

Positive Psychological Quality Cultivation Among Business and Management Majors from the Perspective of Holistic Education

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Abstract: This paper explores how to promote the comprehensive quality enhancement of business and management majors through the cultivation of positive psychological qualities from the perspective of holistic education, which is based on the concept of “holistic education” and examines the learning and living characteristics of business and management majors through the three principles of holistic education, namely, the whole-person education, the whole-process education, and the whole-dimensional education. This paper formulates a comprehensive cultivation path for positive psychological qualities for business and management students based on their characteristics, while considering the synergy between the school, family, and society. The research findings are expected to provide valuable references for the improvement of the quality of business and management majors and to have certain guiding significance for the implementation of the concept of “holistic education.”

Keywords: Holistic education; Business and management majors; Positive psychological quality; Education cultivation

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1. Introduction

With the continuous development of society, the self-requirements of college students are becoming increasingly higher. As the backbone of society's future, the comprehensive quality of college students is highly valued. In this context, the concept of “holistic education” emerged, aiming to comprehensively cultivate students' knowledge, skills, and qualities. Business and management majors are one of the targeted groups, and their learning and living characteristics deserve special attention. Previous research mainly examined the concept of “holistic education” among foreign language and chemical engineering majors based on their professional characteristics, or among national universities and vocational colleges based on their institutional features. However, there has been little research on the implementation of holistic education among business and management majors based on their learning and living characteristics.

This paper explores how to promote the cultivation of positive psychological qualities among business and management majors from the perspective of holistic education. The research question is how to promote the comprehensive quality enhancement of business and management majors through the cultivation of positive psychological qualities. The paper addresses the research question through the three principles of holistic education, namely, the whole-person education, the whole-process education, and the whole-dimensional education, in order to explore suitable methods for the cultivation of positive psychological qualities for business and management majors. The research findings are expected to provide valuable references for the improvement of the quality of business and management majors and to have certain guiding significance for the implementation of the concept of “holistic education.”

2. Learning and Living Characteristics of Business and Management Majors

Compared to other majors, students in business and management programs place a greater emphasis on practical operations, requiring keen observation, judgment, and innovation capabilities. In addition, they need to master managerial knowledge to meet the various management tasks of their future careers. Therefore, they need to possess both professional knowledge and practical operational abilities and combine them organically.

3. Cultivation of Positive Psychological Qualities from the Perspective of Comprehensive Education for All-Round Development

Comprehensive education for all is a vital component of the “three-in-one” education mechanism, aiming to develop students’ comprehensive abilities through joint efforts from schools, families, society, and students themselves. In this process, cultivating positive psychological qualities is particularly crucial. Positive psychological qualities refer to a series of positive and beneficial mental traits, such as optimism, confidence, courage, patience, resilience, self-discipline, etc., which can help individuals better adapt to the environment, cope with challenges and pressures positively, and enhance their sense of happiness and well-being.

3.1 Role of Schools

Schools play a crucial role in comprehensive education for all. Firstly, schools need to provide targeted courses and guidance that cater to the characteristics of business management students, to help them identify their interests and strengths, and stimulate their creativity and potential. In addition, schools should focus on managing the atmosphere and environment of learning to encourage students to think positively, explore and improve themselves. Schools can achieve this by providing diverse educational resources, organizing technological innovation activities, practical courses, and so on, to facilitate students’ comprehensive development. At the same time, in day-to-day teaching, schools should also strengthen education in emotional and interpersonal communication, helping students improve their emotional intelligence and communication skills. Therefore, schools should offer a warm, caring, and supportive learning environment, fostering students’ positive psychological qualities.

3.2 Role of Families

As the first line of defense for student development, the family also plays an indispensable role in comprehensive education for all. Parents not only need to pay attention to their children’s academic progress, but also cultivate their positive psychological qualities. Parents can encourage their children to participate in various activities, enrich their lives, allow them to experience success and failure in practice, and gradually build their confidence and courage. At the same time, parents should create a positive, harmonious, and stable family environment, provide as much support, understanding, and security as possible, and help their children build positive and healthy interpersonal relationships.

