voluntary service activities and showing a willingness to donate blood and engage in various voluntary labor. There are also students who advocate for equality, upholding the principle of mutual assistance, hoping to build an equal and sincere society in the process of social development. However, some students, when faced with problems, may not think rationally. External factors have a significant impact on students, leading them to follow the crowd without considering the pros and cons of their actions, resulting in deviations in moral behavior. Therefore, timely guidance and education are essential in college student management.

(5) Strong concept of organizational discipline in college students

College students generally have a high level of quality, demonstrating the ability to view issues objectively and dialectically. Therefore, in the implementation of student management in universities, students recognize that strict management is an expression of care and protection for students. It is also a responsible approach by the university to regulate itself. As a result, students consciously abide by various school rules and regulations in their daily lives and studies. They correctly handle the reasonable constraints imposed by management personnel and are willing to adhere to their behavior according to the corresponding reasonable content. Strong organizational discipline is evident in various aspects. In society, we often see university students queuing in long lines to purchase goods in front of stores or forming orderly queues at train station ticket gates and platforms. This reflects the strong concept of organizational discipline among current college students, deeply ingrained in their blood, prompting them to constrain their behavior at any time and place.

(6) Lack of persistent self-discipline in college students

Some college students have developed a habit of being free-spirited since childhood. They pursue so-called freedom and individuality, manifested in habits such as being late for class, leaving early, not getting up on time, or not turning off lights and going to bed on time. Some students have long lacked self-discipline and restraint, initially able to control their behavior upon entering school but gradually relaxing their requirements on themselves. They lead a loose and aimless life, easily become impulsive in daily life, emotionally-driven, and may even fail to correctly assess their own position. They cannot control their words and actions, leading to serious violations of discipline such as provocation, fighting, and damaging public property. These characteristics, reflecting the lack of persistent self-discipline, can have an impact on the development of college students and need to be addressed in college student management.

3. Strategies for College Student Management

(1) Transformation of student management ideology

Extreme issues exist in the management of college students, characterized by some schools being overly concerned about potential oversights in student management. Fearing accountability for problems, these schools adopt a completely closed management strategy, being excessively strict during the process and affording students no space. On the contrary, some universities have a loose approach to management, excessively accommodating students and neglecting proper supervision. Both of these extreme management ideologies fail to align with the characteristics and patterns of development of college students and cannot meet the requirements of a student-centered approach. Therefore, effective management in college student development requires a focus on enhancing management outcomes. Specifically, it is crucial to implement reasonable and rational management based on the real situations of college students and their psychological needs. Strict management should be applied to critical matters, while less crucial issues can be handled flexibly. Striking a balance with a management model that is appropriately relaxed and lenient yet firm and strict is more likely to gain students' understanding and support. It is essential to find a balance point in student management that considers both aspects. Overall, the principles and ideology of college student management emphasize providing students with a reasonable degree of freedom within the overall management system and regulations. Students should be allowed to choose their study locations, content, forms, and methods within reasonable limits. This balanced approach ensures students willingly cooperate with and accept management, thus realizing the significant role and value of college student management.

(2) Optimization of student management strategies and methods

The purpose of conducting student management in universities is to enable students to correctly perceive their characteristics, understand the actual situation, and play an essential role in ideological education during the management process. This integration of ideological education into every aspect of management serves the purpose of achieving a combination of discipline and education to enhance management effectiveness. Student management in itself possesses educational attributes. If management lacks the integration of educational concepts and methods, it can be said that management has no effective results or value. Therefore, it is crucial for universities to focus on positive guidance for students and the transmission of consciousness during student management work. First and foremost is the emphasis on the education of admission motivation. Students may experience anxiety and uneasiness when entering university. Through educational efforts, universities can adjust students' negative emotions, diminish feelings of loss and confusion, and help students quickly adapt to the transition from high school to university life. This is a critical link in university student management and education, ensuring that students enter university life with a more positive attitude.

