

Persistence in People-oriented and Reinforcement of Scientific Management

--- Brief Overview on Reinforcement of Management of College and University Students

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Abstract

Taking into consideration characteristics of college and university students at present, the author of this article makes a meticulous analysis in the status quo of management of college and university students and puts forward specific approaches to resolve the difficult issue of management of college and university students. That is, education and management of college and university students has to be based on implementation of people-oriented Scientific Outlook on Development, strengthening political education and reinforcement of management target, guidance of self-teaching and self-discipline, fulfillment of self-management, improvement of human quality to lay a foundation for the life and consolidation of planning and design to ensure a healthy development.

Keywords: People-oriented, Scientific management

College and university education is an important portion of higher schools. With implementation of the strategy of popularization and universality of college and university education in China, college and university education and higher school have stepped towards a fast lane of development. So far, both the number of higher schools and the number of new student enrollment take up almost half of college and university education. It is a significant subject in front of the management personnel how to take into account characteristics of college and university students and strengthen the management of the students so as to ensure the fulfillment of the training target. In combination with practical work, the author of this article gives a brief overview on this issue from the three aspects of characteristics of students, analysis of the status quo and method of management.

1. Characteristics of college and university students

At present, as the principal object of research in colleges and universities, the sources and components of college and university students are various. We can classify sources of college and university students into two categories: one category of senior high school graduates recruited through the national college entrance exam and the other category of "the three kinds of Secondary Vocational School Students" (students entering colleges and universities from the regular secondary vocational technical school, regular secondary school and vocational high schools). Compared with regular college and university students, the above two categories of students have their own distinct characteristics.

Firstly, their own quality has otherness. As a particular group of vocational schools, the students of vocational schools have their own otherness. First of all, they have otherness in terms of cognition. Under the traditional historical background which emphasized culture and ignored skills, most of students with solid foundation and good school achievements choose regular colleges and universities. School performance of college and university students are relatively poor, that of "the three kinds of Secondary Vocational School Students" is poorer and that of "students from the society" is the poorest. Then, they have their own otherness in terms of student source. Sources of regular college and university students are relatively complex, with graduates from regular high school, "the three kinds of Secondary Vocational School Students" and "students from the society".

Secondly, their psychological quality is complex. Compared with regular college and university students, psychological quality of this category of students has obvious complexity. Those who take the entrance exams of higher college are some graduates of higher schools that don't pass the minimum passing score of the college entrance examination and "appropriate students" for vocational high school and technical school. With low starting point of learning and poor cultural foundation, they are likely to be afraid of difficulties in learning. At the same time, the society and the parents have some deviation in their understanding in vocational education, which may increase their feeling of unevenness and feeling of no account, so the "traitorous mentality" appears. All the above leads to complex psychological condition of these students.

Thirdly, their motivation of learning is diversified. Due to complex student sources of college and university students and diversification of the purposes of learning, the motivation of learning are various, which can be classified into four types. The first type is one of motivation for seeking a job. This sort of college and university students has definite learning purposes, that is, to learn to obtain an ideal occupation and a stable life. The second type is one of motivation out of cognition. This sort of college and university students has high demands on themselves, deeply aware of the importance of knowledge, and they make efforts to learn mainly for pursuit of an ideal based on the premise of acquiring knowledge. The third type is one of comprehensive motivation. This sort of students learns both for seeking for an ideal occupation and for fitting in their own interests and hobbies. Also, they learn in order to live up to instructions of their parents and teachers. The fourth type is one of motivation for diploma. This sort of students is mostly in pursuit of a diploma, without any high demand on learning.

Fourthly, college and university students themselves have a double attribute. "The double attribute" means that, on one hand, college and university students are not only students, but also are prepared personnel for a position of a certain occupation in the future. Their primary task is to learn theories and have a mastery of skills. However, compared with regular university students, they have obvious distinctions. Their theoretical courses are centered by "must" and "enough". They have to have a perfect mastery of practical operation, and they have to have quite proficient vocational skills, rich vocational knowledge and high vocational quality so as to become the new emerging forces in all industries.

