

# A brief analysis of the status quo of student cadre autonomy management in universities

Fangfang Zhao, Yan Sun, Jiaqing Li

Beijing City University, Beijing 101399, China

**Abstract:** With the increasingly fierce social competition, the society's requirements for the comprehensive quality of college students have gradually become more stringent, only the knowledge obtained from school education is not enough to meet the needs of improving their own quality. It is becoming increasingly important to cultivate the self-management of student cadres as one of the teaching objectives of universities. In order to understand the current situation of self-management of student cadres and their views on learning initiative, making learning plans and participating in activities, the school can take good measures to improve the teaching system, so that students can improve their self-management ability, and help them do a good job in the transition from high school to university.

**Key words:** College student cadres; Self-management; Analysis of current situation

## I. Basic data

According to the survey data of college students, student cadres accounted for 43.63% and non-student cadres accounted for 56.37%. Among the student cadres, 87.29% are students in class dormitories, 16.75% are students in associations, 28.97% are students in departments, 17.36% are students in schools, and 2.44% are students in off-campus organizations.

## II. Data analysis

1. Whether there is a significant difference in the liking degree of student leaders for their major

Whether it is the student leaders' preference for their major shows significant ( $p$  minimal  $< 0.05$ ), that is, the performance difference. In the longitudinal comparison, the students who serve as student leaders like their major very much, accounting for 50%, which is significantly higher than the students who do not serve as student leaders, accounting for about 39.5%. Students who do not serve as student leaders have a general liking degree for their major, and students who are student leaders generally have a lower liking rate for their major than students who are not student leaders.

2. Whether they are student leaders shows significant differences in learning initiative

Whether it is a student leader has a significant effect on learning initiative ( $p < 0.05$ ), that is, it shows the opposite sex. Students of student leaders have high learning initiative. 75.9% of students of student leaders take the initiative to complete learning tasks, which is significantly higher than that of non-student leaders. Students who passively completed their study tasks were 23.3%, which was lower than 36.1% of students who were not students. The percentage of students who were unable to complete their study tasks was 0.7 percent, lower than that of non-students who were 1.8 percent

3. Do student leaders show differences in the habit of making independent learning plans

Whether or not student leaders have a significant habit of making independent learning plans ( $p < 0.05$ ), that is, there is a difference. The proportion of students serving as student cadres was 28.5%, which was significantly higher than the proportion of students who were not student cadres, which was 19.7%, and the proportion of students who were student cadres was 69.3%, which was lower than the proportion of non-student cadres. The percentage of those who are student officials was 2.2 percent, lower than the 7.9 percent who are not. Students who are student leaders have a stronger habit of making independent learning plans than boys. Therefore, encouraging students to serve as student cadres is good for cultivating students' self-learning habits.

4. Whether student leaders dominate different learning methods shows differences

Whether or not student leaders dominate different learning methods shows significant ( $p < 0.05$ ), that is, there is a difference. In vertical terms, 28.9% of students who are not student leaders like the requirements and supervision of teachers, which is higher than 24.9% of students who are student leaders; 13.6% of students who are not student leaders prefer peer supervision and assistance, which is higher than that of students who are student leaders. 50.6% of students who are not student leaders prefer independent learning and development, which is lower than 59.9% of students who are student leaders. Students who are student leaders prefer independent learning and development compared to students who are not student leaders.

5. Whether student cadres show differences in physical exercise

There was a significant difference in whether students were cadres or not ( $p=0.001 < 0.05$ ). The large proportion is mainly concentrated in occasional exercise, but the proportion is not different, approximately equal; As a habit, the proportion of students who are student leaders is 25.7%, which is significantly higher than that of students who are not. The proportion of students who have never exercised is lower than the proportion who are not student cadres. In general, the number and proportion of students who are student cadres are higher than those who are not student cadres.

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

Whether it is a student leader who has a significant influence on his own 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 obviously 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 percent, 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.

7. Whether it is a student leader or not shows differences in personal consumption

Whether or not they are student cadres has a significant effect on personal consumption ( $p=0.001 < 0.05$ ), that is, there is a difference. The personal consumption of students who are student cadres has a surplus and basically balanced proportion, which is higher than that of students who are not student cadres, and the personal consumption of students who are not student cadres is not enough, which is higher than that of students who are student cadres. In general, students who are student leaders have better personal consumption than those who are not.

8. Whether they are student cadres shows differences in consumption types

Whether it is a student leader or not has a significant effect on the consumption type ( $p < 0.05$ ), that is, there is a difference. The proportion of basic consumption of students who are student leaders is 47.7%, which is lower than that of students who are not student leaders. The proportion of developmental consumption of students who are student leaders is 34%, which is higher than that of students who are not student leaders. In general, it is the students of student cadres who pay attention to both basic consumption and developmental consumption. Students who are not student leaders pay more attention to basic consumption.

