



STUDY ON STUDENT SELF-MANAGEMENT IN JIANGXI HIGHER VOCATIONAL COLLEGES -- TAKING CM VOCATIONAL COLLEGE AS AN EXAMPLE

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Abstract : As an economically underdeveloped area, compared with neighboring provinces, Jiangxi's vocational education started relatively late. However, with China's continuous emphasis on education, Jiangxi's vocational education has developed rapidly, and the traditional management mode is no longer applicable to the actual situation of students. Therefore, it is necessary to optimize the student management method in time. By carrying out the work of students' independent management, it is helpful to improve students' independent ability, realize their social development, and better help students to grow and become talents.

Keywords - Higher vocational colleges, Student self-management, People-oriented, Educational concept.

CHAPTER 1

INTRODUCTION

1.1 Research Background

In recent years, with the continuous development of China's market economy, Chinese people pay more and more attention to education, the number of domestic college students is increasing, colleges continue to expand, higher vocational college students have become an important part of China's college human resources.

As an economically underdeveloped area, Jiangxi's vocational education started relatively late compared with the neighboring provinces. Nowadays, China vigorously advocates the development of vocational education, and Jiangxi vocational education has developed rapidly, which has played an important role in training a large number of high-quality workers and application-oriented skilled professionals for local economic construction. However, while the rapid development, the student management work has not been fast enough to follow. Higher vocational colleges have not found a suitable model in student management, management is rather rigid. Although restricting students through rigid rules and regulations can play a certain role, it is easy to lead to rigid student management process, unable to meet the individual needs of different students, resulting in a lot of misunderstanding and trouble.

1.2 Research Objectives

(1) By means of questionnaire survey and data reference, the problems existing in the self-management of students in higher vocational colleges in Jiangxi Province were found and the reasons for the problems were clarified;

(2) Through the analysis of the corresponding reasons, this paper puts forward effective suggestions to enhance the students' self-management awareness and self-management ability in higher vocational colleges in Jiangxi Province.

(3) Provide the basis for the improvement of students' self-management and enrichment of training objectives in higher vocational colleges in Jiangxi Province.

1.3 Need of the study

1.3.1 Theoretical significance

It can promote the people-oriented concept to run through the student management, provide a certain theoretical and practical reference for similar schools, and provide an empirical basis for higher vocational students to improve their self-management awareness and ability.

1.3.2 Practical significance

It is conducive to the transformation of the role of teachers in higher vocational colleges, the enhancement of students' autonomy in many aspects, and the strengthening of students' sense of ownership.

CHAPTER 2

CONCEPT DEFINITION, LITERATURE REVIEW AND THEORETICAL theoretical BASIS

2.1 Review of relevant research at home and abroad

In foreign countries, education pays more attention to creating a good educational environment, and the application and implementation of students' self-management is earlier. Since the 1950s, people began to devote themselves to the study of self-management. J.Lock and J.H. Lock first proposed and discussed the concept in their respective doctoral dissertations in 1950 and 1951 as "the witty and deliberate adaptation to changing circumstances and contingencies, the analysis of the adaptation between situational requirements and the possibility of action, And effective problem solving in the social and personal spheres, including the flexible selection and exercise of cognitive strategies."

Modern management master Peter Drucker (P. Drucker), starting from people's career, believes that self-management includes five elements: "Recognize yourself, understand yourself and where you belong, know what you can do, maintain interpersonal relationships, and plan for the second half of your life." He believes that people who can "manage themselves", know how to put themselves in the place where they can make the most contribution, and learn to play their strengths are those who have self-management ability.

The Spaniard Ortega Gasset believes that the internal management of the school should be guided by allowing the students to manage the school, and the students should shoulder the responsibility of maintaining the discipline through the self-management of the students, while the teachers and professors play a supplementary or complementary role.

Compared with a large number of foreign studies, self-management research in our country is still very limited. Mr. Gu Mingyuan defines "student management" as the process in which school administrators organize and guide students and conduct various kinds of education for students in a purposeful, planned and organized manner in accordance with the educational standards stipulated in the educational policy, so that students can develop in moral, intellectual, physical, aesthetic and labor aspects and grow into successors to the socialist cause.

Domestic scholars such as He Yinrui have given relevant explanations on self-management, he believes that self-management can be divided into two types, narrow self-management, that is, individual self-management; Self-management in a broad sense refers to the self-management of groups.

Jiang Xiuming and Pan Yonghua pointed out in a New Exploration of the Training of First-class College Students that without the role of factors such as self-management consciousness, self-evaluation and self-control, that is, without the role of self-management, the role of any external factors is difficult to work; Moreover, self-management requires that one should be good at translating the opinions and opinions of others, transforming the hopes of the society into his own internal motivation, and encouraging oneself to forge ahead towards the goal.

2.2 Literature review

From the collation, review and analysis of various domestic and foreign literatures, it is found that:

(1) We should treat the current management situation of our country correctly. For foreign literature, learning from it is different from copying it completely. In practice, we should find out that it really meets the independent management needs of students in higher vocational colleges in Jiangxi Province at this stage.

(2) Foreign scholars' research on students' self-management mainly focuses on theory, and there are not many research results on practice, especially the research on students' self-management in higher vocational colleges is even less, and there is no systematic research system.

(3) Domestic scholars lack innovation in their research, and their research results are similar. Most researchers lack depth in their research on students' self-management, and only talk about superficial phenomena in general, lacking highlights and innovation.

Therefore, in the study of students' self-management in higher vocational colleges in Jiangxi Province, it is more necessary to further improve the research methods and means, and strive to strengthen the practical research and analysis, find out the bright spots and strive to innovate.

2.3 Research Framework

(1) This paper expounds the theoretical knowledge of students' self-management in higher vocational colleges, and focuses on analyzing the characteristics, principles and necessity of students' self-management. Through the analysis of students' self-management theory, it provides a solid theoretical foundation for the writing of this paper.