2. Analysis in the current situation of college and university students

In addition to focusing on characteristics of college and university students, we also have to analyze their current situation in order to lead them to form good behaviors, so that we can better satisfy demands of employing units. Specifically speaking, the current situation of college and university students mainly has the following aspects:

Firstly, their ability to learn is not high. After entering the university, all college and university students have a new starting point, but some students are lacking in correct learning strategies, so their thinking ability, understanding ability, observation ability, analysis and judgment ability and summary and generalization ability are relatively low. Some students are not able to adapt themselves to learning, so they are trapped in a dilemma, without any target or motivation in learning, and they even have the intention of dropping out. Besides, the pressure of employment and the pragmatic psychology of learning cause their attitude of learning to become fickle and difficult to persist.

Secondly, their ability of self control is bad. Since college and university students do not put the primary energy into learning and improvement of skills and have no definite target of struggle, compared with regular university students, their awareness of self-control is weak and their ability to bear frustration and failure is relatively low, lacking in the spirit of perseverance and fortitudinous willpower. In a survey about feeling in failure, there were 55.8% of testees who thought of nothing, 37.4% who were self-abased and 6.8% who indicated that they would absolutely not or determined not to do such similar things in the future.

Thirdly, students are not able to face up to themselves in psychology. First of all, there exists psychological contradiction between their personal ideal and the reality. Quite a large number of college and university students are lacking in due feeling of identity and honor, without any target of learning, seeking no progress and lacking in enthusiasm in surrounding things. Also, they have the idea of repeating the school and are full of contradictions in their mind. Then, their own quality can not comply with requirements of the school. The college expansion plan makes it difficult for some students with infirm foundation and low comprehensive quality to adapt themselves to study and life in the school, because they are worried whether they can successfully finish their school work, so they fail to transform pressure in time into motivation. Thirdly, the current employment situation affects psychology of students. In recent years, employment situation has been austere, and contradiction appears in the relationship between supply and demand of current year's graduate,

which has certain effect on psychology of college students. Some students are not accurate in their understanding in positioning of colleges and universities,

lack adequate awareness of the superiority of education in colleges and universities, are not able to take an optimistic attitude towards prospect of the future, and are worried about whether their investment in the colleges and universities in the future and even whether they can successfully finish the school work. Fourthly, lack of scientific occupational planning. Firstly, lack of consciousness of occupational career planning. According to the survey, more than 75% of college and university students don't have any plan for their job, development and occupational career in the future, approximately 20% of students have no definite attitude, and only 5% or so have made definite plans. This often results in the fact that they have a blind and fluke mind in their selection of jobs, lacking in seriousness and obvious responsibility for the work they hold. Secondly, there exists the tendency of idealization in occupational career planning. According to the survey, 75% of college and university students indicate that they plan to climb to the position of Department Manager within two or three years and over 70% students denote that they intend to be paid more than 4,000 Yuan each month before the age of 30. There are also many college students who merely go after whether the employment unit is of reputation, whether the work is toilsome, whether the working place is suitable and how the salary is paid. They just focus on their own perceptual need, rarely taking into consideration their own specialty, social reality and objective needs. As for whether the work is suitable for them, whether the society is in need of them and whether the work is favorable for their long-run development, they seldom take this in account. Thirdly, college and university students tend to attribute success of occupational career to external factors. Through informal discussion, the author has come to know that, when frustrated in occupational career, quite a large number of college and university graduates often attribute unexpected causes to such external factors as social unfairness, the political and economic status of the family, etc. However, when others are successful, they would contribute that to help of their family and luckiness to come across good opportunities and superiors, but they seldom find causes from their own knowledge, concept, experience, capacity and psychological quality.

3. Exploration into methods of management of college and university students

Management of students is an important task for management of vocational education in colleges, and is also a systematic job. The management personnel should not only be fully aware of the individualistic characteristics of students and the particularity of the management, but should also attach great importance to the complexity of the management and regard management of college students as a major task. As for management of college students, it has to have its own distinguishing features and characters. Therefore, the author of this article firmly believes that, management of college students should be based on the management strategy of "people-oriented idea, harmony and standardization".