4. Cultivating Positive Psychological Qualities from the Perspective of Whole Person Education

Whole person education has been widely valued in higher education today, with its core philosophy being the integration of education into students’ entire growth process. In this process, the cultivation of positive psychological qualities among business and management students is crucial. Positive psychological qualities refer to the emotional state and psychological characteristics an individual exhibits when facing setbacks and difficulties, such as positivity, optimism, and self-confidence. They not only help college students better adapt to learning and living environments, but also contribute to their future career development and career planning. To promote the cultivation of positive psychological qualities among college students, a comprehensive and systematic educational model is necessary, which includes various forms of education such as semester education, holiday education, extracurricular activities, and social practice. In addition, all aspects need to cooperate to truly impact students’ growth.

4.1 Semester Education

The school should provide students with a detailed course schedule so that they are clear about which courses to study at what time. Semester education is a systematic, targeted, and classroom-based educational form that can create a favorable learning environment and atmosphere for students while promoting their self-development. Business and management students are a key training object in higher education and require more specialized education and training during the semester. Therefore, the school needs to provide them with appropriate tutoring courses to help them strengthen their understanding and mastery of professional knowledge. At the same time, the school should focus on cultivating students’ learning abilities and academic literacy so that they can continue to improve their competitiveness in their future careers.

4.2 Holiday Education

Although holidays are a time for students to relax and rest, the school also needs to provide various activities, such as summer camps and social practice projects, to enrich their lives and improve their personal qualities. Holiday education is an important part of whole person education, which allows students to accumulate new knowledge and skills, broaden their horizons and experiences while relaxing their body and mind. Schools can organize various forms of holiday activities, such as community service, cultural exchanges, and tourism visits, to help students improve their self-awareness and interpersonal communication skills through personal experience. In addition, the school can also use holiday time for career practice or innovation and entrepreneurship projects, which are particularly important for business and management students. Through practice projects, they can gain a deeper understanding of the operation mechanisms of the market and enterprises and acquire specific management skills and experience.

5. Developing Positive Psychological Qualities from a Comprehensive Education Perspective

In today's society, the qualities that university students need to possess go beyond knowledge and skills alone. They need to form a series of positive psychological qualities such as confidence, self-esteem, responsibility, and innovation consciousness on the basis of comprehensive development in morality, intelligence, physical fitness, art, and labor. Therefore, schools must implement a comprehensive education strategy, with the cultivation of positive psychological qualities as the core for business management students, to promote their overall development.

5.1 Comprehensive Evaluation and Scholarship Assessment

Comprehensive evaluation and scholarship assessment are common incentive measures in universities that can help students identify their strengths and weaknesses, and receive certain rewards. For business management students, schools can combine comprehensive evaluation and scholarship assessment with the cultivation of positive psychological qualities, and set multiple indicators to assess student performance, such as teamwork, self-management ability, and innovation ability. At the same time, in scholarship assessment, attention should be paid to recognizing and rewarding outstanding students in cultivating positive psychological qualities to encourage other students to follow their lead and stimulate their motivation.

5.2 Financial Assistance for Underprivileged Students and Work-Study Programs

Schools can also help business management students overcome economic difficulties and enhance their resilience and self-management abilities through financial assistance for underprivileged students and work-study programs. In this process, schools should not only pay attention to material support but also focus on students' psychological health and growth. For example, in terms of financial assistance for underprivileged students, schools can provide psychological counseling services to help students relieve stress, adjust their mentality, and enhance their confidence. In terms of work-study programs, schools can also provide career planning guidance to help students develop clear career goals and plans, and improve their self-awareness and management abilities.

6. Conclusion

Based on the concept of "comprehensive education," this paper explored how to promote the cultivation of positive psychological qualities among business management students from the aspects of educating all students, educating throughout all stages, and educating in all dimensions. It is concluded that the cultivation of positive psychological qualities should be organically integrated with the business management curriculum, and require joint efforts from multiple aspects such as families and society. Therefore, business management students should participate in various activities, be brave in exploring and improving themselves, while also paying attention to emotional and interpersonal education.

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