(2) This study takes CM Vocational College as the research unit. In the process of relevant analysis and research, it makes full use of literature research, investigation and other research methods to elaborate the problems existing in the process of students' self-management in higher vocational colleges, and conducts in-depth analysis of the causes of the problems.

(3) Through in-depth analysis of the problems existing in the process of students' self-management in higher vocational colleges, the causes of the problems are found, and finally, based on the analysis and summary of the current situation of students' self-management ability, targeted suggestions are put forward.

The purpose is to explore the unique experience and effective practice of CM vocational college in the self-management of students through the analysis of the current situation and problems of the self-management of students in higher vocational colleges in Jiangxi Province with the help of theoretical explanation. On this basis, the paper puts forward relevant countermeasures and suggestions of students' self-management in higher vocational colleges in Jiangxi Province.

CHAPTER 3

RESEARCH METHODS

3.1 Population and Sample

As an economically underdeveloped area, vocational education in Jiangxi Province has been in a backward position for a long time. More than any other province, there is an urgent need to find ways to improve student autonomy. The self-management methods of vocational college students in other provinces may not be consistent with and applicable to the current situation in Jiangxi. For more accurate research, we need to find higher vocational colleges in Jiangxi Province as the research object, CM Vocational College is one of the vocational colleges in Jiangxi Province.

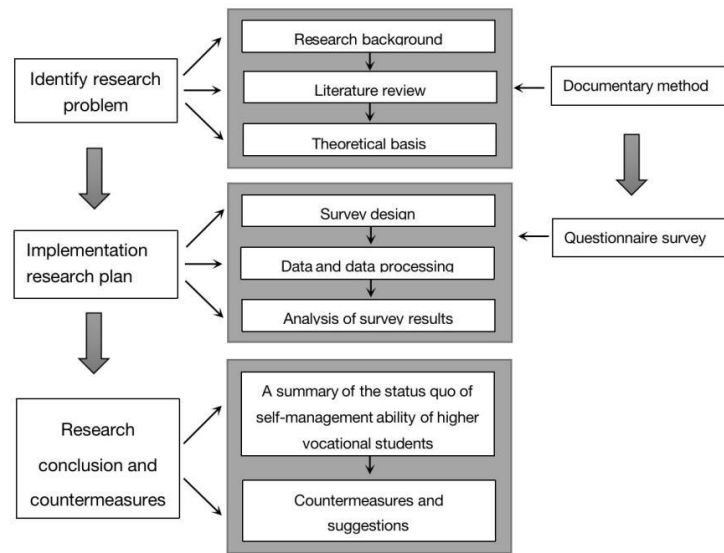
The student self-management of CM Vocational College is in the practice stage and has achieved certain practical results, but a series of problems have appeared in the practice process. Therefore, it is of great significance to explore the student self-management of CM Vocational College. Moreover, the author has participated in the student self-management of CM Vocational College through the opportunity of working in the college. Have a deep understanding of this, a certain experience and experience through their own practice.

3.2 Data and data sources

The research method adopted in this paper is quantitative research, including literature research and investigation research.

Literature research method is to collect and analyze the literature about the self-management of students in higher vocational colleges. Through the application of literature research method, the theoretical support of the paper is found, and the relevant views and conclusions of this research are formed, which has a solid theoretical foundation. The main research tool of investigation research method is questionnaire survey.

3.3 Technical route of research



(Figure 3.3.1 Technical roadmap of the study)

3.4 Theoretical framework

Based on the needs of this study, this paper draws on the questionnaire of Students' Self-management in Higher vocational colleges. A total of 450 questionnaires were sent out and 404 were recovered, with a recovery rate of 89.78%. 204 valid questionnaires were collected, with an effective recovery rate of 50.50%. There are 47 questions in two parts.

The first part is the basic personal information, a total of 13 questions. These include major, gender, grade, place of origin, whether I am an only child, whether I am from a divorced family, my main class ranking in terms of overall performance, whether I served as class president or other position when I went to college, whether I was above the award-winning university level, my political status, father and mother's level of education and parenting. A total of 13 questions were designed.

The second part is the scale of self-management ability of higher vocational college students, a total of 34 questions. This part is the main part of the questionnaire. The scale of self-management ability of vocational school students has six dimensions, including six items of self-cognition, six items of self-planning, four items of self-regulation, six items of self-monitoring, six items of self-evaluation and six items of self-reinforcement. A total of 34 questions, based on the Likert five-point scoring scale for calculation, each question has five options of "completely inconsistent", "not very consistent", "sometimes consistent", "consistent", "completely consistent", respectively scoring 1-5 points, positive score, from low to high, the higher the score, the stronger the self-management ability.

dimension	item
self-cognition	A1、A2、A7、A8、A12、A34
self-planning	A4、A9、A15、A16、A21、A26
self-regulation	A3、A11、A13、A22
self-monitoring	A6、A18、A27、A28、A30、A32
self-assessment	A10、A14、A17、A19、A24、A25
self-reinforcement	A5、A20、A23、A29、A31、A33

(Table 3.4.1 Self-management ability includes questions by dimension)

The formal questionnaire was issued to the students of CM Vocational College, and the majors involved included: news gathering and editing, publication planning and editing, infant care service and management, infant development and health management, digital media technology, visual communication design, film and television director, radio, film and television program production, advertising design and

production, photography and video technology. The following information is obtained by statistics:

- (1) The number of female students, students from rural areas and the masses account for the majority, and there are fewer junior students.
- (2) The majority of students who have not won awards in school and the majority of students who have not worked as class managers are 53.9%.
- (3) The majority, more than half, got medium grades.
- (4) The subjects of this survey are ten majors, among which news gathering, editing and production account for the largest number, accounting for 21.2%.
- (5) The proportion of non-only-child is large, the number of divorced families is small, the education level of parents is mostly high school or below, and the parenting mode of parents for children is mainly democratic.

change	Political status of gender students		Political status of gender students		Political status of gender students					
	Male	female	Rural area	city	Freshman sophomore junior	Freshman sophomore junior	Freshman sophomore junior	Party member	Member of the Communist	The masses
The amount										
Account	29.4%	70.6%	73.5%	26.5%	33.3%	39.2%	27.5%	2%	46.1%	52.0%
than	(60)	(144)	(150)	(54)	(68)	(80)	(56)	(4)	(94)	(106)

(Note: The proportion is the effective percentage, the parentheses are the frequency, the same below.)