3.1 To strengthen political education and the target of management

Vocational education is an important portion of college education. By the year 2004, there had had 908 colleges and universities in China and 479 vocational schools with students at school, accounting for 43% of the total, exhibiting vigorous vitality. However, it is exactly the characteristics of vocational college education of students of vocational colleges that decide issues encountered by ideological and political education in colleges and universities, and some schools put cultivation of skills at the first place. "Recommendation to Further Strengthening and Innovating Ideological Education for College Students" issued by The Central Committee of the Communist Party of China and the State Council points out, to strengthen ideological and political construction of university students is a significant and urgent strategic task, and emphasizes that ideological and political theory in colleges and universities is the primary channel for ideological and political education of students. Strengthening and innovating ideological and political education of college students is helpful to cultivate education of the "three outlooks", namely, "world outlook", "outlook on life" and "outlook on value". On one hand, ideologically, we should put exactly ideological and political education at the primary position of college and university work to practically intensify leadership and establish the institutional system of ideological and political education and management that is connected with the overall development of college education and corresponds with demand of growth of college students. On the other hand, ideological and political education of college and university students should start with the reality of students, that is, to start out from demands of physical and psychological healthy growth of students, have a perfect mastery of rules of their growth, practically conduct ideological education, guidance and mediation, and improve their ideological and political quality in an overall way.

3.2 To lead self-teaching and self-discipline and realize self management

The famous educator Vasily Sukhomlinsky pointed out, "real education is self-education, and education is to urge people to reflect on themselves." It is urgently required for college students to improve awareness of independent learning, self-education and self-restraint among students. In order to fulfill this target, common efforts by students, teachers, the family and the school is necessary. Firstly, to strengthen communication. The school should hold periodically self-teaching and self-discipline guidance meeting and experience exchange meeting among students, and invite some experts, professors and excellent student representatives to express their self-teaching approaches and self-discipline experiences, asking them to have face-to-face communication with students so as to let students apprehend that self-teaching and self-discipline is one of the necessary quality for modern people. In such a way, great help will be given to their school work and their life, so that they can put that into practice, and focus on training of this ability with awareness in daily learning, life and work. Secondly, to stimulate their self confidence. The school should mobilize to the full enthusiasm of students and set up a good running mechanism of mutual supervision and mutual promotion among them. The school should also make full use of psychology of young students and conduct activities of mutual commenting and mutual discussion among boy and girl students. In such a way, it can effectively strengthen their self dignity and awareness of self-teaching and self-discipline. Meanwhile, it is beneficial to activate self confidence of students and enable them to throw themselves into life and learning of university with a more active attitude. Thirdly, to form join forces. The school should keep contact with the family and form join forces of school education and family education. Since a large majority of students study in other localities, their parents know little about their situation in the school, and then the condition of disjunction between family education and school education happens. The teachers may get in touch with the parents by means of letter, telephone and E-mail, etc, notify the parents of the condition of study and life of students in the school, have an idea about demands of the parents on their children and resort to the power of family education to conduct better self-teaching and self-discipline education on students. Fourthly, to internalize the habits. Students are the principal part of learning, so formation of the awareness of "self-teaching and self-discipline" finally rests with students themselves. The school can set up self-discipline archives for all students to enable them make clear their own right, responsibility and obligation and to let them control themselves and conduct self-management, self-education and self-service at any time according to their behavior, and finally internalize "self-teaching and self-discipline" into a habit.