Approaches such as themed class meetings and various group activities can be adopted. Themed class meetings can explain to students important matters to pay attention to when starting university, making students feel practical care and concern. Group activities allow students to get to know their classmates better, participate in collective activities, and eliminate the tension and anxiety students may feel when initially entering university. Second is the emphasis on ideological and moral education, particularly focusing on issues related to ideals, beliefs, and achieving success. This type of education helps students establish a cognitive connection between personal destiny and the nation's future, encouraging them to strive for knowledge and progress while paying attention to the improvement of their own ideological and moral cultivation. It fosters the formation of correct values, instills lofty aspirations and ambitions, and encourages students to make lifelong contributions and efforts to the development of their homeland. Additionally, attention should be given to the daily minutiae of education and guidance, requiring guidance counselors to carefully observe students, understand their characteristics, conduct in-depth analysis of their needs, and promptly identify any negative tendencies in their growth. By grasping students' ideological pulse, targeted guidance can be provided to correct misconceptions, purify students' souls, and promote proactive self-management, ultimately showcasing positive outcomes in student management.

(3) Strengthening the crucial role of emotional management

College students often experience confusion and hesitation regarding their future development. To provide positive guidance to students, efficient educational administrators need to engage in effective communication, guiding students to perceive their situations and future career paths accurately. Educational administrators must possess empathy and tolerance, patiently assisting students, guiding them towards a positive mindset, and genuinely understanding and trusting them. This is exceptionally crucial in student management. Only through understanding and trust can administrators truly connect with students' inner worlds, empathize with their emotions, ignite their inner hope, and enhance their confidence and motivation ^[6]. Educational professionals should empower students to strive and struggle on their own, encouraging them to engage in activities conducive to their growth. Providing more opportunities to showcase students' talents and abilities motivates them throughout tasks, helping them overcome negative emotions during practical engagement. This leads to success, builds confidence, and sets the sail for their growth and development. Strengthening emotional management enables educators to appeal to students emotionally and logically, persuading them to strive for continuous improvement, ultimately achieving noticeable success in student management.

(4) Optimizing and upgrading the student management evaluation and incentive mechanism

College student management relies on the improvement of class teacher management efficiency. In the implementation of class teacher management, a dual management mechanism can be established: departmental management and school management. These two management systems are not contradictory but rather complement each other, forming a closely related overall system. To enhance the effectiveness of college student management, a platform for communication and exchange among class teachers should be built. This allows class teachers to communicate, understand each other's strengths and weaknesses in student management, and identify their own shortcomings. Such a mutual learning approach is essential for the most effective improvement of student management work in higher education. Simultaneously, while constructing a strict admission mechanism for student management personnel, the principles of talent selection, appointment, training, and improvement should be combined. Special funds should be allocated for the cultivation and training of ideological and political education personnel. They should enhance their management ideology and abilities during training, incorporating updated knowledge structures into student management work. This ensures the orderly development of student management, truly achieving the effective enhancement of the effectiveness of college student management.

(5) Implementing layered student management

College students exhibit differences in personal qualities, cultural foundations, and learning experiences. When conducting management work targeted at college students, using a singular management approach is challenging to achieve the desired management status and effects. Although unified management is necessary, this management corresponds only to the overall management requirements of the school, not the details. Such a management method is relatively one-sided and is unlikely to achieve the intended management goals. In practice, the method of management should be determined by the managed objects, and the selection of management methods should be adapted to the managed objects. If the implementation of management work does not differentiate management methods based on the differences among managed objects, it will inevitably have a counterproductive effect on managed objects, hindering and affecting the smooth development of management work. When implementing student management work in universities, it is necessary to conduct differentiated management based on the ideological characteristics, interests, and personal habits of different students. Diverse management requirements should be proposed. For example, for students with strong self-esteem, management measures for guidance can be adopted. For students with extroverted personalities, a direct and straightforward management approach can be taken. Students with poor understanding abilities require more straightforward and easily understandable management methods. For students with arrogant attitudes and a sense of superiority, a direct and incisive approach is necessary. A diverse management approach allows students of different types to genuinely accept management, demonstrating good management effectiveness and results, and helping college students thrive in such an environment.

4. Conclusion

In the face of the exceptionally rapid waves of market economic development, the implementation of student management work in universities not only needs to face the era but also events and the future. In the process of cultivating high-quality talents, efficiency is required, as well as a correct and clear understanding of the characteristics of current student management in universities. Exploring paths and methods that contribute to student management is essential to elevate the level of student management in higher education.

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