(Table 3.4.2 Demographic characteristics of the respondents)

3.5 Reliability and validity analysis

3.5.1 Reliability analysis of questionnaire

As can be seen from Table 3.5.1.1, Cronbach's Alpha value of the questionnaire scale was 0.970. α coefficient ≥ 0.9 indicates that the reliability of the scale is very good, and the reliability of the questionnaire as a whole is very high. This survey is very effective.

dimension	Kronbach Alpha	Number of terms
self-cognition	0.855	6
self-planning	0.880	6
self-regulation	0.814	4
self-monitoring	0.887	6
self-assessment	0.869	6
self-reinforcement	0.882	6
Self-management (general)	0.970	27

(Table 3.5.1.1 Reliability statistics of the questionnaire on self-management ability of higher vocational students)

3.5.2 Validity analysis of questionnaire

As can be seen from Table 3.5.2.2, the KMO test value of the total volume table is 0.951, indicating good indicators, indicating that the scale is suitable for factor analysis. The significance probability value sig. was $P=0.000 < 0.05$, reaching a particularly significant level, which also indicated that the scale was very suitable for exploratory factor analysis to investigate the validity

		self-cogniti on	self-plannin g	self-regulat ion	self-monitor ing	self-assessm ent	self-reinforc ement	Self-manageme nt (general)
Adequately sampled								
Kaiser-Meyer-Olkin degree		0.830	0.862	0.778	0.888	0.849	0.898	0.951
The amount								
Bartlett's sphere	Close to	488.206	636.439	301.154	628.317	583.282	566.589	5609.285
	chi-square							
	Degree test	15	15	6	15	15	15	561
	Sig.	0.000	0.000	0.000	0.000	0.000	0.000	0.000

(Table 3.5.2.2 Validity test of the questionnaire on self-management ability of higher vocational students)

3.6 Statistical tools and econometric models

This section describes in detail the process of using SPSS software to change the research from data to inference, using the methods of univariate variance test/independent sample T test/descriptive analysis, as follows:

3.7 Descriptive analysis of self-management ability of higher vocational students

3.7.1 The overall situation analysis of the development level of self-management ability of higher vocational students

As can be seen from Table 3.7.1.1, the average overall score of self-management ability of higher vocational students is 3.68, exceeding the median value of 3.50. First, they had the highest self-recognition and self-reinforcement abilities, with scores of 3.65 and 3.67, respectively. The second is the self-regulation dimension, the self-assessment dimension and the self-monitoring dimension, whose scores are 3.62, 3.57 and 3.39 respectively. Compared with other dimensions, the score of the self-planning dimension is the lowest, 3.17, which is close to the middle value, so the self-planning ability is weak.

In terms of standard deviation, the overall score of self-management ability was 0.71, and the score of self-planning was the highest (0.79). Self-recognition was the lowest at 0.65.

dimension	N	Minimum value	Maximum value	Mean value	Standard deviation
self-cognition	204	2.00	5.00	3.65	0.65
self-planning	204	1.33	5.00	3.17	0.79
self-regulation	204	1.75	5.00	3.62	0.69
self-monitoring	204	1.83	5.00	3.39	0.71
self-assessment	204	2.00	5.00	3.57	0.70
self-reinforcement	204	1.83	5.00	3.67	0.71
Self-management (general)	204	2.00	5.00	3.68	0.71

(Table 3.7.1.1 Descriptive analysis of self-management ability of higher vocational students)

3.8 Difference analysis of self-management ability of higher vocational students

3.8.1 Analysis of individual differences in vocational college students' self-management ability

(I) In terms of student origin, There was a "very significant" variation overall ($P=0.002<0.01$). Self-cognitive ability ($P=0.014<0.05$) and self-assessment ability had a "relatively significant" difference ($P=0.037<0.05$), urban higher vocational students' self-cognition ($M=3.83>3.59$) and self-assessment ability ($M=3.74>3.51$) is significantly higher than that of rural higher vocational students.

dimension	Rural area	city	T	P
self-cognition	3.59±0.61	3.84±0.70	-2.485	0.014
self-planning	3.14±0.75	3.28±0.89	-1.151	0.251
self-regulation	3.60±0.65	3.68±0.79	-0.670	0.505
self-monitoring	3.35±0.67	3.49±0.82	-1.236	0.218
self-assessment	3.51±0.68	3.74±0.72	-2.096	0.037
self-reinforcement	3.62±0.69	3.81±0.75	-1.649	0.101
Self-management (general)	3.58±0.69	3.94±0.69	-3.204	0.002

(Table 3.8.1.1 The independent management ability of higher vocational students

is tested by independent sample T in terms of student origin)

(2) In terms of grades, the difference of self-management ability did not reach a significant level ($P>0.05$). Therefore, different grades of higher vocational students have the same self-management ability. From the mean scores of each grade in self-management ability, the ranking from high to low is as follows: junior ($M=3.77$) > Sophomore year ($M=3.70$) > Freshman year ($M=3.57$).