3.3 To improve human quality and lay a foundation for life

Einstein ever said, "It is not enough to educate people only with professional knowledge. It is true that professional education can enable one to become a useful machine, but not one developed harmoniously." Difficult employment for graduates of colleges and universities at present is not purely an issue of educational background, and laggard human quality is also an important factor. Thus, it can be seen, human quality is a must for all education and is the essence and foundation of all education. Therefore, reinforcement of education of human quality admits of no delay. According to the author, the school can improve human quality of students from the following several aspects. Firstly, to emphasize construction of 'teachers' professional ethics and to improve human quality of teachers. Teacher is not only the initiator of knowledge, but also guider of morality, initiator of thinking, pioneer of soul and shaper of emotion, willpower and belief. First of all, a teacher should be embraced with a heart of love, that is, to love students, love his post and love his occupation, and to pay attention to influencing students without consciousness in the daily education and teaching. The teachers should teach well in class, arouse feelings of students with their own knowledge, influence students with their personality, take an attitude of active care, help respect and understanding to communicate with students so as to gain trust from students and let students feel they have acquired something through communication with the teachers. At the same time, considering personal differences of different students in their communication with teachers, the teachers should give different education to different kinds of students, encourage them to explore themselves, create opportunities of success for the students and let them have experiences of "self fulfillment", so as to cultivate positive feelings and improve their human quality. Secondly, to concentrate on knowledge impartation and to enable students to grasp wide humanistic knowledge. The school should enrich students' humanistic knowledge and offer storage of knowledge for improving their human quality by opening compulsory courses, selected courses, forums and lectures about humanistic knowledge. Meanwhile, the school should improve students' ideological quality through some specific and trivial things that occur around us and cultivate their ambition "in a silent way". Thirdly, to create environmental edification and create a strong atmosphere for cultivation of human quality. Culture of campus plays an extremely significant role in cultivation of students' human quality. Thus, the college and university should make an effort to establish an excellent campus study and living environment, do a good job of campus culture establishment and hold rich campus cultural activities to

enable students to be influenced by what they constantly see and hear and gradually improve their human quality.

3.4 To strengthen planning and design and ensure healthy development

Physical and psychological development of college students is in a transitional state from immaturity to maturity. Although most of them have a strong thirst for self planning, they are still not mature in various aspects, so they are not able to rationally make a design for their occupational career according to their own specific situation, and they are in urgent need of external guidance and assistance. In addition, education of occupational career planning may enable students to have knowledge about occupational demand and their own features at a earlier period and more comprehensively, which is favorable for them to better arrange their school life and realize self management. According to the author, education of occupational career planning should be integrated with characteristics of professional training and employment demand for college students, so as to fully mobilize their enthusiasm in all aspects to offer diversified career education of the whole process for all students. Firstly, to realize the whole-process guide of occupation, for which we should fundamentally change the thinking set and behavioral custom of college students at present, that is, "focus on employment unless it's approaching graduation". Occupational career planning is, by no means, to simply open a course, but is to direct students how to establish an occupational target in a scientific way, carry out correct career route and implementation program and conduct a scientific management. In education of occupational career, we should make a project decomposition on the occupational target, occupational quality and occupational competence, carry out career education through the whole process of the university life and conduct education of occupational career planning at different stages and with a specific purpose. In such a way, students can timely and accurately come to know their own occupational features at the beginning of the university life and have a positive and initiative mastery of external occupational information. On this basis and in combination with characteristics of the profession, students make a career plan and focus on employment all through their university life, which can lay a foundation for successful employment in the future. Secondly, to realize the whole staff participation of occupational career plan. In order to practically improve the overall planning level of college students, on one hand, we should not only strengthen education and direction to graduates in terms of occupational concept, occupational quality and skills of seeking for a job, but should strengthen education to all students. On the other hand, it is not only required that teachers of occupational career planning courses should have high guidance level, but also that all the staff should establish all-around and multi-level education ideas, offering strict guidance to students in the aspects of learning, work an life. In addition, students have to set up correct concept of occupation and concept of growth and concentrate on improvement of their own comprehensive quality. Thirdly, diversification of the implementation of career education. Considering personal characteristics and professional quality of students in different majors at different stages, the school should offer diversified occupational career education. Occupational career planning should, at least, take into account the following several aspects: match between personality and occupation, between interest and occupation, between specialty and occupation and between internal and external environment and occupation. Thus, when offering occupational career education for students, the school should take into full consideration characteristics of each students, offer nichetargeting and diverse direction and assistance and apply relevant scale to help students understand their own features when necessary so as to enable students to have a definite object in view and help them learn how to successfully seek for a job.

To sum it up, continuous progress of scientific society raises higher demand on management of college and university students. In management of college students in the future, all teachers and management personnel should make efforts together and be established in cultivating students' optimistic and self-confident state of mind, good self-teaching and self-disciplinary consciousness, higher human quality and correct employment concept, so as to convey more and better skill-oriented talents for the modernization construction of the socialism.

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