9. 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 shows significant ( $p \text{ minimal} < 0.05$ ), that is, there is a difference. The students who are the student leaders have a clear design for the future career choice and gradually promote it; Students who are not student leaders are more likely to only consider their future career choices without follow-up.

10. Whether it is the difference between the types of student cadres in interpersonal communication

Whether it is a student leader or not has a significant effect on the type of interpersonal communication ( $p < 0.05$ ), that is, there is a difference. Students who are student leaders are more active and casual. Students who are not student leaders are more likely to be casual.

11. Whether it is the difference between student cadres' psychological adjustment methods

Whether or not student cadres have a significant effect on psychological adjustment ( $p < 0.05$ ), that is, there is a difference. The proportion of students who are student leaders to self-adjust is 66.7%, which is lower than that of students who are not student leaders. The proportion of students who are student leaders who talk to their family or friends is higher than that of students who are not student leaders.

12. The difference between whether students are cadres and whether they are willing to participate in the management of the school

Whether student leaders are willing to participate in the management of the school shows significant ( $p < 0.05$ ), that is, there is a difference. The proportion of students who are student leaders who are willing to participate in school management is 68.5%, which is obviously higher than that of students who are not student leaders. The proportion of students who are not student leaders who do not participate in school management is 21.3 percent, which is higher than that of students who are student leaders. On the whole, students who are student leaders are more willing to participate in school management than those who are not.

13. The difference between being a student leader and participating in school student activities

There is a significant difference between student cadres and students' participation in school activities ( $p < 0.05$ ). The proportion of students who are student leaders voluntarily participating in school student activities is 89.1%, which is significantly higher than 66.5% of students who are not student leaders. The proportion of students who are student leaders passively participating in school activities is 9.8%, which is significantly lower than 28.9% of students who are not student leaders. Generally speaking, students who are student leaders are more active in participating in school student activities than students who are not student leaders.

14. Whether it is the difference between the attitude of student leaders towards participating in class or other student activities

Whether it is the student leaders' attitude towards participating in class or other student activities shows significant ( $p < 0.05$ ), that is, there is a difference. The percentage of students who are student leaders who actively participate in class or other student activities was 67.7 percent, significantly higher than 38.3 percent of students who are not student leaders. Students who are student leaders have a better attitude to participating in class or other student activities than students who are not student leaders.

15. Whether it is the difference between the management effectiveness of the class cadres of the class or student organization

Whether or not the student leader is a student leader has a significant effect on the class leader management effectiveness of the class or student organization ( $p < 0.05$ ), that is, there is a difference. The proportion of students who are student leaders who think that the class leaders management of their class or student organization is effective is 60.3%, which is significantly higher than that of 43% who are not student leaders. Students who are student leaders think that the management of class leaders in their classes or student organizations is more effective; Students who are not student leaders are more likely to think that the class cadre management of their classes or student organizations is less effective.

16. Whether it is the difference between the management methods of student leaders for their classes

Whether or not the student leaders have a significant effect on the management style of the class ( $p \text{ minimal} < 0.05$ ), 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/counselor. Students who are not student leaders think that the management of their class is student self-management led by class league cadres.

### III. Suggestions on enhancing the self-management ability of student cadres

1. Give full play to students' autonomy in major selection and strive to do a good job in 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, so as to increase students' professional awareness.

2. Invite famous people from enterprises to give speeches

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.

3. Practice management by objectives

Ask students to set a general goal for what they want to achieve in college. For example, through four years of university study, I can master professional knowledge and skills, have relevant abilities such as communication, coordination and organization, and further improve my ideological cultivation.

### IV. Peroration

Through the analysis of the current situation of student cadre autonomous management in colleges and universities, we can better understand the challenges and perplexities faced by students in the learning process. Understanding students' needs and problems helps schools better improve the teaching system, cultivate students' self-management ability, and help them successfully complete the transition from high school to university. It is hoped that the school can actively take effective measures to guide students to establish a sense of autonomy and improve their self-management ability, so as to lay a solid foundation for their future development.

### Reference

[1] Shi Huan. Research on the Importance of Role Positioning of college student cadres under the model of self-management [J]. Journal of Adolescent Journal (Education and Teaching Research), 2019, (07): 86.

[2] Ai Shaohaojie, Lu Yu. Current situation and influencing factors of college students' self-management ability [J]. Heilongjiang Science, 2023, 14(15): 86-88. (in Chinese)