(Table 3.8.1.2 Univariate variance test of self-management ability of higher vocational students in grades)

dimension	Freshman sophomore junior	Freshman sophomore junior	Freshman sophomore junior	F	P
self-cognition	3.54±0.71	3.70±0.59	3.72±0.64	1.505	0.224
self-planning	3.20±0.86	3.13±0.71	3.22±0.83	0.250	0.079
self-regulation	3.59±0.74	3.60±0.67	3.68±0.68	0.311	0.733
self-monitoring	3.41±0.76	3.36±0.65	3.40±0.76	0.098	0.906
self-assessment	3.54±0.74	3.54±0.69	3.64±0.67	0.408	0.665
self-reinforcement	3.66±0.73	3.67±0.68	3.68±0.72	0.019	0.981
Self-management (general)	3.57±0.77	3.70±0.62	3.77±0.73	1.234	0.293

(3) In terms of gender and political status, the difference is not significant ($P>0.05$), and the mean values of the six dimensions were not significantly different. Therefore, different genders and different political profiles are equally capable of self-management.

dimension	male	female	T	P
self-cognition	3.76±0.74	3.61±0.60	1.487	0.139
self-planning	3.31±0.87	3.12±0.75	1.563	0.120
self-regulation	3.72±0.80	3.58±0.64	1.215	0.228
self-monitoring	3.48±0.79	3.35±0.68	1.161	0.247
self-assessment	3.69±0.72	3.52±0.69	1.675	0.096
self-reinforcement	3.73±0.73	3.64±0.70	0.789	0.431
Self-management (general)	3.78±0.80	3.64±0.66	1.286	0.200

(Table 3.8.1.3 Independent sample T-test of higher vocational students' self-management ability in terms of gender)

dimension	communist	Member of the Communist Youth	The masses	F	P
self-cognition	3.79±0.21	3.70±0.59	3.61±0.70	0.669	0.513
self-planning	3.08±0.62	3.23±0.76	3.13±0.83	0.384	0.681
self-regulation	3.81±0.24	3.62±0.69	3.62±0.70	0.155	0.857
self-monitoring	3.58±0.32	3.43±0.68	3.34±0.75	0.531	0.589
self-assessment	3.75±0.22	3.59±0.67	3.54±0.74	0.261	0.771
self-reinforcement	4.08±0.22	3.70±0.68	3.63±0.74	0.936	0.394
Self-management (general)	3.75±0.29	3.73±0.65	3.62±0.77	0.637	0.530

(Table 3.8.1.4 Univariate variance test of independent management ability of higher vocational students in political outlook)

3.8.2 School-level difference analysis of college students' self-management ability

(I) In terms of comprehensive ranking, There were "very significant" differences ($P=0.003<0.01$). Through the LSD method, it is concluded that the independent management ability of the students with the top comprehensive scores is significantly higher than that of other students, and the students in the middle are significantly higher than that of the students in the lower grades. And all six dimensions reached a "relatively significant" level of difference ($P<0.05$).

dimension	superior	medium	Lower middle class	inferior
self-cognition	3.83±0.68	3.65±0.57	3.41±0.79	3.03±0.57
self-planning	3.29±0.91	3.20±0.69	2.91±0.88	2.47±0.62
self-regulation	3.85±0.70	3.59±0.62	3.86±0.85	3.15±0.65
self-monitoring	3.54±0.78	3.39±0.61	3.19±0.84	2.57±0.80
self-assessment	3.76±0.66	3.54±0.67	3.37±0.79	2.90±0.83
self-reinforcement	3.82±0.70	3.69±0.65	3.42±0.85	2.73±0.58
Self-management	3.90±0.75	3.65±0.63	3.46±0.82	2.90±0.55

dimension	F	P	Ex post comparison LSD method
self-cognition	4.368	0.005	superior > Lower middle class (P=0.006 < 0.05) superior > inferior (P=0.007 < 0.05) medium > inferior (P=0.035 < 0.05)
self-planning	2.797	0.041	superior > Lower middle class (P=0.044 < 0.05) superior > inferior (P=0.024 < 0.05) medium > inferior (P=0.040 < 0.05)
self-regulation	4.377	0.005	superior > medium (P=0.016 < 0.05) superior > Lower middle class (P=0.003 < 0.05) superior > inferior (P=0.027 < 0.05)
self-monitoring	3.867	0.010	superior > Lower middle class (P=0.039 < 0.05) superior > inferior (P=0.003 < 0.05) medium > inferior (P=0.010 < 0.05)
self-assessment	3.886	0.010	superior > medium (P=0.049 < 0.05) superior > Lower middle class (P=0.017 < 0.05) superior > inferior (P=0.008 < 0.05) medium > inferior (P=0.041 < 0.05)
self-reinforcement	5.093	0.002	superior > Lower middle class (P=0.017 < 0.05) superior > inferior (P=0.001 < 0.05) medium > inferior (P=0.003 < 0.05) Lower middle class > inferior (P=0.043 < 0.05)
Self-management (general)	4.920	0.003	superior > medium (P=0.029 < 0.05) superior > Lower middle class (P=0.009 < 0.05) superior > inferior (P=0.002 < 0.05) medium > inferior (P=0.018 < 0.05)

(Table 3.8.2.1 Single factor variance test of independent management ability
of higher vocational students in comprehensive performance ranking)

(2) In terms of whether they are working in class or other positions, higher vocational students' self-cognitive ability, self-monitoring ability, self-assessment ability, self-reinforcement ability and self-management ability all reach a "relatively significant" difference level ($P < 0.05$). The average score of independent management ability of higher vocational students who were working as class manager or other positions ($M=3.79$) was significantly higher than that of those who were not ($M=3.58$).

dimension	Work as a supervisor	Not working as a shift	T	P
self-cognition	3.75 ± 0.64	3.57 ± 0.64	2.003	0.046
self-planning	3.25 ± 0.86	3.11 ± 0.73	1.198	0.232
self-regulation	3.72 ± 0.68	3.54 ± 0.70	1.912	0.057
self-monitoring	3.50 ± 0.74	3.30 ± 0.68	2.023	0.044
self-assessment	3.69 ± 0.67	3.47 ± 0.71	2.289	0.023
self-reinforcement	3.79 ± 0.68	3.56 ± 0.72	2.346	0.020
Self-management (general)	3.79 ± 0.71	3.58 ± 0.69	2.186	0.030

(Table 3.8.2.2 Independent sample T test is conducted on the independent management ability of higher vocational students in terms of whether they work as class managers)

(3)In terms of award, In addition to the self-regulation dimension,the influence of the other five dimensions is "relatively significant" ($P<0.05$), the average score of independent management ability of awarded higher vocational students ($M=3.95$) was significantly higher than that of non-awarded higher vocational students ($M=3.60$).

dimension	award	No award	T	P
self-cognition	3.92 ± 0.63	3.58 ± 0.63	3.103	0.002
self-planning	3.39 ± 0.78	3.12 ± 0.79	2.021	0.045
self-regulation	3.75 ± 0.75	3.59 ± 0.67	1.398	0.164
self-monitoring	3.61 ± 0.69	3.33 ± 0.71	2.315	0.022
self-assessment	3.76 ± 0.69	3.51 ± 0.70	2.087	0.038
self-reinforcement	3.88 ± 0.63	3.61 ± 0.72	2.273	0.024
Self-management (general)	3.95 ± 0.66	3.60 ± 0.70	3.001	0.003

(Table 3.8.2.3 Independent sample T test is conducted on whether the independent management ability of higher vocational students has won awards)

3.8.3 Analysis of family-level differences in self-management ability of vocational college students

(1) Differences in the six dimensions of ability and ability to manage themselves did not reach significant levels in single child and divorced families ($P>0.05$). Therefore, there is no difference in independent management ability between the only and non-only children and the divorced, non-divorced and divorced higher vocational students.

dimension	Only child	non-singleton	T	P
self-cognition	3.75 ± 0.82	3.64 ± 0.61	0.868	0.386
self-planning	3.12 ± 1.01	3.18 ± 0.75	-0.391	0.696
self-regulation	3.74 ± 0.75	3.60 ± 0.68	1.056	0.292
self-monitoring	3.39 ± 0.93	3.39 ± 0.67	-0.007	0.995
self-assessment	3.63 ± 0.73	3.56 ± 0.70	0.528	0.598
self-reinforcement	3.81 ± 0.77	3.64 ± 0.70	1.213	0.226
Self-management (general)	3.82 ± 0.89	3.65 ± 0.70	1.027	0.311

(Table 3.8.3.1 Independent sample T test is conducted on the independent management ability of higher vocational students in terms of whether they are the only child)

(Table 3.8.3.2 Independent sample T test is conducted on the independent management ability

dimension	Divorced family	Non-divorced family	Divorced family	F	P
self-planning	3.16±0.69	3.18±0.89	2.58±0.82	0.572	0.565
self-regulation	3.58±0.65	3.63±0.70	3.00±0.35	0.848	0.430
self-monitoring	3.21±0.63	3.41±0.72	2.83±0.47	1.144	0.321
self-assessment	3.42±0.77	3.59±0.70	2.92±0.59	1.258	0.286
self-reinforcement	3.61±0.63	3.68±0.72	3.17±0.24	0.574	0.564
Self-management (general)	3.77±0.73	3.67±0.71	3.50±0.00	0.188	0.829

of higher vocational students in terms of whether they are divorced families)

(3) In terms of father's education level, F-test value was 4.858, $P=0.001<0.01$, The difference was "relatively significant". From the point of view of the mean score, the ranking from high to low is: graduate students and above ($M=5.00$) > Technical secondary school ($M=4.20$) > College degree ($M=3.90$) > Undergraduate ($M=3.88$) > High school and below ($M=3.60$).

Through the LSD method, it is found that there is a significant difference between the students whose father's degree is postgraduate or above and the students whose father's degree is other. The ability of six dimensions of higher vocational students all reached a "relatively significant" difference level ($P<0.05$).

dimension	Senior high school and below	Technical secondary school	Junior college	undergraduate	Postgraduate or above
dimension	F	P	Ex post comparison LSD method		
self-cognition	4.578	0.001	Senior high school and below > Postgraduate or above ($P=0.000<0.05$) Junior college > Postgraduate or above ($P=0.001<0.05$) undergraduate > Postgraduate or above ($P=0.003<0.05$)		
self-assessment	3.53±0.67	4.23±0.47	3.53±0.72	3.60±0.81	5.00±0.00
self-reinforcement	3.63±0.67	4.17±0.49	3.64±0.83	3.67±0.96	5.00±0.00
Self-management (general)	3.60±0.67	4.20±0.57	3.90±0.80	3.88±0.69	5.00±0.00

self-planning	5.785	0.0002	Senior high school and below>Technical secondary school (P=0.023<0.05)
			Senior high school and below>Postgraduate or above (P=0.000<0.05)
			Technical secondary school>Postgraduate or above (P=0.047<0.05)
			Junior college>Postgraduate or above (P=0.000<0.05) undergraduate>Postgraduate or above (P=0.000<0.05)
self-regulation	4.079	0.003	Senior high school and below>Postgraduate or above (P=0.000<0.05)
			Junior college>Postgraduate or above (P=0.001<0.05) undergraduate>Postgraduate or above (P=0.002<0.05)
self-monitoring	4.796	0.001	Senior high school and below>Postgraduate or above (P=0.000<0.05)
			Technical secondary school>Postgraduate or above (P=0.021<0.05)
self-assessment	4.773	0.001	Senior high school and below>Technical secondary school (P=0.022<0.05)
			Senior high school and below>Postgraduate or above (P=0.000<0.05)
			Technical secondary school>Junior college (P=0.038<0.05)
			Junior college>Postgraduate or above (P=0.001<0.05) undergraduate>Postgraduate or above (P=0.003<0.05)
self-reinforcement	3.543	0.008	Senior high school and below>Postgraduate or above (P=0.001<0.05)
			Junior college>Postgraduate or above (P=0.002<0.05) undergraduate>Postgraduate or above (P=0.005<0.05)
			Senior high school and below>Postgraduate or above (P=0.001<0.05)
Self-management (general)	4.858	0.001	Junior college>Postgraduate or above (P=0.010<0.05) undergraduate>Postgraduate or above (P=0.016<0.05)

(Table 3.8.3.3 Univariate variance test of the independent management ability of higher vocational students in the paternal education level)

(4) In the aspect of mother's education level, F-test value was 5.027, $P=0.001<0.01$, The difference was "relatively significant".From the point of view of the mean score, the ranking from high to low is: graduate students and above ($M=5.00$)>Technical secondary school ($M=4.21$)> Undergraduate ($M=4.17$) >High school and below ($M=3.62$) >Undergraduate ($M=3.61$).

Through the LSD method, it is concluded that there is a significant difference between the self-management ability of the students whose mother's education is high school or below and that of the students whose mother's education is secondary school, postgraduate or above. There is a significant difference between the self-management ability of the students whose mothers are college students and those whose mothers are graduate students or above. The ability of six dimensions all reached the difference level of "relatively significant"($P<0.05$).

dimension	Senior high school and below	Technical secondary school	Junior college	undergraduate	Postgraduate or above
self-cognition	3.61 ± 0.63	4.17 ± 0.41	3.39 ± 0.59	4.00 ± 0.64	5.00 ± 0.00
self-planning	3.13 ± 0.74	4.07 ± 0.61	2.72 ± 0.79	3.31 ± 1.03	5.00 ± 0.00
self-regulation	3.60 ± 0.67	4.25 ± 0.46	3.06 ± 0.37	3.79 ± 0.80	5.00 ± 0.00
self-monitoring	3.35 ± 0.66	4.07 ± 0.69	2.96 ± 0.68	3.67 ± 1.00	5.00 ± 0.00
self-assessment	3.52 ± 0.68	4.07 ± 0.70	3.44 ± 0.58	3.86 ± 0.85	5.00 ± 0.00
self-reinforcement	3.63 ± 0.68	4.31 ± 0.49	3.39 ± 0.73	3.97 ± 0.91	5.00 ± 0.00
Self-management (general)	3.62 ± 0.70	4.21 ± 0.49	3.61 ± 0.60	4.17 ± 0.52	5.00 ± 0.00
dimension	F	P	Ex post comparison LSD method		
self-cognition	5.844	0.000182	Senior high school and below > Technical secondary school ($P=0.023 < 0.05$)		
			Senior high school and below > Postgraduate or above ($P=0.000 < 0.05$)		
			Technical secondary school > Postgraduate or above ($P=0.013 < 0.05$)		
			Junior college > Postgraduate or above ($P=0.000 < 0.05$)		
			undergraduate > Postgraduate or above ($P=0.023 < 0.05$)		
self-planning	8.220	0.000004	Senior high school and below > Technical secondary school ($P=0.001 < 0.05$)		
			Senior high school and below > Postgraduate or above ($P=0.000 < 0.05$)		
			Technical secondary school > Junior college ($P=0.000 < 0.05$)		
			Senior high school and below > Technical secondary school ($P=0.000 < 0.05$)		
			Senior high school and below > Postgraduate or above ($P=0.001 < 0.05$)		

self-regulation	6.786	0.000039	Senior high school and below>Technical secondary school ($P=0.010<0.05$)
			Senior high school and below>Junior college ($P=0.017<0.05$)
			Senior high school and below>Postgraduate or above ($P=0.000<0.05$)
			Technical secondary school>Junior college ($P=0.000<0.05$)
			Junior college>undergraduate ($P=0.034<0.05$)
			Junior college>Postgraduate or above ($P=0.000<0.05$)
			undergraduate>Postgraduate or above ($P=0.010<0.05$)
			Senior high school and below>Technical secondary school ($P=0.006<0.05$)
			Senior high school and below>Postgraduate or above ($P=0.000<0.05$)
			Technical secondary school>Junior college ($P=0.001<0.05$)
self-monitoring	7.472	0.000013	Technical secondary school>Postgraduate or above ($P=0.046<0.05$)
			Junior college>undergraduate ($P=0.048<0.05$)
			Junior college>Postgraduate or above ($P=0.000<0.05$)
			undergraduate>Postgraduate or above ($P=0.005<0.05$)
			Senior high school and below>Technical secondary school ($P=0.035<0.05$)
self-assessment	4.935	0.001	Senior high school and below>Postgraduate or above ($P=0.000<0.05$)
			Technical secondary school>Postgraduate or above ($P=0.047<0.05$)
			Junior college>Postgraduate or above ($P=0.001<0.05$)
			undergraduate>Postgraduate or above ($P=0.018<0.05$)
			Senior high school and below>Technical secondary school ($P=0.010<0.05$)
self-reinforcement	5.283	0.000459	Senior high school and below>Postgraduate or above ($P=0.001<0.05$)
			Technical secondary school>Junior college ($P=0.008<0.05$)
			Junior college>Postgraduate or above ($P=0.000<0.05$)
			undergraduate>Postgraduate or above

Self-management (general)	5.027	0.001	Senior high school and below>Technical secondary school ($P=0.010<0.05$)
			Senior high school and below>Postgraduate or above ($P=0.001<0.05$)
			Junior college>Postgraduate or above ($P=0.000<0.05$)

(Table 3.8.3.4 Univariate variance test of self-management ability
of higher vocational students on mother's education level)

(5) In terms of the main parenting style, the F-test value was 4.229, $P=0.003<0.05$, The difference was "relatively significant". By comparing LSD after the fact, the students with the democratic parenting style were significantly more capable of self-management than the students with the authoritative and submissive families. Six dimensions all reached the level of "relatively significant" difference ($P<0.05$).

dimension	Democratic type	Idle type	Authoritative type	Drowning type	other
dimension	2.70 ± 0.61	2.74 ± 0.74	2.35 ± 0.57	4.50 ± 0.87	2.64 ± 0.56
	F	P	Ex post comparison LSD method		
			Democratic type> Authoritative type ($P=0.006<0.05$)		
			Democratic type>Drowning type ($P=0.031<0.05$)		
			Idle type> Authoritative type ($P=0.009<0.05$)		
			Democratic type> Authoritative type ($P=0.019<0.05$)		
			Idle type>Drowning type ($P=0.038<0.05$)		
			Authoritative type>Drowning type ($P=0.015<0.05$)		
			Democratic type> Authoritative type ($P=0.019<0.05$)		
			Idle type>Drowning type ($P=0.040<0.05$)		
			Authoritative type>Drowning type ($P=0.009<0.05$)		

self-monitoring	3.299	0.012	Democratic type> Authoritative type (P=0.005<0.05)
			Idle type>Drowning type (P=0.030<0.05)
			Authoritative type>Drowning type (P=0.005<0.05)
			Drowning type>other (P=0.034<0.05)
self-assessment	2.770	0.028	Democratic type> Authoritative type (P=0.010<0.05)
			Authoritative type>Drowning type (P=0.014<0.05)
			Drowning type>other (P=0.041<0.05)
self-reinforcement	3.002	0.020	Democratic type> Authoritative type (P=0.008<0.05)
			Idle type> Authoritative type (P=0.032<0.05)
			Authoritative type>Drowning type (P=0.007<0.05)
			Drowning type>other (P=0.039<0.05)
Self-management (general)	4.229	0.003	Democratic type> Authoritative type (P=0.008<0.05)
			Idle type> Authoritative type (P=0.032<0.05)
			Authoritative type>Drowning type (P=0.003<0.05)
			Authoritative type>other (P=0.027<0.05)
			Drowning type>other (P=0.027<0.05)

(Table 3.8.3.5 Univariate variance test of self-management ability of higher vocational students on main parenting styles)

3.9 Data Analysis

At present, CM Vocational College student independent management reform is under way, in order to better fit the reform, the college has also taken a series of measures to promote students to actively carry out independent management, from the school to the class, all attach great importance to the development of student independent management. In this process, most students can also actively change their minds and realize their own problems. However, after investigation, it is found that there are still some problems in CM Vocational College's student self-management, which may affect the healthy development of student self-management. These problems involve not only the individual level of students, but also the school level and the family level, which requires students to work together with the school and the family to improve their self-management ability.

Through the investigation of the development status of self-management ability of CM vocational college students, with the help of SPSS26.0, the results of the investigation were described and the difference and correlation were analyzed. This chapter will be combined

with the previous investigation results, to make a summary of the development status of higher vocational students' self-management ability, and on this basis, summarize the main problems still exist in the development of current higher vocational students' self-management ability.

3.9.1 Problems at the individual level

Through the statistical analysis of CM Vocational College students' individual level problems, the following aspects are found. First, the self-cognitive ability of higher vocational students in urban areas is generally higher than that in rural areas, especially in terms of self-assessment ability, higher vocational students in urban areas are significantly higher than those in rural areas. Second, in terms of self-planning ability, junior students' self-management ability is higher than sophomore students', while sophomore students' self-management ability is higher than freshman students.

If students in rural areas are allowed to have a clear understanding and evaluation of their own self-management, and freshmen and sophomores have reasonable plans for their grades and all students, can they improve their self-management ability? Therefore, at the individual level of CM Vocational College students, there are three major problems: students from rural areas who do not realize the importance of self-management, shallow self-awareness, freshmen and sophomores who do not seriously examine themselves and fail to make feasible plans, insufficient motivation and ability of all students to meet problems, and inability to implement the plan.

3.9.2 Problems at the school level.

Through the statistical analysis of the problems at the school level of CM vocational College, the following aspects are found. First, the comprehensive performance of higher vocational students is the same as the strength of their independent management ability. The independent management ability of higher vocational students with high comprehensive performance is the strongest, while the independent management ability of lower comprehensive performance is the weakest. Second, the self-management ability of the higher vocational students who serve as class managers is higher than that of those who do not serve as class managers or other positions. Third, the self-management ability of the higher vocational students who have won college level awards or above is significantly higher than that of those who have not won college level awards or above.

If students with weak grades have a reasonable plan for the curriculum, students take turns to work in the class, participate in school management work, encourage students to participate in activities when their own plans and goals, and strive for awards. Can it improve their ability to manage themselves? Therefore, at the school level, CM Vocational College mainly has three problems: the lack of scientific and feasible curriculum planning for students, the failure to meet the needs of students with weak academic performance to improve their management ability, the low democratic nature of class cadre appointment, the inability of students to fully participate in school management, too few college activities and no direct focus, and the low probability of winning awards.

3.9.3 Problems at the family level.

Through the statistical analysis of CM vocational College family level problems, the following aspects are found. First, the self-management ability of higher vocational students whose parents are graduate students or above is stronger than that of undergraduate students, junior colleges and secondary schools. Second, the self-management ability of students with democratic family rearing style is higher than that of lax type, drowning type and other types, while the self-management ability of higher vocational students with drowning type and relaxing type of family rearing style is weakest.

If parents with low academic qualifications can improve their cultural literacy and correct wrong educational concepts, and parents who treat their children with love and neglect can try to move their educational concepts and methods closer to democracy and achieve consistency with school education, will it improve students' self-management ability? Therefore, at the family level of CM Vocational

College, there are three major problems: misunderstanding of parents' educational concepts, lax parenting style and loving family, insufficient democratic parent-child relationship, and inconsistent parenting style and loving family and school education.

4.0 Data analysis statistics

vocational students in this survey is generally good. Among them, self-cognition and self-reinforcement ability were the strongest and scored the highest, with an average of 3.65 and 3.67. Ability is followed by self-regulation, self-assessment and self-monitoring ability, while the self-planning dimension scores the lowest. Therefore, the ability of self-planning is weak.

In terms of the self-planning ability of vocational college students, it can be seen from the analysis and processing of questionnaires that many vocational college students have no clear plan for their future career choice and lack practical plans in life and study.

4.0.1 Analysis and statistics of students at individual level

- (1) The self-planning and self-assessment ability of students from urban areas is higher than that of students from rural areas.
- (2) The self-management ability of junior students is higher than that of freshmen and sophomores.

4.0.2 Analysis and statistics at the school level

- (1) The self-management ability of higher vocational students with superior comprehensive scores is higher than that of students with intermediate, lower middle and lower grades.
- (2) The self-management ability of higher vocational students who serve as class managers is higher than that of those who do not.
- (3) The independent management ability of higher vocational students who have won college level and above awards is higher than that of higher vocational students who have not won.

4.0.3 Household level analysis and statistics

- (1) The self-management ability of vocational students whose parents have a master's degree or above is higher than that of vocational students whose parents have a bachelor's degree, a college degree or a secondary school degree.
- (2) The self-management ability of the democratic type of family rearing is higher than that of the lax type, the drowning type and other types of higher vocational students.

CHAPTER 4

OPTIMIZATION SCHEME

Based on the main problems existing in the current self-management ability of vocational college students, combined with the summary and analysis of the current situation of the description and difference of self-management ability of vocational college students, it is concluded that the three aspects of individual, school and family have the most important impact on the development of self-management ability of vocational college students.

Therefore, this chapter will focus on the three main levels of individual, school and family, and put forward strategies to improve the self-management ability of higher vocational students, aiming at providing useful reference for the effective improvement of self-management ability of higher vocational students in Jiangxi Province.

4.1 Students' individual level: stimulate their self-management initiative and enthusiasm

- (1) Students from rural areas should enhance their awareness of self-management. It is necessary to fully and correctly understand self-management, have a sense of foresight, and establish a correct sense of self-management.

(2) Freshmen and sophomores need to establish scientific self-planning. It is necessary to develop practical career planning and life goals, reasonable planning of learning and recreational activities, set goals to be substantive, specific, and relatively easy to achieve, and maintain an open mind to learn, continue to learn and explore themselves.

(3) All students improve their self-management and action, and implement the plan. To start with small changes, choose micro-habits and programs that fit, and build prompts and rewards.

4.2 School level: Enrich the training forms of self-management ability

(1) To improve the level of education and teaching, help students with weak performance to improve their self-management ability, and reasonably guide students to develop the habit of independent learning and thinking, vocational colleges should make full use of the school's educational resources and strengthen school-enterprise cooperation.

(2) Implement the system of rotation of class cadres, so that students who do not hold class cadres and other positions have the opportunity to participate in management, guide students to make their own rules and regulations of class dormitory management, and implement the school management class rotation system.

(3) Organize a variety of management activities, so that students who have not won prizes have the opportunity to participate in the experience and exercise. Vocational colleges should encourage school associations or colleges to organize colorful activities to create an atmosphere of self-management.

4.3 Family level: Create a harmonious and democratic family cultural atmosphere

(1) Parents with low educational qualifications should update their outdated educational concepts. The concept determines the attitude, the attitude determines the method, and the method determines the effect. It is necessary to enhance the quality of parents themselves, update the educational concept, and establish the correct educational concept in family education.

(2) Families whose parenting style is lax and drowsy should build a democratic parent-child relationship. It is necessary to strictly require children and give each other full respect, let children participate in discussions in family activities, and play a good role model effect.

(3) Families whose parenting style is lax and drowsy should adhere to the consistency of educational influence. Parents should teach students according to their aptitude, the education of students should be consistent with the pace of education of the school, and do a good job of connecting with the school.

CHAPTER 5

THE CONCLUSION,DISCUSSION AND SUGGESTION OF COLLEGE STUDENTS' SELF-MANAGEMENT ABILITY

5.1 Recommendations for future research.

Based on the analysis of current research background and previous research results, this paper investigates the self-management ability of students in CM Vocational College of Jiangxi Province from six dimensions: self-cognition ability, self-planning ability, self-regulation ability, self-monitoring ability, self-assessment ability and self-strengthening ability.

Through the analysis of the overall development of self-management ability of vocational college students and the differences of self-management ability in individual level, school level and family level, the following conclusions are drawn: the overall level of self-management ability of vocational college students is good, but the self-planning ability is weak; There are no significant differences in self-management ability in gender, political status, whether the only child or divorced family, but there are significant differences in grade,

students' origin, parents' education level, achievement ranking, whether they hold class posts, whether they have won awards and family rearing style.

Finally, based on the analysis and discussion of the current status of the self-management ability of vocational college students and some existing problems, this paper puts forward targeted strategies to improve the self-management ability of vocational college students from three aspects: individual, school and family.

To sum up, the cultivation of the self-management ability of vocational students needs to integrate the resources of individuals, schools and families, and cultivate the self-management ability of vocational students. It is not to ignore or give up the strict education and management of students, but to "study by learning" and use better management skills to promote the all-round development of students.

However, due to the limitations of objective conditions, the study will inevitably have some inadequacies, and it is hoped that it can be perfected through further exploration in the future.

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